



Education  
Scotland  
Foghlam Alba

# Education Scotland : updates

**Louise Glen**

Transforming lives through learning

# Scottish Education Awards – Making languages come alive!

**Winner!**

**St Michael's Primary School,  
Dumfries and Galloway**

**Runners Up :**

**Dalmilling Primary School, South Ayrshire**

**St Blane's Primary School, South Lanarkshire**



# 1+2 Support from Education Scotland

Recent publications on the National Improvement Framework :

- **Astérix – L2 resource for French (second level) - primary**
- **Copernicus – L3 resource for Polish (second level ) - primary or secondary**

**COMING SOON !**

- **Progression guidance and support from first to second level in MLs**

# Astérix chez les Pictes

*Last updated: 29 April 2016*

## What is this?

A resource to support learning French, using all four language learning skills. Activities allow learners to match the written and spoken word, to listen and respond to language used in the context of the story and to write in French in a variety of ways. The resource also supports practitioners by offering a platform that can lead to wider learning opportunities, especially in exploring the cultural aspects of 'Bandes Dessinées (BD) – comic books - in the French speaking world.

The teacher's notes give a possible ways of exploiting this resource but are in no way prescriptive.

## Who is this for?

These materials are aimed at learners working towards or at second level in primary school and could be adapted for learners in S1/2 in the secondary BGE.

## How to use this learning and assessment resource to improve practice

Reading a comic book of this type that is aimed at native speakers of the language may seem daunting to both teachers and learners. However, the learning in this resource is made accessible through the use of images and the synopsis of the story





## Second Level Learning Journey - French

Theme: Astérix chez les Pictes

Curriculum area: Modern Languages (French)

### Introduction

This learning resource develops learners' understanding and knowledge of French culture through the medium of 'bandes dessinées'- comic books. The resource takes learners through a number of tasks which build on their knowledge about the role of comic books in French culture and further reinforces vocabulary and phrases for personal information and descriptions. The resource can also be used to allow learners to make comparisons with life in Scotland and France during Roman times. Through such activities, learners continue to develop their language skills and their curiosity and understanding of the world around them.

### Prior learning

Learners should:

- have experienced a variety and range of activities in the target language, which will encourage the development of their knowledge about language.
- be able understand the principles of using a bi-lingual dictionary.
- be familiar with the vocabulary of self/ descriptions/home area/ numbers /parts of the body/colours

### Experiences and outcomes

#### Modern Languages

- I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**
- I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a**
- I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b**






## Activité 1 – Les personnages- the characters


Qui est-ce? Look at the pictures below and match with the correct picture. Can you name the characters from the descriptions using their French names from the story? Sound files in Zip folder.

1. Il est petit. Il porte une grande moustache. Il est très fort. Il est très courageux

  
Activity1-1.mp3



2. Il est grand et très fort. Il porte une grande moustache et il est un peu gros. Il est le meilleur ami d'Astérix.

  
Activity1-2.mp3



3. Il est vieux et mince. C'est le druide qui fait la potion magique. Il porte une longue







# Gwiazda Kopernika – The Star of Copernicus

Last updated: 9 June 2016

## What is this?

This learning resource offers learners an L3 experience, where they can develop a basic understanding and knowledge of Polish language and culture through the medium of the film Gwiazda Kopernika - The Star of Copernicus, which follows the life of the famous Polish scientist. The language learning links to the film and the topics and themes from the story. Learners will build a basic knowledge of the Polish language at a depth that will fulfil the criteria for an L3 experience insert either at primary or secondary level. The resource will offer learners an introduction to Polish culture and will build on their prior knowledge of the solar system and heliocentricity. Through these experiences learners will be able to make comparisons between life in Scotland and Poland and could draw on the experiences of any native speakers in the classroom. The activities in this resource will allow learners to continue to develop their language skills and their curiosity and understanding of the world around them.

## Who is this for?

These materials are aimed at learners working towards or at second level in their L2 in primary school as an L3 insert or as a stand-alone L3 experience within the secondary BGE.

## Download(s)

PDF file: Gwiazda Kopernika teacher's notes (377 KB)

## Related links

[Astérix chez les Pictes](#)





## L3 Polish Learning Resource



Theme: Copernicus (Gwiazda Kopernika - The star of Copernicus)

Curriculum area: Modern Languages

### Introduction

This learning resource offers learners an L3 experience, where learners can develop a basic understanding and knowledge of Polish language culture through the medium of the film 'Gwiazda Kopernika' – The star of Copernicus, which follows the life of the famous Polish scientist. The language learning links to the film and the topics and themes from the story. Learners will build a basic knowledge of the Polish language at a depth that meets the criteria for an L3 experience insert either at primary or secondary level. The resource offers learners an introduction to Polish culture and builds on their prior knowledge of the solar system and heliocentricity. Through these experiences, learners are able to make comparisons between life in Scotland and Poland and can draw on the experiences of any native speakers in the classroom. The activities in this resource will allow learners to continue to develop their language skills and their curiosity and understanding of the world around them.

### Prior learning

Learners should:

- have experienced a variety and range of language learning activities in their L2, which will support the learning of another language.
- be able to understand the principles of using a bi-lingual dictionary, glossary or other resource to assist understanding.
- have an awareness subtitling and dubbing

### Experiences and outcomes

#### Modern Languages

- I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a**
- I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b**

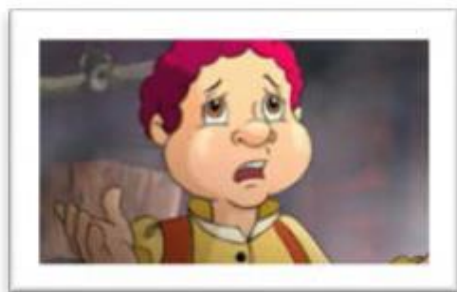


## Activity 1 :Who's who

In this activity, learners should match up the pictures of the main characters from the story by reading and listening to the sound files.

Key vocabulary and sound files have been added to allow learners to practise pronunciation of family members and their relationship to the young Copernicus.

Answers:



Close friend (m)



Copernicus



Brother



# Progressing from first to second level in MLs - resource

1. New and updated learning maps for first and second level supporting teachers to embed language learning into a selection of typical learning experiences in the primary curriculum.
2. A closer look at evidence of progression from first to second level within the theme of the environment.
3. An 'At-a-glance' poster on how language learning relates to the four capacities.
4. Guidance from primary 1 to primary 7 on how to incorporate learning about cultural standards in the country/countries where the target language is spoken, as children move up the school.

5. Guidance on how to ensure that embedded classroom routine language contains depth and progression, as children move up the school.
6. Film clips of class teachers delivering language in different stages, plus staff views on making the change from MLPS to PLL.
7. Film clips of a revisit to a primary 3/4 class, whose primary 1/2 language learning began in 2013. Views of class teacher on progress made by the class, as well as views on her own progress in teaching languages.
8. Updated framework on Assessing Progress and Achievement.



# Modern Languages: First level learning Journey

## “Numeracy and data handling”

Time : 1 term

**Capacities**  
Successful learners, who can make connections between their numeracy skills and language learning  
Confident individuals, who can gather data and use it confidently to create graph/s incorporating the target language  
Effective contributors, who understand and respect the choices of others  
Responsible citizens, who value learning languages and are beginning to use languages across their learning

**Principles:**  
**Challenge & Enjoyment:** Learners are applying numeracy skills through engaging real-life contexts while developing their language skills.  
**Breadth and Depth:** Opportunities to consolidate and deepen numeracy learning.  
**Progression:** Learners are given opportunities to use the target language in written tasks.  
**Personalisation and choice:** Learners are able to share their opinions and likes and dislikes  
**Relevance:** Learners are working at a level appropriate to their numeracy skills.

**Key Activities**

**Key Activities/ Resources:**  
This would be an opportunity for learners to apply their use of numbers in the target language into a numeracy context.  
Learners could:

- Use and integrate the target language to interpret the graph through a short presentation and/or **questions and answers**.
- Use information gathered to select, ask questions and find answers to questions in the target language.

Activities using the target language as a context to **explore** data handling and learn the selected vocabulary in the target language e.g. through a class survey or other relevant data gathering method.  
Contexts could include :

- ‘My favourite sport/colour/hobby..’
- fruit and foods linked to snack times,
- birthdays to reinforce months

**Resources:**  
‘Create a graph’ web based program  
<http://nces.ed.gov/nceskids/createAgraph/default>



## Modern Languages: Second level learning Journey

# “The Rainforest”

### Capacities

**Successful learners**, who can decode information from real-life short texts in the target language and acquire and interpret basic facts about the rainforest.  
**Confident individuals**, who can relate to others and manage themselves in order to achieve success in the target language in this topic.  
**Effective contributors**, with an enterprising attitude who can work in partnership and teams and who have the ability to take the initiative and lead.  
**Responsible citizens**, who can suggest ways of living in more environmentally-responsible ways to protect the world's rainforests.

### Principles:

**Challenge & Enjoyment:** Learners use a variety of resources to deliver a short presentation on the topic using ICT where appropriate.  
**Breadth:** Learners explore and research a wide variety of issues related to the rainforest building on prior learning across the four skills.  
**Progression:** Learners extend and apply vocabulary from prior learning.  
**Depth:** Learners read and decode a range of texts with increasing complexity in order to inform a short presentation on this topic using some target language.  
**Relevance:** Learners make links to prior learning in both the target language and in science  
**Personalisation and Choice:** Building on prior language learning, learners use their knowledge of the target language to create a short presentation.

### Assessment: In the target language can learners:

### Suggested Activities:

**Understand and produce** key vocabulary related to geographical features of the rainforest, including the equator and the tropics. (Rainforest vocabulary is drawn from a range of language backgrounds—learners become language detectives and begin to identify words which are similar in English.)  
**Identify** areas of tropical rainforest on a world map. **Plot and label** the equator and tropics of Cancer and Capricorn as well as countries where the target language is spoken.  
**Explore** place names of countries and their origins (e.g.) Costa Rica, Cote d'Ivoire  
**Revise** weather vocabulary and **explore** ordinal numbers.  
**Apply and extend** familiar vocabulary to describe each of the rainforest layers (e.g.) dark, humid. **Create** a role play using simple phrases supported by gesture to convey a day and night spent in the rainforest (e.g.) becoming hot, having nowhere to cool down, getting wet and not being able to dry out.  
**Read** short texts on the rainforest which contain some familiar vocabulary used in a different context. **Extract** key information using a bilingual dictionary and/or word list for support.  
**Individual/paired writing activity:** Choose a particular animal and present information in the 3<sup>rd</sup> person in the target language – describe the animal's habitat, colour, size, diet, how it has adapted to the rainforest and any threats to its survival. Use a bilingual dictionary and/or word banks for support.  
**Respond** to questions from peers who try to guess the chosen animal – Where do you live? What colour are you?  
**Deliver** a short presentation using some target language. This could be a PowerPoint, poster, leaflet or any other media.

### Resources:

<http://www.rainforest-alliance.org>  
<http://kids.mongabay.com/elementary/002.html>



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