



Session Curricular Overview Rock Pooling



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 and fun session.

All creatures are borrowed from the sea for educational purposes and are returned to their home once the session is complete.

CfE Second Level Experiences and Outcomes Addressed

- Literacy & English
- Modern Languages
- Sciences
- Social Studies
- Health & Wellbeing



<https://education.gov.scot/curriculum-for-excellence/curriculum-for-excellence-documents/experiences-and-outcomes/>





Literacy & English



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

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.



Modern Languages

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



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.

Sciences



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



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 & Wellbeing



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 organisation, as long as this does not stop other people from enjoying their rights.

Article 28 – Every child has the right to an education.

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



- protecting biodiversity
- understanding interdependence
- tackling climate change

- respect
- cooperative, collaborative and active learning
- systems thinking
- local to global

- responsible use of our planets resources
- play
- contact with nature
- outdoor learning
- resilience

Global Goals for Sustainable Development

Addressed

<https://www.keepsotlandbeautiful.org/cas-sustainable-development-goals/>

4

Goal 4

Quality Education

6

Goal 6

Clean Water &
Sanitation

12

Goal 12

Responsible
Consumption

13

Goal 13

Climate Action

14

Goal 14

Life Below Water



Developing Young Workforce

Second Level 'I Can' Statements

Addressed



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.