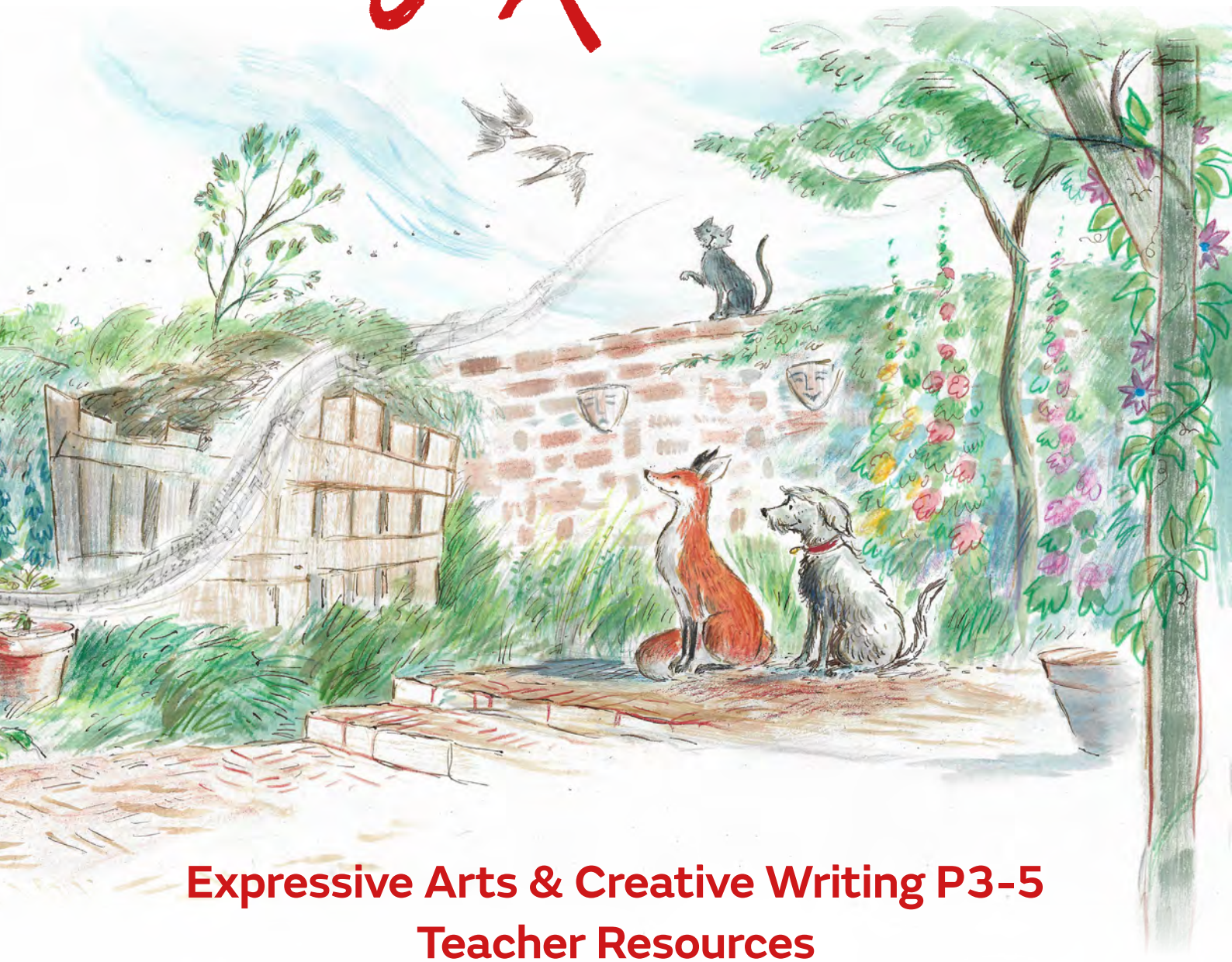
RSNO
SCOTLAND'S NATIONAL ORCHESTRA

Gaspard's foxtrot



Expressive Arts & Creative Writing P3-5
Teacher Resources

RSNO
SCOTLAND'S NATIONAL ORCHESTRA

Gaspard's foXtrot

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Introduction

Hello and welcome to *Gaspard's Foxtrot* Resources!

These resources are a way to engage your class with the Royal Scottish National Orchestra's National Schools Concert Programme, *Gaspard's Foxtrot*.

This concert is based on a book, written by Zeb Soanes and illustrated by James Mayhew. The music in the concert was written by the composer, Jonathan Dove.

In the resources there are three fun and engaging units. Each unit is broken down into four sections, with a video to accompany each section:

- **Meet the Musicians** – an opportunity to meet our musicians and listen to some of the music your class will hear in the concert
- **Soundscapes and Graphic Scores** – accessible and creative music-making
- **Creative Writing** – a clear outline of how to create your own story about a journey you take (Gaspard is on a journey to the Concert Hall!)

These resources have been written by Lucy Drever in collaboration with a team of people from Scottish Book Trust, the RSNO Learning and Engagement Team, teachers and an advisory board of primary school teachers and ASN music specialist.

How to use the resources

These resources have been designed for flexible use – feel free to start one unit and then do all four sections of it, or you might want to do a bit of each one every week. They can be used before and/or after you watch the concert.

The videos have been designed so that you can just press play for your class to watch. Again, feel free to use them however is most useful to you – watch in the entirety, press pause as you go, watch more than once etc.

Don't feel like you have to do everything – we know (now more than ever) how much time pressure you are all under, so just do as much as you can!

Finally, throughout the resources you will see Experience and Outcome Codes that relate to the activities. There is an appendix document with breakdowns as to what all the codes are, and the benchmarks achieved from doing the activities too. We have also included an appendix document detailing pre-early level foundation milestones for learners with Additional Support Needs.

Meet the Musicians 1: The Bassoon

Experience and Outcomes:
First Level: EXA 1-18a, EXA 1-19a, LIT 1–07a
Second Level: EXA 2-18a, EXA 2-19a, LIT 2-07a

Before we meet the bassoonist, let's find out a little more about the Royal Scottish National Orchestra.

What is an orchestra?

An orchestra is a group of musicians who perform together, generally consisting of four families of instruments; the Strings, Woodwind, Brass and Percussion sections. The RSNO have 89 members and are led from the podium by a conductor.

The music that they play is written by composers and often portrays many different stories, emotions and feelings.

The music might have been written 400 years ago, or, like *Gaspard's Foxtrot*, a year ago! They play a real range of music – but most of it will be considered under the Classical Music genre.



The Royal Scottish National Orchestra is one of Europe's leading orchestras with a history stretching back over 125 years. The RSNO was formed in 1891 as the Scottish Orchestra and became the Royal Scottish National Orchestra in 1950. The Orchestra regularly performs across Scotland including concerts in Glasgow, Edinburgh, Dundee, Aberdeen, Perth and Inverness. They also tour throughout Europe, North America and the Far East as well as performing regularly at the Edinburgh International Festival and the BBC Proms.

Meet the Bassoonist, Dave

The bassoon is the lowest sounding instrument in the wind family. It is made of maple wood.
In the schools concert that you will be listening to, the bassoon portrays the music of the character Gaspard, the fox.





As Dave plays the bassoon, think about the following questions:

- How would you describe the sound of the bassoon?
- How does Dave make a sound on this instrument?
- If you had to describe how it looks to someone, what words would you use?

Listen again and this time think about these questions to do with the music:

- Dave plays the music that we first hear when we meet Gaspard. By listening to the music, what sort of character do you think Gaspard has?
- What about the second piece of music – can you hear the exact bit where you think Gaspard is running?
- In the last piece of music that Dave plays, we hear the Foxtrot. What words would you use to describe it?

Meet the Musicians 2: The Harp

Experience and Outcomes:
First Level: EXA 1-18a, EXA 1-19a, LIT 1–07a
Second Level: EXA 2-18a, EXA 2-19a, LIT 2-07a

Meet the Harpist, Pippa

In this video we meet Pippa, who plays the harp with the Royal Scottish National Orchestra.





In *Gaspard's Foxtrot*, the harp portrays the character of Honey.

Here are some questions about what you'll see in the video:

- Pippa plays us the music that we hear when we first meet Honey. What personality do you think Honey has after hearing this music?
- What words would you use to describe the sound of the harp?
- What is Pippa's favorite thing about the harp?
- What's the role of the harp within the orchestra?

Meet the Musicians 3: The Timpani

Experience and Outcomes:
First Level: EXA 1-18a, EXA 1-19a, LIT 1–07a
Second Level: EXA 2-18a, EXA 2-19a, LIT 2-07a

Meet the Timpanist, Paul

In this video we meet Paul who plays the timpani with the Royal Scottish National Orchestra. The timpani is part of the percussion family, and they sit at the back of the orchestra.





In *Gaspard's Foxtrot*, the timpani help to paint the scene of what is happening around Gaspard and on his journey.

Here are some questions about what you'll see in the video:

- What is Paul's favourite thing about playing the timpani?
- In the first bit of music that Paul plays, how does the music convey all the busyness and commotion of where Gaspard is?
- How does Paul make the sound stop on his drums (watch really closely!)?
- What's the role of the timpani within the orchestra?

Meet the Musicians 4: The Conductor

Experience and Outcomes:
First Level: EXA 1-18a, EXA 1-19a, LIT 1–07a
Second Level: EXA 2-18a, EXA 2-19a, LIT 2-07a

Meet the Conductor, Alice

In *Gaspard's Foxtrot* you will see someone standing in-front of the orchestra, waving their hands around – this is Alice, our conductor!



What does the conductor do?

The conductor has lots of jobs! First and foremost, the conductor helps to keep the orchestra in time and make sure that everyone is playing to the beat that they set. They'll also signal to musicians to tell them when to play. And finally, they help the musicians tell the story of the music – the way they conduct influences how the musicians play!

Let's meet our conductor, Alice!

- What's her favourite thing about conducting?
- Does Alice get nervous conducting?
- What secret does Alice tell us about conducting?

There's a conducting activity in the second lesson of Soundscapes and Graphic Scores – why not give it a go!

Soundscapes and Graphic Scores

Intro

Soundscapes and graphic scores are a brilliant way to make music in the classroom. They can be used at any educational level; they can fit into any part of the curriculum and they help to develop lots of different musical skills.

The four videos break down the steps to explore soundscapes and graphic scores in the classroom, and these written resources very much support the interactive videos.

Soundscapes and Graphic Scores 1

Soundscapes

Experience and Outcomes:

Same talking and listening outcomes as Meet The Musicians
First Level: EXA 1-01a, EXA 1-16a, EXA 1-18a, EXA 1-19a
Second Level: EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a

Key
Body percussion – sounds that you can make with your body e.g. clapping, stamping, tapping your fingertips on your head... the list is endless!
School percussion – have a look for what percussion you might have in school e.g. drums, chime bars or shakers

What is a soundscape?

A soundscape is just like a landscape; but instead of using images, it sets the scene using sounds. It's a very creative way to make music with your voice, body percussion, class-made instruments or school percussion instruments – whatever you have to hand!

Making a soundscape

You can use anything as inspiration to make your soundscape. But for this example, let's use *Gaspard's Foxtrot*.

Find your sounds

Go through the book and find some sounds. If you don't have a book, use the images below from *Gaspard's Foxtrot* for inspiration.





What else might you hear? Remember, there are no wrong answers!

Collect your sounds

Ask your students to explore their voices, body percussion sounds and/or instruments – what might the sounds that we saw in the pictures actually sound like?

Birds - tweeting with your voice, bells
Bus - vocal sound of opening door, fingertips on drum
Bees - buzzing, shaker instrument
Crowd of people - voices, stamping of feet

Practise your sounds, then decide on an order!

Practise these sounds with your class. Then split up into groups and give each group a sound. Listen to each group make their sound. Then decide on an order – which group should go first?

For example, your piece might go like this:

Birds Crowd Bus Bees Birds Bus Crowd

Perform your soundscape

We've had a practice of our sounds and we've practised the order; it's now time to perform our soundscape! What should the title of our piece be? Can someone introduce it? Why not film it so that you can all watch it back!

You've created a brand-new soundscape that no one has ever made before – well done!



Soundscapes and Graphic Scores 2

Soundscapes

Experience and Outcomes:

Same talking and listening outcomes from Meet The Musicians
First Level: EXA 1-01a, EXA 1-16a, EXA 1-18a, EXA 1-19a
Second Level: EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a

Key
Body percussion – sounds that you can make with your body e.g. clapping, stamping, tapping your fingertips on your head... the list is endless!
School percussion – have a look for what percussion you might have in school e.g. drums, chime bars or shakers
Conductor – someone who leads orchestras and other music groups. They help the group stay in time (by giving the pulse), help with the interpretation of the music and give everyone their musical cues (like getting louder, quieter, faster or slower)
Pitch – pitch in music is how high or low a note is (e.g. a squeak would have a high pitch and a growl would have a low pitch)

Let's make our own instrument

For our next soundscape, let's make some instruments that we can use!



A shaker
Get some dried rice, pulses or pasta and put it in a sealed container. This could be a plastic box or bottle (or anything else like this that you have to hand). Or you could make different size boxes with cardboard and fill them with some dried rice etc.; just make sure you seal them!

Remember to decorate your shaker!



A guiro

A guiro is a Latin American percussion instrument. We can make our own one with some tins. Collect some tins (e.g. an empty can of beans) and take off the labels. Make sure there are no sharp edges! Then take a wooden pencil and move it up and down.



Chime bars
Chimes bars are like bells – and we can make our own version. Take some glass jars and fill them with different amounts of water. We can make different pitched sounds by hitting the jars! Find yourself a suitable beater – you might have some plastic or wooden beaters in your school percussion box, or you could use a wooden spoon – or a thick pencil. What happens to the pitch when you add water? Is it higher or lower? What about when you pour water out?

Let's create a new soundscape...

For this new soundscape, we need to think of a theme – what could our soundscape be about?

- Maybe the soundscape could be all about a journey – just like in the Creative Writing resource?
- Maybe you want to create a soundscape about a project you're doing?
- Maybe it could be inspired by a book you're reading in class?

Once you have a theme, think about four sounds to do with it. Then divide the class into four and give each group a different sound.

Then, again like you did in your last lesson:

- practice your sounds
- decide on an order
- perform your piece!

This time you could experiment with layering up your sounds. What happens when they are all played at once? What about just two at a time?

Extension activity for Primary 5

Let's pick a conductor

For this activity, use the new soundscape that you did in the last lesson, or the one you've just made.

Pick a conductor. The role of the conductor is to show (with gestures) what group should make their sound, when that group should make their sound, and when the group should stop.

Because there is now no set order (as the conductor can do whatever they want), everyone has to keep their eyes on them!

Before your class try their hand at conducting, take some time to decide how the conductor will:

- Gesture for groups to start making their sound
- Gesture to get a group to stop
- Gesture to get a group to keep going
- Gesture for loud and quiet



Soundscapes and Graphic Scores 3

Let's add a pulse

Experience and Outcomes:

Same talking and listening outcomes from Meet The Musicians
First Level: EXA 1-01a, EXA 1-16a, EXA 1-18a, EXA 1-19a
Second Level: EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a

Key
Pulse – the heartbeat of the music; it's the steady beat that drives the music forward
Rhythm – the pattern that sits on top of the pulse; it's the thing that makes you want to move!

What is the pulse?

In this lesson we're going to add a pulse to our soundscape. The pulse is the heartbeat of the music – it's the steady beat that drives the music forward.

Adding in a pulse to our soundscape

For this example in the video, we're going to use the sounds from our first soundscape:
Birds
Bus
Bees
Crowd of people

As you watch the video, pause after each sound's rhythm has been taught and practice it with the whole class. Then, divide the class into four and give each group a sound (and therefore its rhythm). See if you can get the four different rhythms in the classroom at the same time – do it along to the video, it will help!

Once you have done this, get each group to swap their sounds (and rhythms).

Extension activity for Primary 5

See if you can do the above without the video – it's important that everyone is doing their sounds to the same pulse (it can help to beat a steady beat on a drum).

Once you've done this a few times, why not try adding a pulse to another soundscape that you have made up – the video will model how to go about doing this.



Soundscapes and Graphic Scores 4

Make a graphic score!

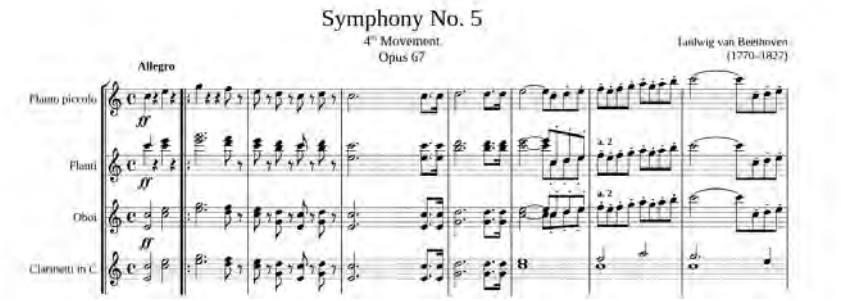
Experience and Outcomes:

Same talking and listening outcomes from Meet The Musicians
First Level: EXA 1-02a, EXA 1-01a, EXA 1-16a, EXA 1-17a, EXA 1-18a, EXA 1-19a
Second Level: EXA 2-02a, EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a

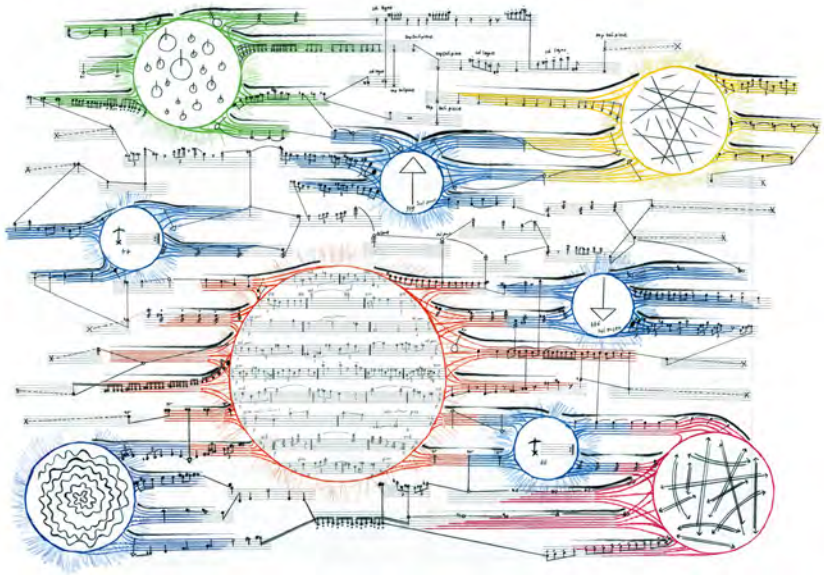
Key
Composer – someone who writes music
Notation – written symbols that people use to write music

What is a graphic score?

Graphic scores came to the forefront of classical music in the 1950s. As composers got more experimental with the sounds they were using, they needed new ways of writing them down. No longer did they use the usual notation, they started using shapes, words and lots and lots of colour!



Western classical music notation



Graphic score by Thomas Hansen, Trapezia (2014)

For this example, we're using the sounds that we used for our very first soundscape – but you can use any soundscape you've made.

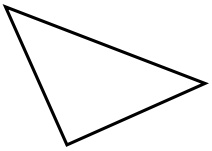
Birds Crowd Bus Bees Birds

Making a graphic score

1. Recap your soundscape, what was the order?
Birds *Crowd* *Bus* *Bees* *Birds*

2. Decide on a symbol for each sound... this can be as abstract or literal as you like!
E.g. a ***bird*** could be a bird, or a triangle
A ***crowd*** could be a photo of a crowd or lots of wiggly lines





3. Get a large piece of paper and using the order of the soundscape, lay out the symbols.

Sound:	*Birds*	*Crowd*	*Bus*	*Bees*	*Birds*
Picture:	Bird	Crowd	Bus	Bees	Birds

4. With your class, read your graphic score... this could be left to right, or right to left – it's up to you!

5. Pick someone to rearrange the order of the symbols on the paper... now can the class perform this new piece?

The rules

There are no rules! The excellent thing about graphic scores is you make up the rules as to how people interpret it. Maybe the symbols are in a circle. Or the symbols towards the top of the piece of paper are loud and the ones towards the bottom are quiet... you make your own rules!

(With P3s – probably start off by reading left to right first, and then break the rules!)

Creative Writing

The musical composition *Gaspard's Foxtrot* is based on a picture book written by Zeb Soanes and illustrated by James Mayhew.

Gaspard's Foxtrot follows Gaspard, and a journey that he takes across London. This creative writing task will explore similar journeys pupils might take and encourage them to create a story based on these journeys.

By the end of these videos, pupils will have written their own story, illustrated it, and gained ideas for sharing and reading it aloud.

Please note, that although we have split these activities up into four lessons, feel free to split the activities up into even more lessons – whatever suits your setting and your class best.

Creative Writing 1

Experiences and Outcomes

First Level: Literacy – Writing: LIT 1-20a, LIT 1-25a
Second Level: Literacy – Writing: LIT 2-20a, LIT 2-25a

Where to start?

It can be daunting to start with a blank page. This video will give tips for generating ideas for your story as well as tips for how to plan your story.

Journey word bank

Pick a familiar journey and ask pupils to close their eyes. Ask them to visualise that journey. What do they see along it? Which words jump out? Ask pupils to write down all the words (or draw them if that works better) that they can think of for that journey. It might be names of shops, or things they see along the way, or it could be how they feel when they make that journey. You could model this activity first by describing your journey to work. By the end of the activity, pupils should have a bank of words to include in their story.

What if?

Think of a journey or route you regularly take. It might be to and from school, or to see a family member, or a regular walk you like to take. Think of that journey and start to write down 'what if' questions.

- What if something unusual happened on that journey?
- What if a road was closed and you were diverted?
- What if the bus never turned up?
- What if they took a wrong turn and didn't realise?

Write a few of these prompts on the board for pupils and in pairs or small groups, ask pupils to talk about these questions. Ask groups to feedback one or two ideas from their discussion. Pupils can write down their favourite journey idea to base their story on.

Map the journey

Now that pupils have ideas for their stories, it is time to start thinking about planning. One great way to do this is to map the journey that pupils have created. Ask pupils to draw a map of their journey. This could be their own individual map on a small piece of paper, or it could be a large sheet of paper on the floor. Pupils can draw a large-scale map of their journey. This would be a great opportunity to link to Social Studies and map reading skills.

Creative Writing 2

Experiences and Outcomes

First Level: Literacy – Writing: LIT 1-21a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-26a, LIT 1-28/29a, ENG 1-30a, ENG 1-31a
Second Level: Literacy – Writing: LIT 2-21a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-26a, ENG 2-27a, LIT 2-28a, ENG 2-30a, ENG 2-31a

Create a story arc

Leading on from the story map, get pupils to look at their story structure. Story structure – story arc – beginning, middle, end. Draw a story arc activity. Pupils can have the story arc next to them as they start to write.

Adding the senses to your journey

Including senses in the story is a great way to add description to your story, and to make it more enjoyable for the reader. Ask pupils to think about what they might smell, hear or see on their journey. Use the ideas below if you like, but you can take notes about anything you want!

- Something beautiful
- Something you heard
- Something unexpected
- Something you touched
- Something moving
- Something you smelled
- Something unpleasant
- Something you tasted
- Something you had never noticed before
- Something you see all the time
- Something someone said

Editing

All authors have to edit their work and might go through multiple drafts. Set aside time to support pupils to edit their work. It can be helpful to give pupils a checklist. Things pupils could check when they are re-reading and editing their story could be:

- Does it have a clear beginning, middle and end?
- Have I followed my story arc?
- Have I included any of the senses?
- Have I used any words from my word bank?
- Have I used descriptive language?

Peer evaluation – two stars and a wish

Getting feedback about a story from other writers can be valuable and help us improve our writing. Ask pupils to swap their writing with a partner. Give each pupil a feedback form, which follows the two stars and a wish response format. Ask pupils to write two things they like about the story and the writing style, and give one area for improvement. Before this, it would be worth discussing any displays or work pupils have done on 'Tools for Writing'.

Creative Writing 3



Let's illustrate our story!

In this video we're going to meet James Mayhew, the illustrator of *Gaspard's Foxtrot*, to see if he has any tips and tricks that will help us illustrate our own stories that we've written.

Firstly, what was James' process of illustrating *Gaspard's Foxtrot*?

- He tried lots of different pens and pencils out
- Lots of practice!
- Experimenting – what looks nice?
- Planning of individual pages – where did he want to put the pictures and where did he want to put the words?
- Made lots of mistakes!
- Used pens for sketching

Some more tips and tricks that might help you to illustrate a story...

- Create a map for your journey
- If your story features real locations, can you either visit them, or do some research as to what they look like? It helps to have pictures to inspire your drawings!
- It's fine to practice with a pencil, but can you do the final drawings with a pen? (Remember that James recommends to find a waterproof pen if you can – even a biro can work – because that way if you want to paint over your drawing to colour it in, the ink won't run).

Activity 1 – Drawing Gaspard

In the video, James shows us how to draw a simple fox. Can you use this exercise to practice drawing with a pen?

Once you've drawn your triangles in pen, you could fill in the orange with coloured pencil, crayon, or you could experiment with orange paint!

Activity 2 – Lets illustrate!

Now it's time to have a go at illustrating your stories! Using James' top tips, see if you can illustrate the story that you've written.

You might want to break it down – for instance you could begin with the main character (like Gaspard), the front cover, a particular location, or a particular scene or event in your story.

Have fun and get creative!

Please email in your pictures of Gaspard and your own stories to *engage@rsno.org.uk* – we'd love to see them, and they might feature on our website or social media!

Creative Writing 4



Let's read our story aloud

There's one last thing to do with our stories! Now that we've written and illustrated them, let's get some top tips from our narrator and author of *Gaspard's Foxtrot*, Zeb Soanes, as to how to read them aloud!

Top three tips for reading stories aloud, Zeb's three C's

Confident – it's perfectly normal to feel a little nervous when reading aloud. But nerves and excitement are quite similar. So when you do feel nervous, think of it as excitement about telling your story! Also, remember that people love stories!

Colourful – when you read a story aloud, there aren't any pictures, so you need to add in all the colour with your voice!

- If you have a monster in your story, what would the monster's voice be?
- If the ending is happy, can you make it sound happy with your voice?

Cunning – as the storyteller, you're the only one who knows how the story unfolds, so enjoy revealing all the secrets! Keep your audience in suspense!

Keeping these three C's in mind, have a go at reading your story aloud!

Extension activity

Adding a soundscape

If you've had a go at creating a soundscape for the stories that you have written, as suggested in a previous activity, why not ask the class to perform the soundscape underneath the story being read aloud?

Get the children to experiment with dynamics (how loud or soft the music is). Can you hear the reader?

Experiment with building up the soundscape and breaking it down again. Could there be moments of silence?

Perform your story-soundscape as a class.

Other things to investigate

If you are looking for other resources leading up to the concert, below is a range of things to have fun with!



Take part in our fun challenges

14 musical challenges perfect for your pupils! Challenges range from creating a samba band out of items found in your kitchen to drawing a cartoon inspired by the music of *Peter and the Wolf.*

www.rsno.org.uk/rsnochallenge



Free digital concert perfect for young ones!

Join Lisa Rourke, RSNO Sub-principal Viola and her fellow musicians as they follow the adventures of Tara the Tugboat on the River Clyde. With pirates, mermaids and songs to sing along to, this adventure with the RSNO is the perfect introduction to classical music for young children.

www.rsno.org.uk/engage/nursery



Watch archive concerts for free

Explore more music from the Royal Scottish National Orchestra with 15 free archive concerts featuring world-class conductors and musicians. Watch the musicians perform music by Beethoven, Strauss and Mozart or simply let the music play in the background as your class works.

www.rsno.org.uk/friday



Beginner's Instrument Guides

New for March 2021! Join the RSNO's Principal musicians as they explore the instruments in the orchestra in our short Beginner's Guides.

www.rsno.org.uk/principals-month



More great videos!

Subscribe to our YouTube channel for all our latest videos!.

www.youtube.com/theRSNO

Scottish Book Trust Reading List

Our friends at the Scottish Book Trust have compiled a reading list that features lots of different stories about journeys!

We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury
Follow and join in the family's excitement as they wade through the grass, splash through the river and squelch through the mud in search of a bear. What a surprise awaits them in the cave on the other side of the dark forest! Lots of fun to read aloud and perform on your own outdoor adventures.

Once Upon A Raindrop by James Carter and Nomoco
Immerse yourself in the wonderful world of water and discover the story of H20 from its very beginning. Engaging, informative poetry flows over the pages and stunning illustrations bring this story to rushing, gushing life.

Rocketmole by Matt Carr
Meet the mole on a mission! Armstrong the star-nosed mole doesn't dig living underground. His friends think building a rocket to go to the moon, alone, is an astronomically bad idea, but Armstrong is determined to boldly go where no mole has gone before. On the moon, Armstrong soon starts to miss his cautious mole mates. How can a mole with big dreams have it all: adventure AND friendship?

The Way Home for Wolf by Rachel Bright and Jim Field
This is a beautiful rhyming story set in the snowy Arctic. Stubborn wolf cub Wilf doesn't want help from *anyone.* Not from his friends or his family. Whatever it is, he can do it *all by himself.* But when Wilf finds himself lost and alone in the chill of the Arctic night, he discovers something important: sometimes we all need the helping hand of a friend.

Hare and Tortoise by Alison Murray
A witty, beautifully illustrated take on The Hare and the Tortoise. Hare is the fastest on the farm, Tortoise is as slow as they go. When they decide to have a race, Hare is certain to win... isn't he? This retelling of the classic Aesop's fable is cheeky and full of mischief.

The Suitcase by Chris Naylor-Ballesteros
When a strange-looking animal arrives pulling a big suitcase, the other animals are curious. What on earth could be inside that suitcase? A teacup? Maybe. A table and chair? Perhaps. A whole home and hillside with trees? This stranger must be fibbing! But when the animals break into the suitcase and discover a very special photograph, they begin to understand what the strange creature has been through, and together they create a very special welcome present.

Boundless Sky by Amanda Addison and Manuela Adreani
This is the story of a bird that fits in your hand, flying halfway around the world looking for a place to nest. This is the story of a young girl from northern Africa fleeing halfway around the world looking for a place of peace. This is the story of Bird. This is the story of Leila. This is the story of a chance encounter and a long journey home.

My Name is Not Refugee by Kate Milner
A young boy discusses the journey he is about to make with his mother. They will leave their town, she explains, and it will be sad but also a little bit exciting. They will have to say goodbye to friends and loved ones, and that will be difficult. They will have to walk and walk and walk, and although they will see many new and interesting things, it will be difficult at times too. A powerful and moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make.

Too Small Tola by Atinuke and Onyinye Iwu
Three delightful stories about Too Small Tola, a young girl from Lagos who, though small, is very determined. Each story covers the journeys Tola makes to save the day, from helping Grandmummy by carrying home a basket of vegetables from the market, bringing water from the well when the taps stop working and helping Mr Abdul, the tailor, when his goods need to be delivered quickly.

Sam and Dave Dig a Hole by Mac Barnett and Jon Klassen
Sam and Dave are on a mission. A mission to find something spectacular. So they dig a hole. And they keep digging. And they find... nothing. Yet the day turns out to be pretty spectacular after all. This witty story requires the reader to pay close attention to the illustrations. Where are Sam and Dave really digging their way to?

Journey by Aaron Becker
This beautiful wordless picture book about self-determination and unexpected friendship follows a little girl who draws a magic door on her bedroom wall. Through it she escapes into a world where wonder, adventure and danger abound. Red marker pen in hand, she creates a boat, a balloon and a flying carpet which carry her on a spectacular journey. When she is captured by a sinister emperor, only an act of tremendous courage and kindness can set her free. Can it also guide her home and to happiness? This is a great book for encouraging storytelling.

Maps by Alexander and Daniel Mizielinski
Explore the world with this lavish, sumptuously illustrated book of maps. Explore geographical features and political borders, but also places of interest, iconic personalities, native animals and plants, local peoples, cultural events, and many more fascinating facts associated with each region. This gorgeous, giant map book is a celebration of the world that bring geography to life for young readers.

Welcome to Nowhere by Elizabeth Laird
A powerful and beautifully written story about the life of one family caught up in civil war. Twelve-year-old Omar and his brothers and sisters were born and raised in the beautiful and bustling city of Bosra, Syria. Omar doesn't care about politics – all he wants is to grow up to become a successful businessman who will take the world by storm. Before long, bombs are falling, people are dying, and Omar and his family have no choice but to flee their home with only what they can carry. Yet no matter how far they run, the shadow of war follows them – until they have no other choice than to attempt the dangerous journey to escape their homeland altogether.

The Highland Falcon Thief by MG Leonard and Sam Sedgman
Harrison Beck is reluctantly joining his travel-writer Uncle Nat for the last journey of the royal train, The Highland Falcon. But as the train makes its way to Scotland, a priceless brooch goes missing, and things are suddenly a lot more interesting. As suspicions and accusations run high among the passengers, Harrison begins to investigate and uncovers a few surprises along the way. Can he solve the mystery of the jewel thief and catch the culprit before they reach the end of the line?

Voyage of the Sparrowhawk by Natasha Farrant
In the aftermath of World War One, everyone is trying to rebuild their lives. If Ben is to avoid being sent back to the orphanage, he needs to find his brother Sam, wounded in action and is now missing. Lotti's horrible aunt and uncle want to send her away to boarding-school and Clara, their young teacher, is waiting for news of her missing fiance. Just as they think they've found their feet in the new order, disaster strikes, and Lotti and Ben must get away. And so they hatch a plan – to cross the Channel on Ben's narrowboat and find Sam. Buffeted by storms, chased by the police, Lotti, Ben, Clara and a growing number of dogs set out on an epic journey, on the search for lost loved ones and a place to call home.

7 Professors of the Far North by John Fardell
Sam's holiday with his friends Zara and Ben is interrupted when a bedraggled traveller blows in on a storm, reawakening a mystery from their Great Uncle Alexander's past. For thirty years, the remote Arctic island of Nordbergen has remained desolate and uninhabited. Now, strange aircraft have been seen landing and armed guards patrol the island's fringes. Professor Murdo has returned to Nordbergen to complete his secret and deadly work. Sam, Zara and Ben embark on a desperate rescue mission to the frozen Arctic Ocean.

Gaspard the Fox

You can find even more education resources about Gaspard and his friends here:
www.gaspardthefox.com/den



Appendix 1 – Experiences and Outcomes

This document details the links to Curriculum for Excellence in the *Gaspard's Foxtrot* resources.

First Level – P3 and P4
Second Level – P5

Meet the Musicians 1-4

First Level
Expressive Arts: Music
EXPERIENCES & OUTCOMES (E&Os)

- EXA 1-18a – Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
- EXA 1-19a – I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

BENCHMARKS

- Shares thoughts and feeling by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some musical vocabulary.

Literacy: Listening and Talking
EXPERIENCES & OUTCOMES (E&Os)

- LIT 1-07a – To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

BENCHMARKS

- Asks and responds to different types of questions to show understanding of the main idea of spoken text.

Second Level
Expressive Arts: Music
EXPERIENCES & OUTCOMES (E&Os)

- EXA 2-18a – Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
- EXA 2-19a – I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

BENCHMARKS

- Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts (provide key of vocabulary that could be used to discuss the videos for this level).
- Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music.

Literacy: Listening and Talking
EXPERIENCES & OUTCOMES (E&Os)

- LIT 2-07a – I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

BENCHMARKS

- Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.

Soundscapes and Graphic Scores 1, 2 & 3

First Level
Expressive Arts: Music
EXPERIENCES & OUTCOMES (E&Os)

- EXA 1-01a – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
- EXA 1-16a – I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.
- EXA 1-18a – Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
- EXA 1-19a – I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

BENCHMARKS

- Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet.
- Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion.
- Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder.
- Follows performance directions, for example, follows a group leader.
- Shares thoughts and feeling by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some musical vocabulary.

Talking and Listening outcomes same as Meet the Musicians 1-4.

Second Level
Expressive Arts: Music
EXPERIENCES & OUTCOMES (E&Os)

- EXA 2-01a – I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/performances.
- EXA 2-16a – I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.
  EXA 2-17a – I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
  EXA 2-18a – Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
  EXA 2-19a – I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive feedback on my own and others' work.

BENCHMARKS

- Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation.
- Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.
- Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.
- Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.
- Explains with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

Talking and Listening outcomes same as Meet the Musicians 1-4.

Soundscapes and Graphic Scores 4

First Level
Expressive Arts: Art and Design
EXPERIENCES & OUTCOMES (E&Os)

- EXA 1-02a – I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

BENCHMARKS

- Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others.

Expressive Arts: Music

- EXA 1-01a – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
- EXA 1-16a – I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.
- EXA 1-17a – I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.
- EXA 1-18a – Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
- EXA 1-19a – I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

BENCHMARKS

- Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet.
- Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion.
- Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder.
- Follows performance directions, for example, follows a group leader.
- Shares thoughts and feeling by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some musical vocabulary.

- Uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or song.

Talking and Listening outcomes same as Meet the Musicians 1-4.

Second Level

Expressive Arts: Art and Design

EXPERIENCES & OUTCOMES (E&Os)

- EXA 2-02a – I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
    - Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in natural form, such as a feather or a plant or an interesting personal item, such as a bicycle.

Expressive Arts: Music

EXPERIENCES & OUTCOMES (E&Os)

- EXA 2-01a – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentation/performances.
- EXA 2-16a – I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.
- EXA 2-17a – I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
- EXA 2-18a – Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
- EXA 2-19a – I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and other's work.

BENCHMARKS

- Performs songs in union and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation.
- Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.
- Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.
- Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.
- Explains, with supporting reasons, what works well and what could be improved in their own and other's work, using appropriate music vocabulary.

Talking and Listening outcomes same as Meet the Musicians 1-4.

Appendix 2 – Pre-Early Level Foundation Milestones for Learners with Additional Support Needs

Meet the Musicians 1-4

Communication
Attention Skills
- Shows awareness of something happening
- Gives shared attention to a range of sensory stimuli, objects, people and/or activities

Preferences
- Makes a choice using:
  - Real objects
  - Photos
  - Symbols
- Communicates basic needs that enables them to be understood by others

Interaction
- Shows awareness of people and activities
- Demonstrates a clear reaction to people and activities
- Maintains an interaction for a brief period
- Imitates, during interactions, using vocalisations and/or body movements

Making Connections (Cognitive)
- Recognises that repeated actions lead to particular effects (cause and effect)

Functional Movements
Gross Motor Skills
- Shows an awareness of different body parts
- Demonstrates control of a body part
- Transitions in and out of a position
- Moves in a range of directions
- Starts to control speed of movement

Literacy and English Milestones – Pre-early level listening and talking

Listening and Talking
EXPERIENCES & OUTCOMES (E&Os)
- LIT 0-02a/ENG 0-03a – As I listen and talk in different situations, I am learning to take turns and developing my awareness of when to speak and when to listen.

MILESTONES
- Listens and responds to different words and phrases appropriately.
- Shows awareness of others in conversation.
- Demonstrates an awareness of others by taking a turn.
- Responds to simple questions by non-verbal or verbal means.

Soundscapes and Graphic Scores 1-4

Communication

Attention Skills

- Gives shared attention to a range of sensory stimuli, objects, people and/or activities

Preference

- Shows pleasure/displeasure through:
  - Non-verbal or physical response
  - Verbal response
- Accepts or rejects in response to sensory stimuli, objects, people and/or activities
- Indicates preferences in response to sensory stimuli, objects, peoples and/or activities
- Communicates basic needs that enables them to be understood by others
- Makes a choice using:
  - Real objects
  - Photos
  - Symbols

Interaction

- Takes turns in an interaction with a familiar person or in a familiar situation
- Maintains an interaction for a brief period
- Shows awareness of people and activities
- Demonstrates a clear reaction to people and activities

Making Connections (Cognitive)

- Notices stimuli
- Shows preference for toys or objects
- Recognises that repeated actions lead to particular effects
- Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities

Self and Emotions

Awareness

- Shows basic emotions through behavioural, physical, facial and vocal expression
- Demonstrates a consistent emotional response to indicate pleasure or displeasure to a range of sensory stimuli, objects people and/or activities
- Demonstrates pleasure in response to feedback from others
- Demonstrates a sense of achievement through behavioural, physical and facial and/or vocal expression

Functional Movements

Gross Motor Skills

- Shows an awareness of different parts of the body
- Demonstrates control of a body part
- Moves in range of directions
- Starts to control speed of movement

Fine Motor Skills

- Uses hands, fingers or feet to explore objects
- Grasps and releases a range of objects
- Holds and stabilises a range of objects
- Uses hands to manipulate an object for a range of function

Coordination

- Starts to coordinate actions

Literacy and English Milestones – Pre-early level listening and talking

Listening and Talking
EXPERIENCES & OUTCOMES (E&Os)

- LIT 0-02a/ENG 0-03a – As I listen and talk in different situations, I am learning to take turns and developing my awareness of when to speak and when to listen.

MILESTONES

- Listens and responds to different words and phrases appropriately.
- Shows awareness of others in conversation.
- Demonstrates an awareness of others by taking a turn.
- Responds to simple questions by non-verbal or verbal means.

- LIT 0-04a – I listen or watch for useful information and I use this to make choices or learn new things.

MILESTONES

- Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them.

- LIT 0-09a – Within real and imaginary situations, I share experiments and feelings, ideas and information in a way that communicates my message.

MILESTONES

- Demonstrates that they can follow pattern, sequence in a song, rhyme, story or text by joining in.

Literacy and English Milestones – Pre-early Level Reading

Reading
EXPERIENCES & OUTCOMES (E&Os)

- LIT 0-01a/LIT 0-11a/LIT 0-2a – I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.
- LIT 0-01b/LIT 0-11b – I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

MILESTONES

- Shows an interest in and makes a choice between a familiar rhyme, story and/or text.
- Anticipates or reacts to parts of rhyme, story and/or text.

- ENG 0-12a/LIT 0-13a/LIT 021a – I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write.

MILESTONES

- Matches objects, photos, pictures, symbols and/or text.
- Sorts objects, photos, pictures, symbols and/or text.
- Demonstrates an awareness that symbols and print carry meaning.

- LIT 0-14a – I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

MILESTONES

- Makes a choice using symbols and/or pictures.

Pre-early level

Literacy: Listening and Talking
EXPERIENCES AND OUTCOMES (E&Os)

- LIT 0-02a/ENG 0-03a – As I listen and talk in different situations, I am learning to take turns and developing my awareness of when to speak and when to listen.

MILESTONES

- Listens and responds to different words and phrases appropriately.
- Shows awareness of others in conversation.
- Demonstrates an awareness of others by taking a turn.
- Responds to simple questions by non-verbal or verbal means.

Creative Writing

Communication
Attention Skills

- Gives shared attention to a range of sensory stimuli, objects, people and/or activities.
- Shows a simple reflex response to an individual stimulus.
- Shows a simple reflex response to a range of sensory stimulus, objects, people and/or activities.
- Shows an awareness of something happening.

Preference:

- Makes a choice using:
  - Real objects
  - Photos
  - Symbols
- Shows pleasure/displeasure through:
  - Non-verbal or physical response
  - Verbal response
- Accepts or rejects in response to sensory stimuli, objects, people and/or activities.
- Indicates preferences in response to sensory stimuli, objects, peoples and/or activities.
- Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities.

Interaction

- Shows awareness of people and activities.
- Demonstrates a clear reaction to people and activities.
- Responds to facial expressions and/or body language.
- Maintains an interaction for a brief period.

Making Connections (Cognitive)

- Notices stimuli.
- Shows preference for toys or objects.
- Explores toys and objects using one or two senses.
- Explores toys or objects with a wide range of senses.

Self and Emotions
Awareness

- Shows basic emotions through behavioural, physical, facial and vocal expression.
- Demonstrates a consistent emotional response to indicate pleasure or displeasure to a range of sensory stimuli, objects people and/or activities.
- Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols).
- Demonstrates pleasure in response to feedback from others.
- Demonstrates a sense of achievement through behavioural, physical and facial and/or vocal expression.

Functional Movements

Gross Motor Skills

- Shows an awareness of different parts of the body.

Fine Motor Skills

- Uses hands, fingers or feet to explore objects.
- Grasps and releases a range of objects.
- Holds and stabilises a range of objects.
- Uses hands to manipulate an object for a range of function.

Pre-early level

Literacy and English: Listening and Talking

EXPERIENCES AND OUTCOMES (E&Os)

- LIT 0-02a/ENG 0-03a – As I listen and talk in different situations, I am learning to take turns and developing my awareness of when to speak and when to listen.

MILESTONES

- Listens and responds to different words and phrases appropriately.
- Shows awareness of others in conversation.
- Demonstrates an awareness of others by taking a turn.
- Responds to simple questions by non-verbal or verbal means.

- LIT 0-04a – I listen or watch for useful information and I use this to make choices or learn new things.

MILESTONES

- Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them.

- LIT 0-09a – Within real and imaginary situations, I share experiments and feelings, ideas and information in a way that communicates my message.

MILESTONES

- Demonstrates that they can follow pattern, sequence in a song, rhyme, story or text by joining in.

Pre-early level

Literacy and English: Reading

EXPERIENCES AND OUTCOMES (E&OS)

- LIT 0-01a/LIT 0-11a/LIT 0-2a – I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.
- LIT 0-01b/LIT 0-11b – I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

MILESTONES

- Shows an interest in and makes a choice between a familiar rhyme, story and/or text
- Anticipates or reacts to parts of rhyme, story and/or text.

- ENG 0-12a/LIT 0-13a/LIT 021a – I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write.

MILESTONES

- Matches objects, photos, pictures, symbols and/or text.
- Sorts objects, photos, pictures, symbols and/or text.

- Demonstrates an awareness that symbols and print carry meaning.
- Recognises when a story starts and finishes.

- LIT 0-14a – I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

MILESTONES

- Makes a choice using symbols and/or pictures.
- Scans and tracks symbols and/or pictures.

- LIT 0-19a – I enjoy events and characters in stories and other texts, sharing my thoughts in different ways.

MILESTONES

- Recognises a character/object in a picture.
- Identifies an object/character within a story that is read to them.
- Recalls a character, object or event in a story that is read to them.
- Responds to a simple question about a story or text.

Pre-early level

Literacy and English: Writing
EXPERIENCES & OUTCOMES (E&Os)

- LIT 0-01a/LIT 0-11a/LIT 020a – I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.

MILESTONES

- Interacts with a range of objects using different senses.
- Shows an interest in print through exploring different ways that print is presented.

- LIT 0-21b – As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

MILESTONES

- Demonstrates arm and/or hand movements and/or alternative method.
- Uses fingers, hands and other media tools to overwrite pre-written shapes and words.
- Copies shapes and words.

- LIT 0-26a – Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages.

MILESTONES

- Looks at, explores objects, photos or pictures from a personal/shared experience.
- Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience.
- Uses objects, photos, pictures or symbols in sequence to create a story or a message.
- Conveys a message/idea/information using their preferred mode of communication.
- Produces marks/drawings that they are able to share as having a meaning.
- Uses photograph/name card to label their own work.

- LIT 0-9b/LIT0-31a – I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.

MILESTONES

- Following a familiar story, uses objects, photos, pictures or symbols to create their own story in a sequence
- Begins to create a short piece of functional writing using objects, photos, pictures or symbols.

Pre-early level

Literacy and English: Listening and Talking
EXPERIENCES AND OUTCOMES (E&OS)

- LIT 0-01c – I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

MILESTONES

- Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities.
- Anticipates and responds to known events in familiar text, songs, rhymes and/or stories.
- Shows a response to familiar characters, songs, rhymes and/or stories.
- Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes and stories.
- Demonstrates likes or dislikes for characters, songs, rhymes and/or stories.

- LIT 0-02a/ENG 0-03a – As I listen and talk in different situations, I am learning to take turns and developing my awareness of when to speak and when to listen.

MILESTONES

- Listens and responds to different words and phrases appropriately.
- Shows awareness of others in conversation.
- Demonstrates an awareness of others by taking a turn.
- Responds to simple questions by non-verbal or verbal means.

- LIT 0-04a – I listen or watch for useful information and I use this to make choices or learn new things.

MILESTONES

- Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them.

- LIT 0-09a – Within real and imaginary situations, I share experiments and feelings, ideas and information in a way that communicates my message.
- LIT 0-09b/LIT 0-31a – I enjoy exploring events and stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.
- LIT 0-10a – As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

MILESTONES

- Demonstrates that they can follow pattern, sequence in a song, rhyme, story or text by joining in.
- Shares a familiar experience demonstrating some awareness of sequence and structure.
- Creates a text using an alternative method, for example photographs, symbols etc.

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Aberdeen City Council
Aberdeen Endowments Trust
Balgay Children's Society
Castansa Trust
David and June Gordon Memorial Trust
Educational Institute of Scotland
Ettrick Charitable Trust
Forteviot Charitable Trust
Gaelic Language Promotion Trust
Gannochy Trust
Jimmie Cairncross Charitable Trust
Leisure & Culture Dundee
Leng Charitable Trust
Maoin nan Ealan Gàidhlig
Marchus Trust
Mickel Fund
Northwood Charitable Trust
P F Charitable Trust
Radcliffe Trust
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