Dolphin House Session Curricular Overview

**Rock Pooling**

During the summer season, the diversity of life in the rock pools on the coast of Culzean are incredible! Different species of crabs, urchins and starfish, can be discovered by the children, as they explore these hidden underwater worlds. The interconnected nature of this ecosystem is highlighted throughout the session by the instructors, covering life cycles, food webs, and the unique nature of the rock pool environment, forming a very accessible, but fun session.

CfE Second Level Experiences and Outcomes Addressed

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes#all](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/Experiences%20and%20outcomes#all)

Literacy and English Curriculum

**LIT 2-02a** When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.

**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.

**LIT 2-10a** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

Modern Languages Curriculum

**MLAN 2-01b** *I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.*

**MLAN 2-01c** *I can listen to and show understanding of familiar instructions and language from familiar voices and sources.*

**MLAN 2-02a** *I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.*

**MLAN 2-04a** *I can ask for help confidently using learned phrases and familiar language.*

**MLAN 2-07b** *I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.*

**MLAN 2-08b** *I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.*

**MLAN 2-11c** *I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.*

**MLAN 2-11d** *I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.*

Sciences Curriculum

**SCN 2-01a** I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.

**SCN 2-02a** I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.

**SCN 2-02b** Through carrying out practical activities and investigations, I can show how plants have benefited society.

**SCN 2-05a** I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time.

**SCN 2-12a** By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.

**SCN 2-12b** I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.

**SCN 2-13a** I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.

**SCN 2-14a** By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.

**SCN 2-14b** By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.

**SCN 2-17a** Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses.

**SCN 2-18a** I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water.

**SCN 2-20a** Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.

Social Studies Curriculum

**SOC 2-07a** I can describe the major characteristic features of Scotland’s landscape and explain how these were formed.

**SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

**SOC 2-12a** By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.

**SOC 2-14a** To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

**SOC 2-15a** I can use evidence selectively to research current social, political or economic issues.

Health and Wellbeing Curriculum

**HWB 2-17a** I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

***HWB 2-19a*** *Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.*

United Nations Convention on the Rights of the Child Articles Addressed (for Rights Respecting Schools Award)

<https://dryuc24b85zbr.cloudfront.net/tes/resources/6041102/image?width=500&height=500&version=1375714644000>

https://www.unicef.org.uk/rights-respecting-schools/

Article 15 – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Learning for Sustainability Aspects Addressed

<http://www.gtcs.org.uk/professional-standards/the-standards/learning-for-sustainability.aspx>

* co-operative, collaborative and active learning
* contact with nature
* respect
* protecting biodiversity
* systems thinking
* tackling climate change
* responsible use of our planet’s resources
* play
* local to global
* understanding interdependence
* outdoor learning
* resilience

Global Goals for Sustainable Development Addressed (for Eco-Schools Programme)

<http://www.un.org/News/dh/photos/large/2015/September/09-09-E-SDG-Poster.jpg>

http://www.keepscotlandbeautiful.org/sustainable-development-education/eco-schools/

Goal 4 -Quality Education

Goal 6 – Clean Water and Sanitation

Goal 12 – Responsible Consumption

Goal 13 – Climate Action

Goal 14 – Life Below Water

Developing Young Workforce Second Level ‘I can’ statements Addressed

<https://www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf>

(see page 16 of document)

• I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.

• I can apply my skills to get more information about jobs/careers.