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Subject: Administration & IT

Year Group: S4/5/6

Level: National 4/5

Focus:

By the end of term pupils should have worked through:

- Administrative Assistant – Job Profile
- Tasks and Skills of an Admin Assistant
- Hazards
- Health and Safety

All PPT's and resources are in the '**Files**' section in the General channel. They are in a folder named '**Learning @ Home**'.

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – NATIONAL 4/5 – ADMIN & IT):

- Role of an Admin Assistant ([Word document](#))
- Tasks and Skills of an Admin Assistant ([Word document](#))
- Hazards ([Word document & Sway](#))
- Health and Safety Legislation ([Word document](#))

Subject: Administration & IT

Year Group: S5/6

Level: Higher

Focus:

By the end of term pupils should have worked through:

- Introduction to Admin & IT
- Role of Admin & Senior Admin Assistant
- Time & Task Management (Targets)
- Time & Task Management (Time stealers & solutions)
- Time & Task Management (Tools for effective time and task management)

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – HIGHER – ADMIN & IT):

- Introduction to Administration & IT (My World of Work) ([Notebook page](#))
- Admin & Senior Admin Assistants ([Notebook page](#))
- Time & Task Management (Targets) 1/3 Personal Action Plan ([Notebook page](#))
- Time & Task Management (Targets) 2/3 Target Setting Questions ([Notebook page](#))
- Time & Task Management (Targets) 3/3 Monitoring & Evaluating Targets ([Notebook page](#))
- Time & Task Management (Time Stealers & Solutions) Task ([Notebook page](#))
- Time & Task Management (Tools for effective time and task management) Task ([Notebook page](#))
- Time & Task Management Revision Quiz ([Forms quiz](#))

Subject: Art & Design

Year Group: S4&5

Level: National 4/5 and Higher

Focus: Introduction and getting started on Practical Course. Students to do research into themes and topics for their Expressive and Design units. Students have examples of other student work and teacher guides to aid them with this process.

By the end of term we expect students to have chosen an area of design and expressive activity from graphics/body ornament and portraits/still life.

Created Pinterest boards exploring themes and media use by other artists and designers.

Completed a theme choice pro forma outlining approaches to both units

Produced a design brief

Assignments:

1. Pinterest board guide, create and populate a board for each unit. Student example folios in the 2 areas of design and 2 areas of expressive provided to model expectations.
2. Completion of theme choice sheet, audio guide also provided. Outline of practical units and marking scheme provided for student info.
3. Making a design brief. Presentation on process to writing a brief with modelling of good practice and examples. Students create initial mind map then write up design brief.
4. Start to Expressive investigation sheet. Create 2-3 observational quality studies in different media - pencil and pen will do as media. Audio explanation of activity provided.
5. Start to design investigation sheet. 1 quality analytical study relevant to theme of unit. Audio explanation of activity provided.

Subject: Art & Design

Year Group: S6

Level: Advanced Higher

Focus: Introduction and getting started on Practical Course. Students to carry out research and investigation into a chosen Expressive or Design theme for their portfolio. Examples of other student work and teacher guides have been provided to aid them with this process.

By the end of term we expect students to have:

- Chosen an area of Design or Expressive activity.
- Created a Pinterest board exploring selected theme and media use by other artists/designers.
- Created a Pecha Kucha presentation on areas of stimulus, inspiration and approaches they plan to use in their project.
- Produced a Design Brief or Expressive theme outline.
- Explored a range of media and approaches in initial investigation drawings.

Assignments:

6. Drawing skills – Use presentation to explore a variety of creative approaches to drawing as an artist. An opportunity to be creative and experiment in order to develop breadth in your portfolio.
7. Pinterest - Create and populate a board. Student example folios provided in various areas of Design and Expressive activity to model expectations.
8. Pecha Kucha presentation – Create presentation using the guide provided with examples of Pecha Kuchas and a YouTube tutorial on how to make one.
9. Design brief/Expressive theme outline - Presentation on process to writing a Design Brief showing examples and modelling of good practice. Students create initial mindmap, then write up design brief.
10. Start to investigation work – Create a minimum of 3 good quality observational studies as starting points for your project, use as wide a range of media as you can but pen and pencil will do. Audio explanation of activity provided.

Subject: Biology

Year Group: S4/5/6

Level: National 4/5

Focus: **Unit 1 Cell Biology** (Key area 1)

- **Week 1 – Lesson 1:** Cells and Microscopes
- **Week 2 – Lesson 2:** Animal and Plant Cells
- **Week 3 – Lesson 3:** Bacterial and Fungal Cells
- **Week 4 – Lesson 4:** Consolidation on Cell structure and Function
- **Week 5 – Lesson 5:** The Cell Wall in different cell types
- **Week 6 – Lesson 6:** Quiz and Evaluation

Assignments:

- **Week 1**
  - Read through the Cells and Microscope PowerPoint
  - **Complete Assignment 1:** Forms Quiz to test your prior knowledge on cells
  - **Complete Assignment 2:** Activity 1 – Cell Size
- **Week 2**
  - Read through Animal and Plant Cells PowerPoint
  - **Complete Assignment 3** – Cell Parts and Function Worksheet
  - **Complete Assignment 4** – Cell structure and Function Questions
- **Week 3**
  - Read through the Bacterial and Fungal Cells PowerPoint
  - Watch the “Cells” Video. Link on PowerPoint
  - Complete BBC Bitesize Quiz. Link in PowerPoint
  - **Complete Assignment 5** – Mix and Match
  - **Complete Assignment 6** – Cell Structure Mind Map
- **Week 4**
  - **Assignment 7** – Cell Biology past paper questions 1-5
  - **Assignment 8** – Traffic Light Learning Outcomes
- **Week 5**
  - Read through The Cell Wall PowerPoint
  - Watch the “Cell Wall” Video. Link in PowerPoint
  - **Assignment 9** – Problem solving Questions
- **Week 6**
  - **Assignment 10** – Forms Feedback Quiz

Subject: Biology

Year Group: S6

Level: Advanced Higher

Focus: Unit 1 – Cells and Proteins

Week 1 – Lab techniques for biologists. Health and safety

Week 2 – Liquids and solutions

Week 3 – Separation techniques

Week 4 – Antibody techniques

Assignments:

Each week read through PowerPoint and complete sections of work booklet.

Week 1 – Complete a risk assessment

Week 2 – Read through dilutions practical. Complete problem-solving questions.

Week 3 – Read through chromatography practical. Separation techniques assignment

Week 4 – Past paper Qs and homework questions.



Subject: Business Management

Year Group: S4/5/6

Level: National 4/5

Focus:

By the end of term pupils should have worked through:

- Customer satisfaction
- Target markets and market segmentation
- Market research
- Marketing mix (product)

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – NATIONAL 4/5 – BUSINESS MANAGEMENT):

- Customer satisfaction questions ([Word document](#))
- Customer satisfaction word bank ([Word document](#))
- Market segmentation task ([Notebook page](#))
- Market segmentation questions ([Notebook page](#))
- Market research – desk & field comparison task ([Notebook page](#))
- Market research – methods of field research ([Notebook page](#))
- Market research & customers quiz ([Forms quiz](#))
- JD Sports case study ([Notebook page](#))
- Marketing mix (product) – new product development poster ([Notebook page](#))
- End of term assessment questions ([Notebook page](#))

Subject: Business Management

Year Group: S5/6

Level: Higher

Focus:

By the end of term pupils should have worked through:

- Introduction to the course; understand the main areas of study and how the course is assessed
- Sectors of Industry
- Sectors of Economy
- Types of organisation: Private sector
- Advantages and Disadvantages of Private Sector Organisations
- Types of organisation: Public sector

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – HIGHER – BUSINESS MANAGEMENT):

- Introduction to H BM (Forms quiz)
- Sectors of Industry and Economy (Forms quiz)
- Types of Organisation (Private Sector) (Forms quiz)
- Advantages and Disadvantages of Private Sector Organisations (Forms quiz)
- Types of Organisation (Public Sector) (Forms quiz)

Subject: Chemistry

Year Group: S4 - S6

Level: National 4 and National 5

Focus:

Unit – Atomic Structure & Bonding

- ☆ Formulae Writing
  - ★ Valencies
  - ★ Groups
  - ★ Roman Numerals
  - ★ Ionic Formulae
  
- ☆ Acids & Bases
  - ★ pH Scale
  - ★ Neutralisation

Assignments:

Students will have lesson content in OneNote to make notes on, PowerPoints imbedded in OneNote will also be uploaded into the Files section in Teams. Questions, videos and Assignments will be issued to build knowledge and understanding.

Subject: Chemistry

Year Group: S5 & S6

Level: Higher

Focus:

Higher Chemistry Numeracy Skills

Unit – Chemical Changes & Structure

☆ Periodicity

- ★ Arrangement of Elements
- ★ Periodic Trends
- ★ Covalent Radii, Ionisation Energy & Electronegativity

☆ Structure & Bonding

- ★ Covalent Bonding
- ★ Polar Covalent Bonds
- ★ Bonding Continuum
- ★ Intermolecular Bonding
- ★ Hydrogen Bonding
- ★ Ionic Bonding

Assignments:

Students will have lesson content in OneNote to make notes on, PowerPoints imbedded in OneNote will also be uploaded into the Files section in Teams. Questions, videos and Assignments will be issued to build knowledge and understanding.

Subject: Chemistry

Year Group: S6

Level: Advanced Higher

Focus:

Unit - Inorganic Chemistry

- ☆ Electromagnetic Radiation & Atomic Spectra
- ☆ Atomic Orbitals, Electronic Configurations & the Periodic Table

Assignments:

Students will have lesson content in OneNote to make notes on, PowerPoints imbedded in OneNote will also be uploaded into the Files section in Teams. Questions, videos and Assignments will be issued to build knowledge and understanding.

Subject: Computing Science

Year Group: S4/5/6

Level: National 5

**Focus:**

By the end of term pupils should have worked through the entire Systems topic (as detailed in each lesson Form) and understand:

- How numbers can be represented in Binary
- How to convert numbers from Binary to Decimal and vice-versa
- How floating point representation stores large numbers
- How characters are stored (ASCII)
- How bitmap and vector graphics can store images, and the differences between the two
- Basic computer architecture and what the main parts do (partly revision from S3)
- The environmental impact of computer systems and how these can be minimised
- The roles of firewalls and encryption

**Assignments:**

- Organising folder structure and recap of S3 binary.
- Reading lesson Course Notes and PPT content and taking own notes.
- Watching videos and taking own notes in each lesson.
- Worksheet and quiz on binary to decimal and decimal to binary conversion
- Worksheet and quiz on storage covering floating point and characters
- Practical exercises using online bitmap and vector editors and quiz questions on graphics
- Worksheet on computer structure and quiz questions
- Worksheet on energy usage and quiz questions
- Worksheet on security precautions, research worksheet and quiz questions

**Microsoft Forms – Lesson resources and activities**

All lesson resources and activities are fully embedded in the URLs below:

**Week 1:** N5 Computer Systems: Course Introduction and Data Representation - Integers

<https://tinyurl.com/yakjpfoc>

**Week 2:** N5 Computer Systems: Data Representation – Text

<https://tinyurl.com/y8wl983f>

**Week 3:** N5 Computer Systems: Data Representation – Bitmap Image

<https://tinyurl.com/y8hsptlx>

**Week 4:**

1. N5 Computer Systems: Data Representation – Vector Image (Form Assignment on Teams)
2. N5 Computer Systems: Data Representation – Audio (Form Assignment on Teams)

**Week 5:**

1. N5 Computer Systems: Structure (Form Assignment on Teams)
2. N5 Computer Systems: Translators (Form Assignment on Teams)

**Week 6:**

1. N5 Computer Systems: Security Risks and Precautions (Form Assignment on Teams)
2. N5 Computer Systems: Environmental Impact (Form Assignment on Teams)

Subject: Computing Science

Year Group: S5/S6

Level: Higher

**Focus:**

By the end of term pupils should have worked through the entire Systems topic (as detailed in each lesson Form) and:

Understand that numbers that can be represented using a fixed number of bits.

Know how to convert two's complement numbers from binary to denary and vice versa.

Describe and exemplify floating-point representation of positive and negative real numbers, using the terms mantissa and exponent.

Describe the relationship between the number of bits assigned to the mantissa/exponent, and the range and precision of floating-point numbers.

Describe Unicode used to represent characters and its advantage over extended ASCII code (8-bit) in terms of numbers of characters.

Describe the relative advantages and disadvantages of bit-mapped graphics versus vector graphics.

Describe the concept of the fetch-execute cycle.

Describe the factors affecting computer system performance.

Describe the environmental impact of intelligent systems.

Describe and identify the implications for individuals and businesses of the Computer Misuse Act 1990.

Describe and identify security risks and how encryption is used to secure transmission of data in the use of public and private keys, digital certificates and digital signatures.

**Assignments:**

- Organising folder structure and recap of N5 binary exercises.
- Reading lesson Course Notes and PPT content and taking own notes.
- Watching selected videos and taking own notes in every lesson.
- Two's complement exercises and quiz questions.
- Floating Point exercises and quiz questions.
- ASCII and Unicode exercises and quiz questions.
- Practical exercises using online bitmap and vector editors and quiz questions on graphics
- Worksheet on computer structure and quiz questions
- Worksheet on environmental impact and quiz questions
- Worksheet on security precautions, research worksheet and quiz questions



**Microsoft Forms – Lesson resources and activities**

**Week 1:** H Data Representation – Course Introduction and refresh of N5 binary

<https://tinyurl.com/ycyen3gr>

**Week 2:** H Data Representation – Negative Integers <https://tinyurl.com/ycbe535e>

**Week 3:**

1. H Data Representation – Real Numbers (Form Assignment on Teams)
2. H Data Representation – Text (Form Assignment on Teams)

**Week 4:**

1. H Data Representation – Bitmap Image (Form Assignment on Teams)
2. H Data Representation – Vector Image (Form Assignment on Teams)

**Week 5:**

1. H Computer Systems Security Risks, Precautions and The Law (Form Assignment on Teams)
2. H Computer Systems Environmental Implications (Form Assignment on Teams)

Subject: Computing Science

Year Group: S6

Level: Advanced Higher

**Focus:**

Prior to starting the course, pupils will spend 2 weeks transferring Higher level programming skills in VB to Python so that distance learning can be supported in an online environment:

Following this, pupils will spend the remaining 3 weeks on the AH course covering the following topics illustrated through Python:

1. Data Types and Structures (2-D array and Linked Lists)
2. Algorithm Specification 1 (Linear Search and Binary Search)
3. Algorithm Specification 2 (Insertion Sort and Bubble Sort)

**Assignments:**

- Organising folder structure.
- Reading lesson Course Notes and PPT content and taking own notes.
- Code understanding and practical programming in Python on all Higher level programming content.
- Code understanding and practical programming in Python on api integration.
- Python H level programming quiz questions and problem-solving tasks (SQA questions).
- Watching selected videos on core AH concepts in 2D Arrays and Linked Lists and taking own notes and answering questions relating to this content.
- Extended response and multiple-choice quiz questions on Python H level programming.
- Practical problem-solving tasks using Records, Parallel Arrays and Arrays of Records in Python.
- Watching selected videos on core AH concepts 2D arrays and Linked Lists, taking own notes and answering questions relating to this content.
- Code understanding and practical programming in Python on 2D arrays and Linked Lists.
- Extended response and multiple-choice quiz questions on 2D arrays and Linked Lists.
- SQA questions on 2D arrays and Linked Lists.
- Watching selected videos on core AH concepts on Big O Notation, Linear and Binary Search algorithm analysis, taking own notes and answering questions relating to this content.
- Code understanding and practical programming in Python on Linear and Binary Search.
- Extended response and multiple-choice quiz questions on Linear and Binary Search.
- SQA questions on Linear and Binary Search.

- Watching selected videos on core AH concepts on Insertion Sort and Bubble Sort algorithms. analysis, taking own notes and answering questions relating to this content.
- Code understanding and practical programming in Python on Insertion Sort and Bubble Sort.
- Extended response and multiple-choice quiz questions on Insertion Sort and Bubble Sort.
- SQA questions on Insertion Sort and Bubble Sort.

**Microsoft Forms – Lesson resources and activities**

**Week 1 and Week 2:** Course Intro and H Python <https://tinyurl.com/ycwfc2k3>

**Week 3:** Data Types and Structures (Form Assignment on Teams)

**Week 4:** Algorithm Specification 1 - Searching (Form Assignment on Teams)

**Week 5:** Algorithm Specification 2 - Sorting (Form Assignment on Teams)

Subject: Dance

Year Group: S4-6

Level: National 5 Dance

Focus:

- To begin working through the National 5 dance course looking at different styles of dance and building up knowledge and understanding of each of these styles of dance.
- To improve individual performance through fitness and flexibility training and then apply these to the technical exercises and individual dance solos for the practical element of the course.
- To create own dance through the choreography tasks which have been set and plan this out.

Assignments:

- Dance Fitness Testing Worksheet
- Jazz History Worksheet
- Mood Board
- Famous Choreographer Worksheet
- Flexibility Training Programme
- Practical Performance Practice
- Storyline Worksheet

Subject: Dance

Year Group: S4-6

Level: Higher Dance

Focus:

- To begin working through the Higher dance course looking at different styles of dance and building up knowledge and understanding of each of these styles of dance looking at the history of these along with famous choreographers.
- To improve individual performance through fitness and flexibility training and then apply these to the technical exercises and individual dance solos for the practical element of the course.
- To create own dance through the choreography tasks which have been set and plan this out.

Assignments:

- Dance Fitness Testing Worksheet
- Jazz History Worksheet
- Mood Board
- Famous Choreographer Worksheet
- Flexibility Training Programme
- Practical Performance Practice
- Storyline Worksheet
- Analysis of Choreography

Subject: Design and Manufacture

Year Group: S4 - 6

Level: N4 and N5

**Focus:**

To build knowledge and understanding of the following topics:

- Design Process
- Design Factors

For pupils continuing learning, this is further learning building on prior knowledge. For pupils new to the course, this is new knowledge and efforts should be made to read the Course Notes set.

**Assignments:**

New pupils should access the **Course Notes within the Files section of N4\_N5 DM Team group** and read/make notes on the following topics. This will prepare for consolidation of learning in August:

- *Section 1 Design Process*
- *Section 2 Design Factors*

All assignments have been set through the **N5\_N5 DM Microsoft Team group**. Pupils should ensure that they are up to date with all assignments:

1. *Research Task*
2. *Specification Task*
3. *Idea Generation (Sketching) Task*
4. *Evaluation Task*
5. *Design Process Revision Task*

Subject: Early Learning and Childcare

Year Group: S4

Level: N5

Focus:

**HC3C 45 Development and Wellbeing of Children and Young People (SCQF level 5)**

This unit is designed to introduce students to the principles of development and wellbeing of children and young people.

-Students will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.

Students will also learn about the wellbeing of children and young people and how a variety of factors may affect their development

Assignments:

- Complete glossary of key terms and concepts related to development
- Research and demonstrate knowledge and understanding of the Shanarri wellbeing indicators
- New born babies – checks by health professionals to ensure baby is well.
- New Born Reflexes – recognising and describing reflexes which new born babies have
- Research and develop knowledge of key milestones of PHYSICAL development 0-12 years – broken down into age groups.

Subject: Environmental Science

Year Group: S4-6

Level: N3/4

Focus:

The focus will be on the Sustainability unit of the N3/4 Environmental Science.

So far we have looked at:

- Introduction to sustainability.
- UN SDG
- Sustainable resources: Water
- Climate change, flooding and drought
- Food Security.

Assignments:

Each of the above topics have associated assignments, to be completed by the end of term.



Subject: English

Year Group: S4/5/6

Level: N4

Focus:

Students will be introduced to two main skills they will need through National 4, through completing a unit on homelessness in Scotland.

The first is completing their first writing assessment for the course. They will undertake a research task in order to find out what homelessness is really like in Scotland. They will then write a letter to the MP for homelessness in Scotland, Kevin Stewart. By doing so they will develop confidence in how to write a formal letter, exploring how to sustain a formal tone and build in a range of vocabulary.

This letter will outline what they believe should change about how the homeless are treated in society. Students will work on developing the clarity and impact of their writing, by drafting paragraphs and responding to feedback.

Alongside tasks to develop students' writing skills, they will also complete a range of reading tasks. These tasks will be related to the homeless letter and ask students to read material related to homelessness in Scotland. They will then complete comprehension questions based on that reading material.

Assignments:

- Weekly writing tasks
- First draft of a formal letter
- Reading comprehension practise

Subject: English

Year Group: S4/5/6

Level: N5

Focus:

Students will work on a range of skills that will be important to the N5 course. They will undertake practice exercises on different RUAE (Reading for Understanding, Analysis and Evaluation) questions types.

To help prepare a folio draft they will also work through a range of different exercises on creating character, setting, dialogue and so on.

Students will also have a practice language skills exercise each week to help them improve their written English.

Students will prepare for the Critical Reading paper by developing their textual analysis skills through study of the poem *Mid-Term Break* and completion of a textual analysis practice exercise.

Assignments:

- Weekly RUAE practice questions
- First draft of creative folio piece
- Weekly language skills practice exercises
- Textual analysis practice on the assigned poem

Subject: English

Year Group: S4/5/6

Level: ESOL – all levels

Focus:

Students will work on developing a range of skills related to Reading, Writing and Listening. They will also be assigned work to help improve grammar and vocabulary.

As appropriate to level, they will engage in a variety of tasks related to ‘Everyday Living’ and the ‘World of Work/Study’; for example, writing a personal blog or email, or formal/informal letters, a report, or a review, or a persuasive essay.

All ESOL students have access to a wide range of online resources to encourage regular reading up to and beyond June: [www.learninenglish.teens](http://www.learninenglish.teens) – especially the section called ‘Magazines’

Assignments:

As above

Subject: English

Year Group: S5/6

Level: Higher

Focus:

Students will work on a range of skills that will be important to the Higher course. They will undertake practice exercises on different RUAE (Reading for Understanding, Analysis and Evaluation) questions types.

To help prepare a folio draft they will also work through a range of different exercises on creating character, setting, plot and so on.

Students will prepare for the Critical Reading paper by developing their textual analysis skills through study of the poem 'Havisham' and completion of a textual analysis practice exercise.

Assignments:

- Weekly RUAE practice questions
- First draft of creative folio piece
- Textual analysis practice on the assigned poem

Subject: English

Year Group: S6

Level: Advanced Higher

Focus:

Students have been issued a power-point to help them become familiar with the various components of the AH course.

We will be working mainly on finding appropriate texts for dissertation reading, though some time will also be devoted to discussing possible texts for the Literary Study.

Assignments:

- Choosing texts for the dissertation / conducting some initial research
- Analysis of exemplar dissertations
- Thinking about Literature texts

**Subject:** French

**Year Group:** S4-S6

**Level:** National 4/5

**Focus:**

**Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use French.**

Students have so far:

- Had an introduction to the National courses (PowerPoint with voice over notes).
- Revised the use of regular present tense verbs
- Revised the use of irregular present tense verbs
- Revised language learned in BGE that will be important for National (self, descriptions, home area, school, hobbies)

**Assignments:**

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

1. Online quizzes such as Kahoots/GIMKITS/Quizizz/Forms Assignments
2. Quizlet Vocab revision activities
3. Writing and activities including creating a short piece of writing on the topic of 'self'
4. Speaking activities - students have been asked to record their writing as a voice note and send for feedback. They will then be issued some follow up questions to prepare in order keeping with final national assessments.
5. In coming weeks, Students will be given support to complete some reading and listening activities similar to final National assessments.

**Subject:** French

**Year Group:** S5-S6

**Level:** Higher

**Focus:**

**Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use French. In Higher there is also a fair emphasis put on Translation skills**

Students have so far:

- Had an introduction to the Higher courses (PowerPoint with voice over notes).
- Revised the use of regular present tense verbs
- Revised the use of irregular present tense verbs
- Discussed family relationships

**Assignments:**

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

1. Online quizzes such as Kahoots/GIMKITS/Quizizz/ Forms Assignments
2. Quizlet Vocab revision activities
3. Writing and translation activities including creating a short piece of writing on the topic of 'self and family'
4. Listening activities from a range of sources including This is Language
5. Reading activities such as gap fills and comprehension questions
6. Speaking activities - students have been encouraged to get in touch with peers via technology to practise pronunciation

Subject: Geography

Year Group: S4/5/6

Level: National 4&5

Focus:

**Mapskills Lessons:**

- Grid References
- Map Symbols
- Scale

**Global Issues-Health Lesson:**

- Malaria: Causes and Solutions
- Heart Disease: Causes and Solution
- HIV/Aids: Causes and Solutions
- Health leaflet/poster
- Forms Assessment

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through each task on the PowerPoints and take notes. Tasks and past paper answers should be uploaded to assignments.



Subject: Geography

Year Group: S5/6

Level: Higher

Focus:

**Global Issues-Health and Development lessons:**

- Introduction and accessed iTunesU course
- 1. Development Indicators
- 1.2 Reliability of Indicators
- 2. Variations in Development
- 3. Primary Health Care
- 4. Malaria
- Forms Assessment Part 1
- Forms Assessment Part 2

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through each task on the PowerPoints and take notes. Tasks and past paper answers should be uploaded to assignments.

Subject: Health and Food Technology

Year Group: S4/S5

Level: N4/5/H

Focus:

Product Development Unit

Diet through Life

Scottish Dietary Goals

Assignments:

- Stages of Food Product Development – Complete booklet, research key terms and create power point presentation to display knowledge of all 7 stages of Food Product Development
- Complete Diet through Life booklet including research and presentations.
- Complete work on Scottish Dietary Goals and apply to diet and health

Subject: History

Year Group: S5/6

Level: Higher

Focus:

Unit 1: Britain 1851-1951.

Section 1 – An evaluation of the reasons why women won greater political equality by 1928.

Assignments:

Students should have completed the following lessons:

Introduction: Background

1.1 Changing Attitudes

1.2 Suffragists

1.3 Suffragettes

1.4 The impact of the Great War

1.5 Influence of other countries

All lessons can be found on the 'Britain 1851-1951' Channel in the Files section on Teams.

Students must also complete all assignments which includes their first essay.

Subject: History

Year Group: S6

Level: Advanced Higher

Focus:

Germany 1918

Students should have read the background information on the creation of Germany in 1871 and the political, social and economic structure of the country prior to the First World War.

They should also have completed the first topic “The German Revolution 1918/19” identifying the key events in the creation of the new, democratic Weimar Republic. Students will be issued an essay and source question on this upon our return in August so need to have done this work.

Assignments:

ITunesU posts 0.0-0.3

ITunesU posts 1.2, 1.4

Subject: Human Biology

Year Group: S5/6

Level: Higher

Focus: **Unit 1 Human Cells** (Key Area 1)

- Week 1 - **Lesson 1:** Cells and Stem Cells
- Week 2 – **Lesson 2:** Somatic and Germline Cells
- Week 3 – **Lesson 3:** Meiosis and Germline Cells
- Week 4 – **Lesson 4:** Cancer Cells
- Week 5 – **Lesson 5:** Self-evaluation and Feedback

**Assignments:**

- **Week 1**
  - Read course introduction and cells and stem cells PowerPoint.
  - Watch a “Stem Cell Story” Video. Link in PowerPoint
  - **Complete Assignment 1** – Cells and Stem cells question sheet
  - **Complete Assignment 2** – MS Case Study
- **Week 2**
  - Read the somatic and germline cells PowerPoint
  - Watch the “Mitosis” video. Link in PowerPoint
  - **Complete Assignment 3** – Mitosis Revision task
  - **Complete Assignment 4** – Mitosis Revision Questions
- **Week 3**
  - Read the Meiosis in Germline cells PowerPoint
  - Watch the “Amoeba Sisters” video on Meiosis. Link in PowerPoint
  - **Complete Assignment 5** – Meiosis Mix and Match
  - **Complete Assignment 6** – Human Cells Mind map
- **Week 4**
  - Read the Cancer Cells PowerPoint
  - Watch the “Cancer Treatment” Video. Link in PowerPoint

- **Complete Assignment 7** – Information Leaflet
- **Complete Assignment 8** – Key area 1 Past Paper Questions
- **Week 5**
  - **Complete Assignment 9:** Traffic Light Learning Outcomes
  - **Complete Assignment 10:** Feedback Form

**Subject:** Mandarin

**Year Group:** S4

**Level:** National 5

**Focus:**

**Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use Mandarin.**

**Learning outcomes:**

1. be able to recognise at least 8 new words on each topic
2. be able to understand at least 6 new words in English when hearing them
3. Practise writing new words

Students have covered the new topics of:

- Jinbu 2 Daily routine
- Jinbu 2 Places in town
- Jinbu 2 At the supermarket
- Jinbu 2 Let's go clothes shopping!

**Assignments:**

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

1. Quizlets for copying out new words in jotter and practising pronunciation and recognition of the vocabulary.
2. Reading and writing worksheets for consolidation.
3. Quizizz /Gimkit/Wordwall games for revision tasks.
4. Audio online lesson every two weeks to go over the grammar points and practise speaking/listening/reading skills

**Subject:** Mandarin

**Year Group:** S5

**Level:** Higher

**Focus:**

**Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use Mandarin.**

Students have so far:

1. Had an introduction to the Higher courses and teachers (PowerPoint with voice over notes).
2. Revised language skills for self-introduction
3. Had an introduction to Chinese poetry and the Poet Du Fu.
4. Learned some Chinese idioms and their use in contexts.
5. Discussed their lockdown experience using “time capsule” task.
6. Students have been offered one-hour weekly online LIVE session for Q&A or discussion of the above focal points.

**Assignments:**

A range of tasks have been set to consolidate learning from the above focal points. They have included:

1. Quizlet vocabulary activities
2. Online quizzes such as Quizlet Live, BookWidgets
3. Reading activities such as poetry reading and analysis and paragraph reading with comprehensions questions.
4. Writing tasks such as question making, sentence making using focused structures, and paragraph writing about life during lockdown.
5. Listening and speaking tasks such as self-introduction, reciting poems, videos of teachers with follow-up questions, and stories of Chinese idioms.



**Subject:** Mandarin

**Year Group:** S6

**Level:** Advanced Higher

**Focus:**

**Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use Mandarin.**

Students have so far focused on the skills of reading and writing:

- Reading comprehension on Marriage and Portfolio Writing

**Assignments:**

1. Read through the AH student guide booklet
2. Complete Reading tasks on Marriage剩女
3. Familiarise themselves with the portfolio marking instructions and try to use the judging criteria to mark some previous candidates' work.
4. Check the AH portfolio recommendation list from SQA, do some research online to find out the top 3 topics they are interested in choosing.
5. Audio online lesson every week to go over the assignments.

Subject: Maths

Year Group: S4/5/6

Level: N4 / Microsoft Teams Name: TYN – S4/5/6 - Maths - N4

Focus:

**w/b 8<sup>th</sup> June**

- Wages/Salaries (finding weekly/daily pay)
- Using percentages to find discounted cost
- Following timetables
- Finding time periods

**w/b 15<sup>th</sup> June**

- Measuring lengths using rulers
- Measuring the amount of liquid in a container using a scale
- Line Graphs

**w/b 22<sup>nd</sup> June**

- Making frequency tables
- Making bar graphs from frequency tables
- Revising all content since change of timetable

Assignments:

- Work will appear on the main channel on Teams
- Whenever a Microsoft Forms activity is submitted, please make sure you complete and submit it.

Subject: Maths
Year Group: S4/5/6
Level: N4 on to N5 / Teams Name: TYN – S4/5/6 - Maths – N4 on to N5
Focus: <b>w/b 8<sup>th</sup> June</b> <ul style="list-style-type: none"><li>• Highest Common Factor</li><li>• Factorising using highest common factor</li></ul> <b>w/b 15<sup>th</sup> June</b> <ul style="list-style-type: none"><li>• Formula in contexts</li><li>• Patterns and developing formulae</li></ul> <b>w/b 22<sup>nd</sup> June</b> <ul style="list-style-type: none"><li>• Gradient of slope</li><li>• Comparing gradients</li></ul>
Assignments: <ul style="list-style-type: none"><li>• All work to be posted to channel on Microsoft Teams. Please complete work in jotters/papers.</li><li>• Please complete and submit any Microsoft Forms activities</li></ul>

Subject: Maths
Year Group: S4/5/6
Level: National 5, MS Team TYN - S4/5/6 - Maths - N5
Focus: <ul style="list-style-type: none"><li>• w/b 8<sup>th</sup> June: Applications 1.3 - Fractions</li><li>• w/b 15<sup>th</sup> June: Applications 1.3 - Percentages</li><li>• w/b 22<sup>nd</sup> June: Applications 1.3 - Percentages</li></ul>
Assignments: Please check Teams for Forms Quizzes and PDFs containing worked examples and questions.

Subject: Maths
Year Group: S5/6
Level: Higher
Focus: <ul style="list-style-type: none"><li>• w/b 1<sup>st</sup> June: Straight Line</li><li>• w/b 8<sup>th</sup> June: Straight Line</li><li>• w/b 15<sup>th</sup> June: Straight line consolidation and completing the square</li><li>• w/b 22<sup>nd</sup> June: Quadratics, including quadratic inequalities</li></ul>
Assignments: <p>All lessons are/will be posted Teams - "Files" - "Class materials" - "Lessons"</p> <p>The lessons should be completed <b>in date order</b> with notes and examples copied into jotters/work pads. The lessons have exercise to be completed to enable students to practise and consolidate what has been learned. The answers are available in the lessons and students should be checking their work to the answers – students need to remember that solutions should include full workings – that is where marks are awarded in exams. Full support has been available by email when students have been stuck.</p>

Subject: Maths

Year Group: S6

Level: Advanced Higher

Focus:

- w/b 1st June: Partial Fractions Types 1-3
- w/b 8th June: Partial Fractions Type 4 and Division of Polynomials
- w/b 15th June: Binomial Theorem
- w/b 22nd June: Complex Numbers 1

Assignments:

- Exercises assigned to be uploaded to Teams

Subject: Media

Year Group: S4/5/6

Level: N5/H

Focus:

Students will work on a range of skills that will be important to the Media course. They will explore the key aspects of Media and apply them to a film of their choosing.

They will learn to analyse technical and cultural codes.

They will understand genre conventions and how directors use these.

To help prepare for their exam, they will write structured answers on the key aspects of language and categories.

Assignments:

- Categories analysis
- Language analysis
- Extended written answer on language
- Extended written answer on categories
- Some understanding of representation

Subject: Modern Studies

Year Group: S4/S5/S6

Level: National 4/National 5

Focus:

- Introduction to the USA
- Branches of government in the USA
- Political Rights in the USA
- Representation in the USA
- US elections – why vote?

Assignments:

- 1.0 Introduction to the USA
- 1.1 USA webquest
- 1.2 USA – land and people
- 1.3 USA – stereotypes
- 2.1 USA Branches of Government
- 2.2 Political Rights in the USA
- 2.3 Representation in the USA
- 2.4 US Elections – why vote?
- 2.5 Branches of Government poster
- 2.6 Political Rights guide



Subject: Modern Studies

Year Group: S5/S6

Level: Higher

Focus:

- Judicial overview
- Legal Rights and threats
- Causes of crime (beginning)

Assignments:

- 0.1 Judicial overview – Scotland
- 1.1 Legal Rights
- 1.2 Threats to Legal Rights
- First essay – Legal Rights and Responsibilities Essay
- 2.0 Theories of Crime Overview
- 2.1 Biological Causes of Crime
- 2.2 Mental Disorder and Crime

Subject: National 5 Music Performing

- Course introduction and information on listening, literacy and performance on 2 instruments.
- PERFORMANCE - Each pupil will have confirmed the 2 instruments they would like to take forward for National performance.

On each instrument they will begin to select pieces for their final programme.

Where appropriate, will have liaised with their instructor during this period to get feedback and direction on their choices and performance

It is expected that pupils will have recorded sections of their performance into Classroom Notebook on each instrument. This should be done in the TEAM for their instrument or by arrangement with their instructor.

- LITERACY - Each pupil will have completed 2 literacy tasks.
- LISTENING - Pupils will have completed various listening tasks, including David Walliams podcast and National 4 level concept activities.

All pupils are expected to become familiar with the layout and sections of Teams and Class Notebook in order to fully access the curriculum.

Subject: N5 & Higher Music Technology

Year Group: S4-6

### **Overview**

#### **Your job in June**

**To access your N5 & H Music Technology Team**

**To access & complete your Foley assignments**

**To access and become familiar with using Class Notebook**

**To become familiar with the Course Content, Requirements and Overview of your Music Technology Course**

### **Assignments and Tasks**

#### **All Students:**

#### **Foley**

Foley Activity 1 – Intro to Foley: Watch 2 videos and complete Quiz in Forms

Foley Activity 2 – Creating a Sound Design Map: Watch 2 videos & identify Foley sounds to create in Paddington Bathroom Scene.

Foley Activity 3 – Creating Foley Recordings: Watch two videos on Microphone positioning & Tips for recording Foley. Use Garageband on your iPad to record your Foley sounds.

#### **Course Overview: Project**

Accessed the Music Technology Course Overview section in Class Notebook in Teams and completed the Form to choose their first project to begin the planning process in Class Notebook.

#### **Students continuing from S3 should have completed these additional tasks:**

1. Everyone Can Create Music Book: Chapters 1-6
2. Intellectual Property: Research Focus on Case Studies
3. Music Technology Styles & Genres: Prezi & Kahoot Quiz

Subject: Higher Music

- Course introduction and Information on listening, Literacy, composition and performance on 2 instruments.
- PERFORMANCE - Each pupil will have confirmed the 2 instruments they would like to take forward for Advanced Higher performance.

On each instrument they will provide information of 50% minimum of the programme that they wish to take forward to the final performance.

They will have liaised with their instructor at least 5 times during this period to get feedback and direction on their choices and performance.

It is expected that pupils will have recorded into Classroom Notebook 3 working points per instrument per week. This should be done in the TEAM for their instrument or by arrangement with their instructor.

- LITERACY - Each pupil will have completed the N5 Revision literacy course.
- COMPOSITION - Each pupil will have completed a Noteflight induction and tasks for composition. Will have decided what they would like to compose for.
- LISTENING - Pupils will complete revision tasks for N5 level.

Subject: Advanced Higher Music

- Course introduction and Information on listening, Analysis, Literacy, composition and performance on 2 instruments.
- PERFORMANCE - Each pupil will have confirmed the 2 instruments they would like to take forward for Advanced Higher performance.

On each instrument they will provide information of 50% minimum of the programme that they wish to take forward to the final performance.

They will have liaised with their instructor at least 5 times during this period to get feedback and direction on their choices and performance.

It is expected that pupils will have recorded into Classroom Notebook 3 working points per instrument per week. This should be done in the TEAM for their instrument or by arrangement with their instructor.

- LITERACY - Each pupil will have completed the Higher Revision literacy course and completed the end of unit test for evidence.
- COMPOSITION - Each pupil will have completed a Noteflight induction and tasks for composition. Will have decided what they would like to compose for.
- ANALYSIS - Each pupil will have completed 2 tasks introducing them to music analysis and have decided the pieces that they would like to write about.

Subject: PC Passport

Year Group: S4/5/6

Level: NPA

Focus:

By the end of term pupils should have worked through:

- Introduction to PowerPoint
- PPT key skills

Assignments:

All assignments are available in the **Assignments tab** in the **General channel** on Teams (TYN – NPA – PC PASSPORT):

- Introduction to PC Passport ([PowerPoint document](#))
- PPT – Task 2 ([PowerPoint document](#))
- PPT – Task 3 ([PowerPoint document](#))
- PPT – Task 4 ([PowerPoint document](#))

Subject: Philosophy

Year Group: S5-6

Level: Higher & N5

Focus:

Students must have studied lessons 1- 6 from ItunesU

Assignments:

They must have completed all tasks that can be found in the end of each lesson.

Subject: Physical Education

Year Group: S4

Level: National 3-5

Focus: THEORY Prior Knowledge Assessment (PKA)

Please find links below to the 'Prior Knowledge Assessment' tasks that students should have completed before the Summer break. These assessments will help identify gaps in knowledge prior to learning new course information.

Students should complete the 'Initial PKA' and then work through 'Levels 1-4'. For Levels 1,2+3 there are accompanying Quizlet links which should be used as preparation for the Forms assessment.

All Forms assessments have been opened and can be completed at any time during the Summer break.

Initial PKA

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UNzFFT1FDTk1HMzdVSUY5OEs2MUIYWU9UVC4u>

LEVEL 1

[https://quizlet.com/\\_8f7att?x=1jqt&i=ir68l](https://quizlet.com/_8f7att?x=1jqt&i=ir68l)

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UNkI3UEdRS0ZVT1RNUzJPM1FHQjhUMk5YWi4u>

LEVEL 2

[https://quizlet.com/\\_8f76f8?x=1jqt&i=ir68l](https://quizlet.com/_8f76f8?x=1jqt&i=ir68l)

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UOERIUjFZM1JaRUNCTVVSUEhRVFM5REdJOS4u>

LEVEL 3

[https://quizlet.com/\\_8f07b5?x=1jqt&i=ir68l](https://quizlet.com/_8f07b5?x=1jqt&i=ir68l)

<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdiOIXqB1UMEZXTIISNIZQVkJHNktNNIdYNNk5OFoyTS4u>

LEVEL 4



<https://forms.office.com/Pages/ResponsePage.aspx?id=af6sSGo3tUKfacnke7-5xEKKL7sGz-FCtazdI0IXqB1UMURHWjVEMUtQRVkyMU43UVNUTFJXUkg2Mi4u>

Focus: PRACTICAL Muscular Endurance Training Program

All information needed to complete task is on iTunesU S3 A&P 2019/20 – Cycle 4 (All students have access to this).

Students should complete:

DATA COLLECTION (testing) before PDP, during PDP (mid-test) and after PDP. Submit results on the test sheet and answer questions as outlined in the muscular endurance booklet.

COMPLETE PDP (training program of 3 circuit training sessions a week) as outlined in the muscular endurance booklet.

EVALUATE PDP (complete an evaluation of the PDP and a look at what steps you would take) as outlined in the muscular endurance booklet.

Subject: Higher Physical Education

Year Group: S4-6

### Overview

#### Your job in June

Personal review of current participation, activities which you feel give you best access to Higher PE Performance marks

What do I remember from N5 coursework and can I set myself targets to reflect areas that require development next year- **MESP related content**

### Assignments and Tasks

- Complete Activity/participation Questionnaire - Forms
- Complete Prior Knowledge Test 1- Forms
- Complete Fitness Test- Initial/Interim/Final- for review
- Complete 4-week training programme
- Regularly update Training Diary (as Monitoring Tool) for August, evidence of Cycle of Analysis
- Prior Knowledge Test 2
- Review of success of Muscular Endurance programme
- Phases of Training: Transition & Pre-Season Phase CRE Summer Programme

Subject: Physics

Year Group: S4

Level: National 4 / National 5

Focus:

- Week b 18 May: Introduction. Units, prefixes and scientific notation
- Week b 25 May: Average and instantaneous speed, vectors and scalars
- Week b 1 June: Distance and displacement, speed and velocity, adding vectors
- Week b 8 June: Acceleration and velocity-time graphs
- Week b 15 June: Forces
- Week b 22 June: Newton's Laws

Assignments:

- Week b 18 May: No assignment
- Week b 25 May: Average and instantaneous speed, vectors and scalars QUIZ
- Week b 1 June: Distance and displacement, speed and velocity, adding vectors WORKSHEET
- Week b 8 June: Acceleration and velocity-time graphs QUIZ
- Week b 15 June: Forces WORKSHEET
- Week b 22 June: Feedback form

Subject: Physics

Year Group: S5/6

Level: Higher

Focus: Introducing the course

Units, prefixes and uncertainties Units, prefixes and scientific notation

Appropriate use of units and prefixes. SI units should be used with all physical quantities, where appropriate. Prefixes should be used where appropriate.

These include pico (p), nano (n), micro ( $\mu$ ), milli (m), kilo (k), mega (M), giga (G) and tera (T).

Use of the appropriate number of significant figures in final answers.

This means that the final answer can have no more significant figures than the value with least number of significant figures used in the calculation.

Appropriate use of scientific notation.

Uncertainties

Knowledge of scale reading, random, and systematic uncertainties in a measured quantity.

All measurements of physical quantities are liable to uncertainty, which should be expressed in absolute or percentage form.

Scale reading uncertainty is an indication of how precisely an instrument scale can be read.

Random uncertainties arise when measurements are repeated and slight variations occur. Random uncertainties may be reduced by increasing the number of repeated measurements.

Use of an appropriate relationship to determine the approximate random uncertainty in a value using repeated measurements.

Focus: Starting ODU unit

**Use of resolution of vectors, vector addition, and appropriate relationships to solve problems involving projectiles.**

$$d = \bar{v}t$$

$$s = \bar{v}t$$

$$v = u + at$$

$$s = ut + \frac{1}{2}at^2$$

$$v^2 = u^2 + 2as$$

$$s = \frac{1}{2}(u + v)t$$

Assignments:

Teams: Up to 9<sup>th</sup> June: Significant figures practise, uncertainties practise, making a quiz

Up to 19<sup>th</sup> June: Vectors homework 1

Up to 26<sup>th</sup> June: equations of motion homework 1

Subject: Physics

Year Group: S6

Level: Advanced Higher

Focus:

- Week b 25 May: Kinematic relationships
- Week b 1 June: Angular motion
- Week b 8 June: Kinematic relationships and Angular motion - Revision
- Week b 15 June: Rotational dynamics
- Week b 22 June: Angular momentum

Assignments:

- Week b 8 June: Kinematic relationships and Angular motion WORKSHEET
- Week b 15 June: Rotational dynamics WORKSHEET

Subject: Practical Cookery

Year Group: S4/5

Level: N4/5

Focus:

Hygiene and Safety and how this is applied to the-

- Planning of meals
- Purchasing and storing of ingredients
- Use of ingredients and equipment
- Service of dishes
- Clean as you go and finishing off.

Assignments:

Complete the ReHIS course Elementary Food Hygiene using the links to the booklet and handbook

This can be awarded as an extra course and covers the hygiene content of the units and exam

The assignment has a detailed timeline showing how the course should be completed and is broken down into manageable chapters.

To proceed to practical activity next term this work must be completed.

**Subject:** Spanish

**Year Group:** S4-S6

**Level:** National 3/4/5

**Focus:**

**Pupils will have the opportunity to develop their reading, writing, listening and talking skills in order to understand and use Spanish.**

Students have so far:

- Had an introduction to the National courses (PowerPoint with voice over notes).
- Researched a cultural task to develop their awareness of Spain and Spanish speaking countries
- Revised the topic of 'Self and Family' including the grammar points of the verb 'ser' and 'adjectival agreement'
- Discussed family relationships

**Assignments:**

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

1. Creating a PowerPoint or Poster on Spain/Spanish Speaking countries
2. Online quizzes such as Kahoots/GIMKITS/Quizizz/ Forms Assignments
3. Linguascope Vocabulary building activities
4. Quizlet Vocab revision activities
5. Creating a piece of writing on the topic of 'self' and 'personality, as preparation for the job application as per the SQA Writing Exam
6. Listening activities form a range of sources
7. Reading activities

**Subject:** Spanish

**Year Group:** S5-S6

**Level:** Higher

**Focus:**

Students will develop their Spanish skills to an intuitive-level of fluency within the 4 language skills of Reading, Writing, Listening and Talking - In Higher there is also a fair emphasis put on Translation skill.

Topics covered so far include:

- An overview of Higher Spanish and its expectations
- An In-Depth look at sentence structure and the function of words within a sentence
- A thorough explanation of conjugation and the role it plays in understanding and communication
- Detailed lessons on the formation and usage of the present tense.
- Activities to help recognise and understand the present tense in real contexts.
- Reading comprehension activities from authentic Spanish sources
- Irregular verb formation and the 'rules' that govern it.
- Reflexive verbs and their everyday usage.

**All lessons are voice-annotated to enhance understanding and to let students hear pronunciation as they go.**

**All lessons come with implicit and explicit vocab building.**

**Assignments:**

A range of tasks has been set to revise and consolidate learning from the above focal points. They have included:

1. Online quizzes such as Kahoots/GIMKITS/Quizizz
2. Detailed PowerPoint lessons with Voice Notes to add extra explanations and an element of interactivity
3. Quizlet Vocab revision activities
4. Writing and translation activities including creating a short piece of writing on the topic of 'El Presente'
5. Listening activities from a range of sources including This is Language
6. Reading activities such as gap fills and comprehension questions



7. Speaking activities - students have been encouraged to get in touch with peers via technology to practise pronunciation, as well as teach family members some Spanish tidbits.
8. Translation tasks with an emphasis on accurate language in both source and target languages.

Subject: Travel and Tourism

Year Group: S5&6

Level: National 4&5

Focus:

**Introduction to Scotland lessons:**

1. Introduction to Scotland
2. Forms Quiz
3. Scotland Infographic
4. Growth of Tourism
5. Planning Holiday
6. Final concluding task

Assignments:

All PowerPoints are located in the Files tab on Teams. Students should work their way through each task on the PowerPoints and take notes. Completed tasks should be uploaded to assignments.