

# Sgoil Lionacleit



Pupil & Parent/Guardian  
Guide to Boosting  
Attainment in S1-3

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# Glossary

The following terms are relatively new in education. In order for you to get the most out of this booklet we have included the following definitions:

**Added Value Unit** – As well as assessing how much knowledge and understanding learners have retained throughout the course, assessment in the new qualifications also focuses on breadth, challenge and application. This is known as the ‘added value’ of the course. It applies to all courses at National 4 and above.

**Application** – How well learners can apply their knowledge or skills to different situations.

**Assessment is for Learning (AiFL)** – This is where learners are encouraged to be more active in their learning and associated assessment.

**Breadth** – The range of knowledge, skills and understanding that learners have developed throughout the course.

**Broad General Education (BGE)** – This is the curriculum that all S1-3 pupils receive. It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future

**Challenge** – How learners have deepened or extended their knowledge and/or skills.

**Curriculum for Excellence** – The national programme for education that has been introduced. It had been developed to improve education for all children and young people and puts their needs at the heart of learning and teaching.

**Extracurricular** – Activities completed out with the normal course of study.

**Faculty** – A group of similar subject departments managed by one Principal Teacher.

**National 3** – This is the first SQA qualification which has replaced Standard Grade. It is the equivalent of an old Foundation level pass.

**National 4** - This is the second SQA qualification which has replaced Standard Grade. It is the equivalent of an old General level pass.

**National 5** - This is the third SQA qualification which has replaced Standard Grade. It is the equivalent of an old Credit level pass.

## Key to success    How parents can support

<p><b>Commitment and motivation to learn</b></p>	<p>Give positive messages – pupils need to believe to achieve! Reinforce our high expectations of effort and behaviour in class.</p> <p>Make the connection to longer term goals – a strong work ethic in S1-3 carries into national examinations in S4-S6.</p> <p>Acknowledge and reward effort for your child. Progress is individual - we want each child to be the best he/she can be.</p>
<p><b>High level of attendance in school</b></p>	<p>Contact PT Guidance, if extended absence.</p>
<p><b>Organisation</b></p>	<p>Copy your child’s timetable and display somewhere for easy reference.</p> <p>Ensure notes/books are organised. A different coloured folder for each subject is a useful tip.</p> <p>Take a regular look in your child’s school bag! You may need to plan for regular clear outs!</p> <p>Ensure your child is ready for school- develop the habit of your child packing his/her school bag the night before. A well-stocked pencil case is a must – pencils, pens, rubber and ruler.</p> <p>Look at your child’s planner and plan homework / test preparation with him/her.</p>
<p><b>Healthy lifestyle</b></p>	<p>Encourage your child to get involved in an extracurricular activity. This session’s programme is on the website and Facebook page.</p> <p><b>Monitor use of mobile technology:</b></p> <ul style="list-style-type: none"> <li>• It is a good idea to remove mobile technology during homework/ study/ reading time</li> <li>• A school day is tiring and our pupils are busy with activities after school. It’s a good idea to remove mobile technology an hour before bed time and during the night in order to ensure a full night’s sleep</li> </ul> <p>Ensure there is a good balance between school work, extracurricular activity, relaxation and family time.</p>
<p><b>Being in the know!</b></p>	<p>Know your child’s timetable, subjects and teachers. This will help you to check that your child is ready for school as well as to talk about school with your child. A general “How was school today?” will get little response. However, “What did you do in science this afternoon?” may elicit a fuller response.</p> <p>Check your child’s planner and help him/her to plan homework and revision for tests.</p> <p>If you change your mobile telephone number, you must let the school office know. A lot of communication with parents is by text.</p>

# Homework & Revision

As a parent/carer, it is not your ability or knowledge of a subject which counts but rather a positive and encouraging attitude. You can help and support in so many ways!

## When

- Establish a routine for your child which takes account of their commitments outwith the school day. **Your child should get into a routine of doing their homework at a specific time on identified days.** eg. Monday – Thursday evening and Sunday evening.
- Check your child's planner with them and ensure that all homework and preparation for tests is done in good time. You may have to adapt the set routine if there is a week with a number of tests, for example.
- Use your knowledge of your child to plan – is it best for them to do the subject they like least or best first? If your child is reluctant to get started, set a time (or so many questions at a time), with a treat at the end. Offer choices, break things down and set goals.

## Where

- Identify a space where your child feels comfortable and able to concentrate.
- If possible, try to keep resources in this space, e.g. subject folders, calculator, English dictionary, thesaurus, notebooks. A pinboard can be a good idea with your child's timetable/deadlines /feedback from teachers/ study advice/ motivational messages.
- Wherever your child does homework, ensure that there are no distractions (**remove mobile phone for the time spent on homework!**) and that you are available to provide encouragement and non-critical support, as required.

## What

- There is always homework to do!! Encourage your child to get into the habit of reading over the classwork of that day (which has a significant impact on retention and test performance!). ***This may not be noted in their planner as homework but it is an important part of an effective homework and revision routine!***
- Take an interest in homework and encourage your child to produce work to the best of their ability e.g. check presentation and accuracy, test factual knowledge.
- If your child is struggling or if the homework task seems too big, break down the task with your child and support them to complete one bit at a time.
- Ask your child to explain the homework / topic– this helps pupils to learn.

Encourage your child to:

- ✓ take account of feedback from teachers from previous work- look at jotters, previous tasks and essays.  
***Tip – do not file away reports. Keep looking at next steps for improvement.***
- ✓ check over their work for technical and factual accuracy.

# Developing Literacy

## How Parents Can Support Literacy Development

Literacy is about learning to read and write accurately as well as being able to listen carefully and talk clearly about an idea. In order to improve literacy development in your child/children you should take part in literacy experiences at home. This can further develop your child's reading ability, comprehension, and language skills. Ways that this can be done include engaging in conversations, offering a literacy-rich environment, and being a strong model for reading. We suggest that you:

1. Encourage good reading habits.
2. Help to build vocabulary.
3. Use technology.

## Encourage Good Reading Habits

Pupils who read widely are more easily able to access texts in class. They also have a more sophisticated vocabulary and are able to adapt their writing style to suit a range of purposes. Good habits can be encouraged by:

- Reading yourself – pupils who see others read at home are more likely to be readers themselves.
- Discussing the variety of ways to read – novels, articles, audio books, magazines, comics, kindles, tablets, etc.
- Asking them what they are reading and discuss the books. Share what you have read.
- Having different age-appropriate reading material around your home.
- Linking books and reading to cinema releases or video games.
- Making predictions – look at covers and blurbs and make predictions about the context of the text.

In the following link, ideas for encouraging teenagers to read for pleasure are shared by librarian Paul Kane, book seller Eve Harvey, Edinburgh reading champion Niall Walker, and secondary English teacher Gordon Fisher:

<https://youtu.be/XtxpJRIKOf8>

## Help to Build Vocabulary

Reading widely will help to build vocabulary but there are some other things that you can do to help:

- Create a glossary – this can be used for all subjects.
- Ask your child/children to highlight words they are unsure of and look them up together. Sometimes using a dictionary can be challenging.
- Try to work out what a word might mean by thinking about its context.
- Use crosswords, word searches, code words and word games – these encourage familiarity with word patterns and help to build vocabulary.

## Use Technology

Technology can be used in a very effective way in order to help meet the literacy needs of young people. We recommend the following links:

<http://www.bbc.co.uk/skillswise/english>

<http://www.channel4learning.com/support/websites/english.html>

<http://www.vocabulary.co.il/>

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://lovereading.co.uk>

<http://www.goodreads.com/>

<http://www.scottishbooktrust.com/>

The apps listed below are good for reading and vocabulary:



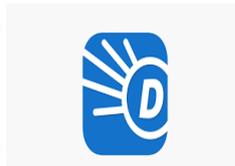
iBooks



Online  
Thesaurus



Kindle



Online Dictionary

The apps listed below are games which develop literacy:



Words with  
Friends



Scrabble



Letterpress



Wordscapes

## **Recommended Reading**

### **I'm new to reading/reluctant to read...where should I start?**

- Andy McNabb – The Nick Stone Missions Series  
<http://www.goodreads.com/series/59246-nick-stone>
- Jaqueline Wilson – A series of books  
<https://www.thebookpeople.co.uk/webapp/wcs/stores/servlet/CategoryDisplay?categoryid=147733&catalogid=10051>
- Neil Gaiman - 'The Graveyard Book'  
[https://www.goodreads.com/book/show/2213661.The\\_Graveyard\\_Book](https://www.goodreads.com/book/show/2213661.The_Graveyard_Book)
- Cassandra Clare - 'The Shadowhunter Chronicles'  
<https://www.cassandraclare.com/shadowhunter-chronicles/>
- Veronica Roth – 'Divergent' trilogy  
<https://en.wikipedia.org/wiki/Divergent>

### **I'm growing in confidence...where do I go next?**

- J.K.Rowling – The Harry Potter Series
- Philip Pullman – His Dark Materials
- Arthur Ransome – 'Swallows & Amazons'
- Paul Stewart – 'Beyond the Deepwoods' Saga
- Jamila Gavin – 'Coram Boy'
- Malorie Blackman – 'Noughts & Crosses'

### **I'm ready for a challenge...**

- J.R.R. Tolkien – 'The Hobbit' and 'Lord of the Rings' series
- William Nicholson – 'The Wind Singer' and the 'Wind on Fire' trilogy
- Mark Haddon – 'The Curious Incident of the Dog in the Night-Time'
- Louis Sachar – 'Holes' & 'Small Steps'
- Derek Landy – 'Skulduggery Pleasant' series
- Markus Zusak – 'The Book Thief'
- Eoin Colfer – 'Artemis Fowl' series

### **A slice of real life**

- Mackenzie Ziegler – 'Kenzie's Rules for Life: How to be Happy, Healthy and Dance to Your Own Beat'
- Rachel Ignotofsky – 'Women in Science: 50 Fearless Pioneers Who Changed the World'

## It's not all about novels...

### Poems:

- Robert Macfarlane & Jackie Morris – 'The Lost Words'
- Allie Esiri – 'A Poem for Every Night of the Year'

### Graphic Novels:

- Eoin Colfer & Andrew Donkin – 'Illegal'
- Jim Ottaviani – 'The Imitation Game – Alan Turing Decoding'

### Audio Books:

- <https://www.audiobooks.com/>

### Try these for more ideas...

- [www.scottishbooktrust.com](http://www.scottishbooktrust.com)
- [www.goodreads.com](http://www.goodreads.com)
- <https://www.thebookpeople.co.uk>

# Developing Numeracy

## How Parents Can Support Numeracy Development

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using maths enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Maths plays an important role in areas such as science and technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning maths gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

Confidence and accuracy in applying numeracy skills across a variety of real life contexts helps young people to become numerate. This will enable them to function responsibly at school, in everyday life and in the world of work. Fluency and confidence in working with numbers and their relationships is vital to support your child/children's progression and attainment in mathematics. We suggest that you:

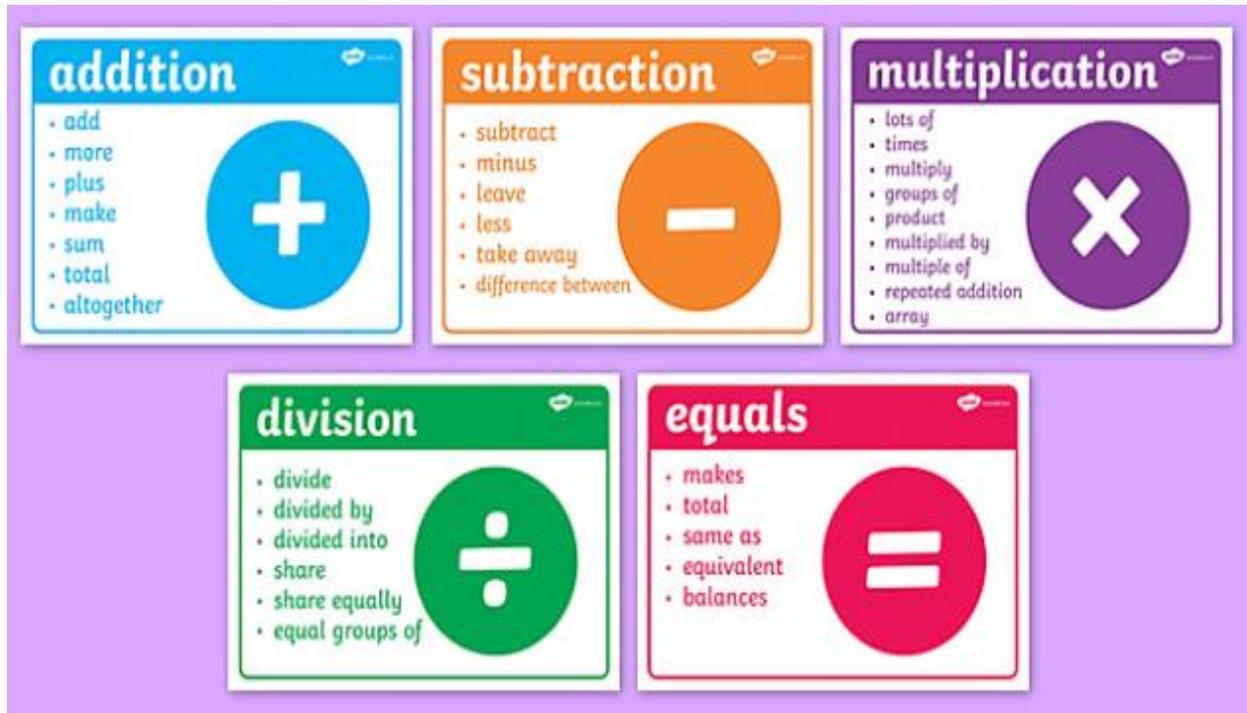
- Be positive about maths – your attitude will be reflected through your children.
- Point out and talk about the maths in everyday life. Include your child in activities involving maths such as using money, cooking and travelling.

By the time young people reach Sgoil Lionacleit most will know their number bonds and are fluent in their times tables. However, regular practice is still essential to increase accuracy and speed of recall. If your child has not yet mastered these skills their teacher will work on strategies to support their learning and understanding. Encourage your child/children to recognise number relationships and opposites and understand that:

- $25+7=32$  tells us that  $7+25=32$        $32-25=7$        $32-7=25$
- $3 \times 4 =12$  tells us that  $4 \times 3 =12$        $12 \div 4 =3$        $12 \div 3 =4$

## Number Literacy

As your children/child move through the school, they will meet more challenging problems requiring a wider knowledge of mathematical terms. The diagrams shown summarises some of the words related to the four rules of number and the following table provides some definitions and translations.



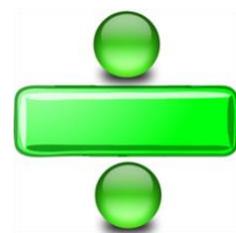
cuir ris  
nas motha  
as deidh



thoir air falbh  
ro  
nas lugha



iomad  
uiread  
dublaich



roinn

English Word	English Definition	Gaelic Word	Gaelic Definition
<b>Actual</b>	The correct answer.	<b>Fìor</b>	Am freagairt ceart.
<b>Addition</b>	To find the total of more than one amount, e.g. $14 + 10 = 24$	<b>Cur-ris</b>	Iomlan barrachd air aon uimhir a lorg, me $14 + 10 = 24$
<b>Approximate</b>	To give a 'rough answer' that may be slightly more or less than the actual answer.	<b>Tuairmseach</b>	'Freagairt tuairmseach' a thoirt seachad a dh'fhaodadh a bhith faisg air an fhreagairt ach gun a bhith mar an fhìor fhreagairt.
<b>Division</b>	Division is the process used to share a quantity or set of items. For example sharing 30 grapes between 5 children gives each child 6 grapes. $30 \div 5 = 6$	<b>Roinneadh</b>	Is e roinneadh am pròiseas a chleachdar airson uiread no seata de nithean a roinn. Mar eisimpleir, tha roinn air 30 dearc eadar 5 nar chloinne a' toirt 6 dearcan do gach pàiste. $30 \div 5 = 6$
<b>Equation</b>	Equations use letters, numbers, signs and symbols and allow given situations or conditions to be expressed in the most concise way possible. An equation has an equals sign to show balance.	<b>Co-aontar</b>	Tha co-aontaran a' cleachdadh litrichean, àireamhan, soidhnichean agus samhlaidhean agus a' ceadachadh do shuidheachaidhean no staidhean a bhith air an libhrigeadh ann an dòigh cho cuimhir 's a ghabhas. Tha soidhne coionannachd ann an co-aontar airson cothrom a nochdadh.
<b>Estimation</b>	Comparing different sizes and amounts (quantities) using appropriate vocabulary to describe them in relation to each other e.g. longer/shorter, lightest/heaviest A 'reasonable' guess. Predicting solutions and checking the accuracy of calculations e.g. estimating $317 + 498$ as approximately $300 + 500 = 800$ and comparing estimate to actual solution.	<b>Tuairmse</b>	Dèanamh coimeas eadar diofar mheudan is uimhirean a' cleachdadh briathrachas iomchaidh airson iomradh a thoirt orra a thaobh càch a chèile, me. nas fhaide / nas giorra, as aotroma / as troma. Tomhas 'reusanta'. Ro-innse fhuasglaidhean agus a' sgrùdadh mionaideachd àireamhachaidh, me. tuairmseadh $317 + 498$ gu bhith $300 + 500 = 800$ agus a' coimeasadh na tuairmse ris an fhìor fhuasgladh.

<b>Formula</b>	A mathematical relationship or rule expressed in symbols e.g. the formula for volume of a box is $V = l \times b \times h$ .	<b>Foirmle</b>	Dàimh no riaghailt matamataigeach air a lìbhrigeadh ann an samhlaidhean, me. is e an fhoirmle airson tomhaslìonaidh bogsa $V = l \times b \times h$
<b>Multiplication</b>	To find the product of more than one amount e.g. $4 \times 3$ (find 4 lots of 3).	<b>Iomadachadh</b>	Gus toradh barrachd na aon uimhir a lorg me. $4 \times 3$ (lorg 4 lotaichean de 3).
<b>Rounding</b>	Rounding can make numbers easier to work with e.g. <ul style="list-style-type: none"> <li>• round a number to the nearest 10 (or multiple of 10)</li> <li>• when adding 42 and 98, round down 42 to 40 and round up 98 to 100 to get an approximate answer.</li> <li>• In context of decimal places, e.g. <math>5.634 = 5.6</math> (round up to 1 decimal place) or <math>5.63</math> (to 2 decimal places).</li> <li>• In context of significant figures, e.g. <math>0.00421 = 0.0042</math> (to 2 significant figures).</li> </ul>	<b>Cruinneachadh</b>	Is urrainn do chruinneachadh obair le àireamhan a dhèanamh nas fhasa, me. <ul style="list-style-type: none"> <li>• Cruinnich àireamh gu an 10 as fhaighe (no iomad de 10)</li> <li>• Ann an cur-ris 42 agus 98, cruinnich sìos 42 gu 40 agus cruinnich suas 98 gu 100 gus freagairt thuairmseach fhaighinn.</li> <li>• Ann an co-theacs ionadan deiceach, me. <math>5.634 = 5.6</math> (cruinnich suas gu 1 ionad deiceach) no <math>5.63</math> (gu 2 ionad deiceach).</li> <li>• Ann an co-theacs figearan sònraichte, me. <math>0.00421 = 0.0042</math> (gu 2 fhigear brìgheil).</li> </ul>
<b>Subtraction</b>	To find the difference between two amounts, or the remainder, e.g. The difference between 12 and 7 is 5 as $12 - 7 = 5$ .	<b>Toirt-air-falbh</b>	An diofar eadar dà uimhir no an còrr a lorg, me 's e 5 an diofar eadar 12 agus 7 oir tha $12 - 7 = 5$ .
<b>Sum</b>	The result of adding together 2 or more numbers (only applies in addition). E.g. The sum of 5, 4 and 2 = 11.	<b>Sùm</b>	Toradh cur-ris 2 àireamh no barrachd (ann an cur-ris a-mhàin). me is e sùm 5, 4 agus 2 = 11.

Further definitions and translations can be found at:

<https://education.gov.scot/parentzone/learning-at-home/supporting- numeracy/Numeracy%20and%20mathematics%20glossary>

## Useful Websites

<http://www.bbc.co.uk/skillswise/maths>

[www.mymaths.co.uk](http://www.mymaths.co.uk)

<http://www.mathsrevision.com>

<http://missdeely.weebly.com>

<http://www.math-drills.com>

<http://maths-games.org/>

<http://www.supermathsworld.co.uk/>

<https://www.mathsisfun.com/>

<https://www.topmarks.co.uk/>

<https://www.twinkl.co.uk/>

<https://arithmetic.zetamac.com/>

## Useful Apps



IXL Maths



Casual Quick Maths



DoodleMaths



MyScript Calculator

# Developing Gaelic Medium Education

Call Scotland have a free text to speech resource that is a toolbar that can be used with Word called WORDTALK. When this is used in conjunction with Ceitidh the Gaelic Voice it will read electronic books, PDF, documents in Microsoft Word & web pages. It can also create audio files using the voice and it means that anything in a Word Document can then be read. It has a spellcheck and thesaurus as well to assist. Both WordTalk and Ceitidh are free to download at:

<https://www.wordtalk.org.uk/home/> and <https://www.thescottishvoice.org.uk/home/>

They are also available with the Scottish Voices of Heather and Stuart in English. My Study Bar can also be downloaded at <https://www.callscotland.org.uk/mystudybar/>

It is designed to support the complete study cycle from planning and structuring thoughts and ideas to support with reading and writing.

There are Gaelic Resources produced by Storlann available at:

<http://www.storlann.co.uk/beurla/resources/>

This website offers a simple introduction to the basics of Gaelic grammar and suggests ways, with support material, of bringing on pupils' Gaelic.

<https://storlann.co.uk/mirean/>

Cèaird an Sgrìobhaiche - A collection of more than 30 texts that can be used in shared reading and shared writing work. There are useful suggestions on ways in which students' reading and writing can be directed through conversation.

<https://storlann.co.uk/ceaird-an-sgrìobhaiche/>

Mealladh - This is a collection of engaging new short stories in Gaelic.

<https://storlann.co.uk/mealladh/index.html>

Vikings - This resource was created so that pupils can learn about Vikings in a stimulating way. [https://storlann.co.uk/na-lochlannaich/index.html#.UvDMkT1\\_t8E](https://storlann.co.uk/na-lochlannaich/index.html#.UvDMkT1_t8E)

Scotland's Scientists: A Gaelic Language Resource - This resource contains nine biographies of Scottish Scientists taken from the Scottish Science Hall of Fame. The biographies are available in Gaelic. <https://education.gov.scot/improvement/learning-resources/Scotland's%20Scientists:%20A%20Gaelic%20Language%20Resource>

Go Gaelic - Lots of resources for vocabulary, including games & audio clips.

<https://go-gaelic.scot/classroom-resources/>

The Multimedia Unit of the Education and Children's Services Department of Comhairle nan Eilean Siar has developed a new website to support 3-18 Gaelic Medium Education. Resources support Gàidhlig as well as a range of other curricular areas. <http://www.e-storas.com/>

# Active Revision Techniques

## POST-ITS

- Write out key points and display them where you are most- in your bedroom/ on the stairs / around your mirror. Make it fun and keep reading them!
- Write out what you don't know. Place post-its on your course notes and keep going back to them.
- The post-it notes can be used by someone else to quiz you.
- Improve a piece of work by re-doing an identified section on a post-it and place on top of the original section, rather than writing it all out again.

## LEARN IT! TEACH IT!

Teaching someone else gives 90% retention rate as you have to understand something fully before you can explain it to someone else. Teach your parent, brother, sister, pet or even your imaginary friend!

## MINDMAPS

Visual signs and key words are easier for some people to remember than written notes. Mindmaps can summarise pages of notes and show links and associations. Information can be reviewed at a glance.

Reading over your notes is the least effective way of revising. You need to read your notes and do something!

## RECORD YOURSELF

Record key information and play it on repeat. Listen while walking, running, in the car...

- Summarise your notes.
- Copy out key information on paper/ card / magic paper for display OR copy into a new notebook. Use different coloured pens and add diagrams to break up text.

## QUIZZES

Make up quizzes and get someone to test you.

Parents make great quizmasters!

*Turn the tables - why not quiz your parents?*

	Highlight Notes
	<ul style="list-style-type: none"> <li>• Read over your notes and <b>highlight key information.</b></li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Highlight parts of your notes which you are unsure of – keep going back to the <b>highlighted parts</b></li> </ul>

## FLASHCARDS

Turn your notes into portable revision tools that you can carry around with you. Test yourself or get someone to test you.

## NOTES

Keep your notes neat and organised, in folders for each subject. It helps to separate notes for each unit and topic. Don't throw away notes or hand-outs, you never know when you might need them.

You could traffic light your notes to help organise and prioritise your revision.

**Green** – I am confident about this

**Orange** – I need to go over this again

**Red** – I need to work on this NOW / I need to speak to my teacher

If you miss a class, speak to your teacher as soon as you can. It's your responsibility to catch up with the work you missed.

Don't just copy the notes from your teacher or your friend's jotter; make sure you understand what you're writing and what you're supposed to be learning.

If in doubt, speak to your teacher.

Consolidate your knowledge and understanding by reading over your notes regularly. It is really helpful to read over your notes after school every day.

**FACT** - Going over information x5 commits it to long-term memory!

In class...

Concentrate during every lesson. Something being taught at the time you were dreaming could pop up in an assessment or test.

If you don't understand something, ask your teacher!

It is a good idea to follow up on feedback/advice from your teacher **right away**. Re-do the piece of work or go over the topic when the feedback is fresh in

**At home, when doing homework**

- switch off all technology
- study for at least 25 minutes at a time.
- take regular short breaks

## ACTIVE REVISION TECHNIQUES

Break down your notes into "chunks" to learn and use the techniques which work best for you.

- Use flash cards
- Use highlighters
- Use Post-it notes

**And finally, take time to relax and get involved in extracurricular activities!**

# Research Hints and Tips

If your child comes home with a research task that is for a fairly wide topic and you are unsure of where to start, simply follow these simple steps to help them narrow down their search and focus their notes towards reliable information.

## STEP 1: What is the task?

What are they actually being asked to do?

For example:

- A diary entry: this will require looking at first-hand accounts, looking for personal experiences and information.
- A report: this will include facts and figures on the subject.
- A newspaper article: include bias and opinion therefore you should look for opinions on a topic as well as facts and figures.
- A fact file: this will include a variety of information about a certain subject.
- Answer a Question: Look for the key words: is it a cause or an impact of something they are looking for? Or simply facts on a topic? For Example:
  - Explain the reasons why Mary Queen of Scots was executed. (Causes)
  - Give details of what happened on the day of her Execution (Events)
  - What will happen to Scotland now that their Queen is gone? (Impact)

## STEP 2: Narrowing the Search.

Now you know what you are being asked to do how do you narrow down what you are looking for?

- If the topic is quite wide, one strategy would be to ask your child to write out 10 questions about the topic that they want to find the answer to. When searching for information they then search for the specific answers to these questions. This should give them specifics.
- For example if they were researching Working conditions for Children in the industrial revolution they could maybe look at :
  - What were the average working hours for a child?
  - How many days a week did a child work in a factory?
  - What type of jobs did children do in a cotton mill?
- You can also break down a topic into subtopics. If looking at a play in English you could break it down into Characters, Themes and Main events.

### STEP 3: Using search engines effectively.

Once you have looked at the task and what is being asked and you have narrowed down your topic slightly the next step is to find relevant information.

Here are some hints and tips to make using Google easier!

- If you are searching for something and put it in inverted commas you will get only results that has that exact phrase rather than searches containing all of the words individually.
  - For example a search for 'Execution of Mary Queen of Scots' will only bring up sites that has this phrase whereas without the inverted commas you will get results for execution, Mary, Queen, Scots and this will make it more difficult to find relevant information.
- You should also make sure that what you are inputting into the search bar is specific. Try to include dates, names etc.
  - For example a search on '**Working conditions in factories**' will bring up results from various countries, time periods, types of factories, whereas '**Working Conditions in Cotton Mills in Britain between 1760 and 1830**' will target you towards the information you need.

### STEP 4: Is the source Valid?

Before note taking from a website you should make sure that the source is valid.

- If something has come from a Wiki Site then you need to be aware that anyone can publish here. While things are checked, not everything is checked constantly and there can be mistakes.
- Stick to reliable websites, reputable news companies, BBC and teachers will give advice on Subject related sites or may post helpful links in the Google Classroom.
- Be aware of the author of any source as they can be bias. An article on the Aberdeen V Rangers game written by Derek MacInnes will have a different angle to one written by Steven Gerrard!

### STEP 5 Recording the Information

There are several techniques to use to help you child record information when researching a topic. Here are a few suggestions:

- Look up the answers to the 10 questions that you have previously written down to focus your research.
- If your child is looking to create a fact file or they are to take notes from a video clip another strategy is to take down singular facts on post it notes. Once they think they have enough facts they should organise their notes into categories. For Example:



# Developing Curricular Areas - Ideas & Links

<https://www.bbc.com/bitesize> is an excellent resource for a variety of different subjects. Under the heading of Scotland, S1-3 pupils should mostly be working at 3<sup>rd</sup>/4<sup>th</sup> level. If you follow the links it will provide a variety of knowledge and quizzes.

The following links and ideas to try out at home are split into curricular areas.

## Art

[http://www.bbc.co.uk/blast/art\\_design/](http://www.bbc.co.uk/blast/art_design/)  
[http://www.bbc.co.uk/scotland/pinball/  
www.pixlr.com/](http://www.bbc.co.uk/scotland/pinball/www.pixlr.com/)  
[www.artcyclopedia.com/](http://www.artcyclopedia.com/)

## Health & Wellbeing

### Home Economics:

As your child matures and becomes more independent about their food choices they will learn about the many factors that can influence the choices they make. The following activities will help them to become better informed consumers:

- Set your child a challenge to produce a balanced meal for a set number of people, within a set budget and shopping for the ingredients themselves.
- Ask your child to do a safety check on the contents of your fridge to ensure foods are stored safely.
- Encourage your child to take notice of the standard of hygiene they can see before consuming food from an unknown source.
- Set your child a challenge of taking responsibility for planning a family meal suitable for vegetarians/food intolerance/specific allergy.
- Discuss the latest report on dietary advice/research findings and how this might/might not influence a change in eating habits.

<http://www.foodafactoflife.org.uk/>  
<http://www.food.gov.uk/>  
<http://www.nutrition.org.uk/>

### Mental and emotional wellbeing:

- Take time every day to talk and listen to your child without distractions. Share the ups and downs of your day and encourage them to do the same.
- Encourage and support your child to resolve issues independently and to know when and where to seek help and advice.
- Believe in your child's ability to think things through for themselves. Let them know you are there to help if need be but don't insist on giving help. The

decision/solution they devise may be different from your ideas. If things don't work out encourage your child to see why that was and to think about what they would do differently in future.

### Social wellbeing:

- Young people learn through the behaviour they see: think about the behaviour you model and how this values and supports positive relationships.
- Negotiate and agree how household responsibilities are shared.
- Encourage your child to get involved in local groups/sports clubs. Negotiate how travel to/from clubs etc will be arranged if they need to be driven. Discuss what this might mean in terms of weekend and after school commitment.
- Support your child's efforts and involvement in school groups and the local community.

### Physical wellbeing:

- Talk to your child about their responsibilities for themselves and toward others when using social media and the internet.
- Help your child to make choices that support their health and wellbeing. Talk about current local and national issues and reports which are of relevance. For example, find out what your child's views are on the way the media can portray young people and their behaviour - do they think it is a fair reflection?
- Encourage your child to get active by making a programme of daily exercise like running or cycling. This can be supported by research to find out what the record is, and who the world record holder is for a variety of distances.
- Encourage your child to meet with friends and set up games in the park like football or rounders etc.
- Go with your child to the sports centre and help them to learn to play games like badminton or table tennis, or go to the park and learn to play tennis.
- Encourage your child to go swimming with friends or family members and to practise their swimming techniques/learn how to swim/set a target number of lengths of the pool to be completed during the session.

<http://www.bbc.co.uk/wales/raiseyourgame/>

### ICT & Technical

Keep up to date with changes in Technology:

<https://www.bbc.co.uk/news/technology>

## Languages

How do you support a child's modern language learning if you don't speak the language yourself?

- Show him/her that you value their language learning by asking about what words/expressions/themes he/she has learned.
- Help develop the habit of daily review by reinforcing the message that daily review/studying/reading/listening are much more enjoyable and effective than trying to cram for an exam. 'Little and often' is the key to success!
- On memrise.com you can create your own free account and then follow your child as a 'mempal' to be able to see his/her progress.

The Languages Department operates an open door policy. If any pupil, S1-6, has any questions or needs any help with either coursework or homework teachers are available at lunchtime and after school by arrangement.

### Gaelic:

[www.bbc.co.uk/alba](http://www.bbc.co.uk/alba)

[www.learnghaelic.scot](http://www.learnghaelic.scot) - Learn Gaelic is website to support learning the language, improving grammar, speaking, listening, reading & writing skills for the beginner.

[www.go-gaelic.scot](http://www.go-gaelic.scot)

<https://www.thescottishvoice.org.uk/home/>

<https://www.storlann.co.uk/>

<https://ghaelicbooks.org/index.php?route=common/home>

<https://www.ghaelic4parents.com/>

[https://education.gov.scot/parentzone/Documents/Secondary\\_ghaelic.pdf](https://education.gov.scot/parentzone/Documents/Secondary_ghaelic.pdf)

<https://www.parant.org.uk/index.php/support-for-parents-2/ghaelic-in-the-home>

Television channel: BBC Alba

Radio nan Gàidheal

### German:

Course vocabulary practise: <http://www.Memrise.com>

Independent language learning: <http://www.duolingo.com>

Dictionary: <http://wordreference.com>

Grammar correction: <http://www.tinyurl.com/duden-de> and

<http://www.languagetool.org>

Grammar explanations, tips, exercises & quizzes: <http://www.german.about.com>

Pronunciation: <http://www.forvo.com/languages/de/>

### Music

<http://www.bbc.co.uk/newtalent/music/advice.shtml>

<http://www.bbc.co.uk/radio1/onemusic/>

<http://www.musiclisteningrevision.co.uk/>

## Science

Planet Earth - Discuss topical stories in the news about climate change and its effect on the rest of the world.

Materials – Help your child to learn about properties and uses of substances by:

- Making parachutes with different materials, testing them to see which is most successful.
- Using different items around the house to test how long each might take to dissolve ice cubes and discuss why this might be useful in different seasons.
- Have a Periodic Table poster to hand, this will help with homework.
- Discuss how ingredients for baking have different effects (baking soda, bicarbonate of soda).

Topical science -

- Watch the local and/or national news and talk to your child about the science stories.
- Discuss stories you read in the newspaper or magazine.
- Read books on famous scientists (for example Thomas Addison, Alexander Graham Bell, Alexander Fleming) and discuss how they have contributed to research and development.

The following are targeted at S1 although other BGE pupils may enjoy the tasks involved:

<https://education.gov.scot/parentzone/Documents/lamaScientistMar16.pdf>

<https://education.gov.scot/parentzone/Documents/lamascientistGaelicMay18.pdf>

Finally, a fantastic resource with links to numerous topics:

<https://bpes.bp.com/resources/list/secondary>

## Social Subjects

Geography:

<http://geography-site.co.uk/>

<http://georesource.co.uk/>

<https://www.natgeokids.com/uk/>

History:

<http://www.spartacus-educational.com/>

<http://www.educationscotland.gov.uk/scotlandshistory/>

<http://www.bbc.co.uk/scotland/history/>

Modern Studies:

<http://www.modernstudiesonline.com/#>

[www.politics.co.uk](http://www.politics.co.uk)

<https://www.bbc.co.uk/newsround>

<https://www.bbc.co.uk/news/education-46131593>

<http://www.bbc.co.uk/schools/citizenx/>

## Useful Links

<http://www.studystack.com>

This is a great revision website based around Flashcards. There are a variety of Flashcards already made and an option to make your own.

<https://www.educationcorner.com/study-skills.html>

Education Corner gives proven tips and techniques for studying smarter.

<https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1>

This website gives advice on academic good practice including avoiding plagiarism, managing your time, reading, note taking, referencing and revision.

<https://quizlet.com/en-gb>

Quizlet provides numerous revision and study resources such as quizzes and flashcards.

<https://www.goconqr.com/en/>

This website provides further tools to build knowledge.

### Looking to the Future:

<https://www.myworldofwork.co.uk/my-career-options>

This tool helps learners assess the skills they are good at and the ones they are not so good at that need a little extra effort. It can also help learners look at subjects needed for certain career paths etc.

<https://www.ucas.com/>

The UCAS website has a wealth of information about careers, further education and alternatives to university.

<https://careerready.org.uk/>

The Scottish Qualifications Authority is the body responsible for almost all qualifications offered in schools in Scotland. They have an extensive and detailed website with information about courses, exams and appeals, with particular sections for parents. Visit the SQA's page <http://www.sqa.org.uk> for the latest information