

Learning Resource



The Adventures of Yoyo

Yoyo & The Patchwork Quilt

Yoyo & The Patchwork Quilt

Early Level Lesson Idea

Watch the animation *Yoyo & The Patchwork Quilt*. Listening to the music and narration, guide students through the animated story. Discuss how the music made the class feel. Can they describe the music (*fast, slow, jumpy, smooth* etc.)? Encourage them to link different parts of the story to the music. (i.e. *Did the music go fast when there was lots of movement on the screen?*).

Grandpa Yousef can't find his old silk kameez (a long, loose-fitting shirt or tunic) and he wants to use it to add a patch to the patchwork quilt. Everyone else has...Granny Zaina's old sari, Granny Flo and her knitted square of celtic spirals, Grandpa Zigzag's old yellow socks and even a part of Yoyo's old baby blue blanket.

If your class were to create a patchwork quilt, what would it look like?

1. As a home learning activity, ask the children to bring a piece of fabric from home. This could be an old babygro, a dish towel that smells of home or something belonging to a family member e.g. cat's blanket. Ask the parents/carers to discuss why this piece of fabric is significant and important to them.
2. In school, the children can share the story of their piece of fabric as a circle time activity. Teachers can have a selection of fabric squares relevant to the school/classroom e.g. a cut from the school tartan/uniform. This can be for children who were unable to bring something in and will also support the representation of your school community.
3. An adult who is a keen seamstress/seamster could visit the classroom and support the children in sewing this all together to create a wonderful patchwork quilt!



Yoyo & The Patchwork Quilt

First Level Lesson Idea

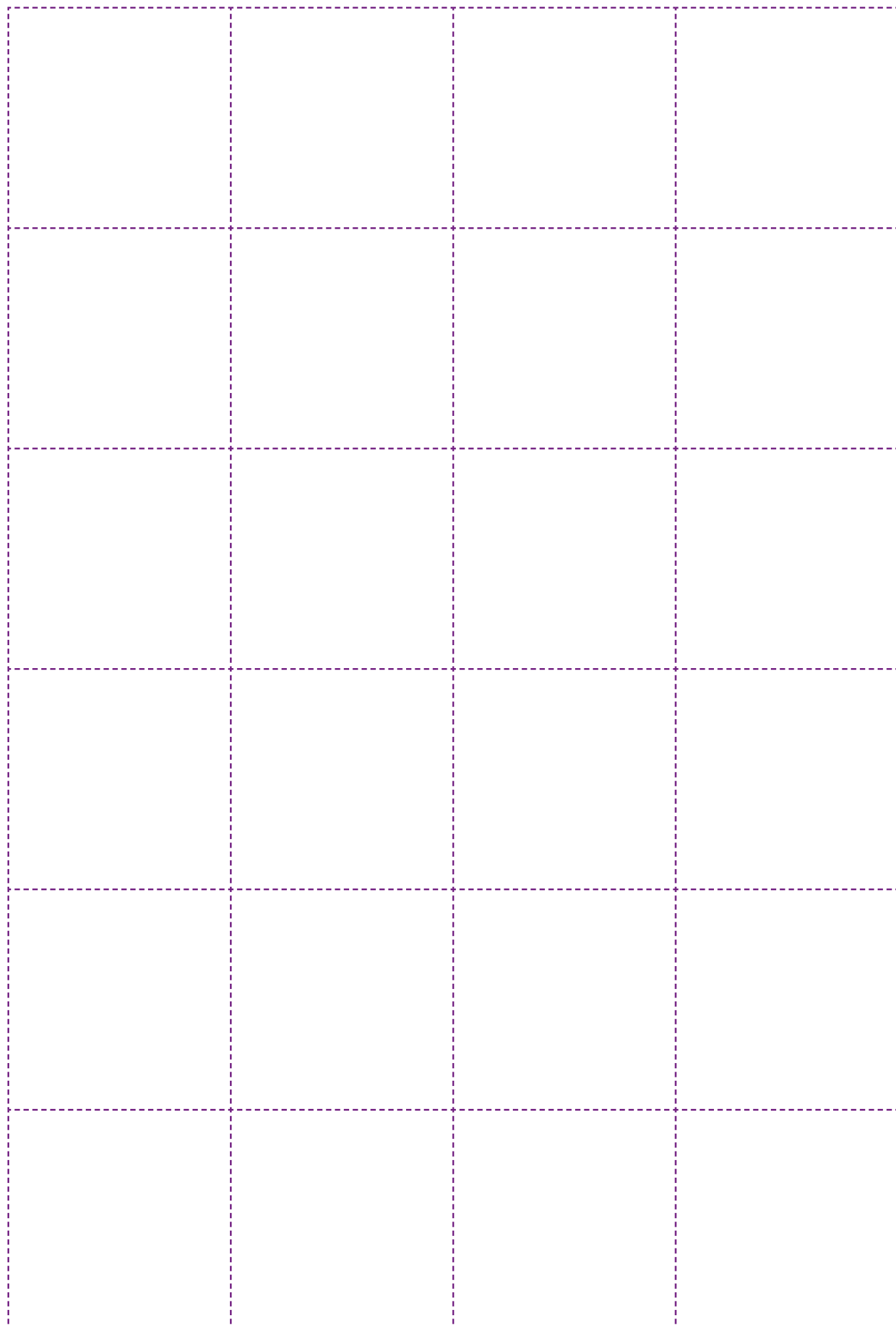
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If you were to create a patchwork quilt with your family, what would it look like?

1. Home learning activity: Discuss at home what the different squares could represent. Note down who, what and why for each square and be able to talk about this back at school. Please use the grid provided.
2. Back at school, use this information to share with your shoulder partner and then a partner of your choice. This can be done verbally, using your design grid to refer to.
3. Design your patchwork quilt, in a pictorial, word and/or colour version that's important to you.
4. Present your quilt to the class, if you'd like to, and maybe even with our wider school community e.g. assemblies, meetings etc.





Yoyo & The Patchwork Quilt

Cross-curricular learning and emergent themes – Early Level

Literacy – Listening and Talking experiences and outcomes

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

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

“To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.” **LIT 0-07a/LIT 0-16a/ENG 0-17a**

“As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.” **LIT 0-10a**

Literacy – Reading experiences and outcomes

“I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.” **LIT 0-01b/LIT 0-11b**

“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.” **ENG 0-12a/LIT 0-13a/LIT 0-21a**

Literacy – Writing experiences and outcomes

“To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.” **LIT 0-07a/LIT 0-16a/ENG 0-17a**

Technologies – experiences and outcomes

Food and textile “I enjoy experimenting with a range of textiles.” **TCH 0-04b**

Technological Developments in Society and Business. Impact, contribution and relationship of technologies on business, the economy, politics, and the environment. “To help care for the environment, I reduce, re-use and recycle the resources I use.” **TCH 0-06a**

Craft, design, engineering and graphics. Exploring uses of materials. “I explore everyday materials in the creation of pictures/models/concepts.” **TCH 0-10a**

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Cross-curricular learning and emergent themes – Early Level

Social Studies experiences and outcomes

“By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history.” **SOC 1-02a**

“I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating a historical setting.” **SOC 1-06a**

Religious and Moral Education experiences and outcomes

“I can talk about my own beliefs, or express them in other ways.” **RME 1-01c**

“Through exploring stories from world religions, I can describe some of their key beliefs.”
RME 1-04a

“By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world.”
RME 1-04b

“I am developing an awareness that some people have beliefs and values which are independent of religion.” **RME 1-09a**

Art and Design experiences and outcomes

“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.” **EXA 1-02a**

“I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.” **EXA 1-03a**

“I can create a range of visual information through observing and recording from my experiences across the curriculum.” **EXA 1-04a**

“Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.” **EXA 1-05a**

Literacy and English experiences and outcomes

Tools for listening and talking

“When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.” **LIT 1-02a**

Tools for writing

“I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.” **LIT 1-24a**

Tools for Reading: understanding, analysing and evaluating

“To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.” **LIT 1-16a**

Extending and challenging the learning includes the children repeating the pattern on their patchwork quilt on a grid with more squares. This could be done digitally too.

Numeracy and Maths experiences and outcomes

Number, money and measure – patterns and relationships

“I can continue and devise more involved repeating patterns on designs, using a variety of media.” **MTH 1-13a**

Shape, position and movement – properties of 2D shapes and 3D objects

“I can explore and discuss how and why different shapes fit together, and create a tiling pattern with them.” **MTH 1-16b**



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