

Philiphaugh Estate

First Stage- Language

Children have the opportunity to discuss issues of conservation using photographic resources prior to the visit as well as data and personal observations collected during the visit	-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. - <i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources¹ as required.</i>	LIT 1-02a LIT 1-10a
Children carry out research based on evidence and data gathered while on the visit to Philiphaugh. <i>Digital photographs and/or personal drawings of wildlife (flora and fauna) used to identify species seen while beside the riverside habitat</i>	<i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose</i>	
Children write up experiences as either Personal accounts or Functional writing tasks	<i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i> I can describe and share my experiences and how they made me feel.	LIT 1-28a / LIT 1-29a ENG 1-30a

Maths- First Stage

Children can record and chart the seasonal nature of the salmon life cycle using data gathered in the Salmon Viewing Centre	<i>I can use a calendar to plan and be organised for key events for myself and my class throughout the year.</i>	MNU 1-10b
Children discuss the role of the Salmon Counter and its uses for monitoring the salmon population in order to best conserve it	I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers.	
Children use the data generated by the Salmon counter to compile graphic displays of this data.	<i>I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria.</i>	MNU 1-20a MNU 1-20b

Sciences- First Stage

<p>Children take a walk down to the river and along to the confluence of the Yarrow and the Ettrick rivers, recording wild animals and plants using digital photography/ sketches/ video/ voice recording equipment. Specialisation of animals and plants. <i>Wildlife ID resources are available from the Field Studies Council</i></p>	<p>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.</p> <p>By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited</p>	<p>SCN 1-01a</p> <p>SCN 1-14a</p>
<p>Children explore Salmon Viewing Centre and complete Philiphaugh worksheets to Identify food chains associated with Salmon</p>	<p>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.</p>	<p>SCN 1-02a</p>
<p>The Water Wheel is identified as a method for harnessing energy in a non-polluting way (renewable energy) and that this form of energy has been used for many years</p>	<p>-I am aware of different types of energy around me and can show their importance to everyday life and my survival. -By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects.</p>	<p>SCN 1-04a</p>
<p>Children are given the opportunity to play 'senses' games on the riverside walk which allow them to explicitly use most of their senses to interpret the environment. The salmon's migration can be discussed here.</p>	<p>I have explored my senses and can discuss their reliability and limitations in responding to the environment.</p>	<p>SCN 1-12b</p>
<p>Water Wheel Challenge- children work in groups to produce a mini, functioning water wheel</p>	<p>Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.</p>	<p>SCN 1-15a</p>

Technology- First Stage

<p>Water Wheel Challenge- children have the opportunity to build a working model of a Water Wheel as a precursor to or follow up from a visit to Philiphaugh</p>	<p>-By exploring and using technologies in the wider world, I can consider the ways in which they help.</p> <p>- By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts.</p> <p>-Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.</p> <p>-I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.</p> <p>-Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.</p> <p>-I explore materials, tools and software to discover what they can do and how I can use them to help solve problems and construct 3D objects which may have moving parts.</p>	<p>TCH 1-01a</p> <p>TCH 1-01c</p> <p>TCH 1-02a</p> <p>TCH 1-08a</p> <p>TCH 1-11b</p> <p>TCH 1-12a</p>
<p>Children 'extend' their Philiphaugh experience prior to and beyond their actual visit by exploring the website for information and updates.</p>	<p><i>I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.</i></p>	<p>TCH 1-03b</p>
<p>Children can use the multimedia resources in the Salmon Viewing Centre to learn more about the salmon and its life.</p>	<p>I am developing problem solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys.</p>	<p>TCH 1-09a</p>
<p>Children can create 'forces' diagrams to identify the transfer of energy in a Water Wheel.</p>	<p>I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations.</p>	<p>TCH 1-15a</p>