

Philiphaugh Estate

Second Stage- Language

<p>Children utilise information, data, observations and personal experiences gathered during the visit as well as photographic resources to discuss issues of conservation either as teacher lead class discussion or pupil driven debate.</p>	<p><i>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.</i></p> <p><i>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</i></p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p><i>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.</i></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>share information, experiences and opinions</i> • <i>explain processes and ideas</i> • <i>identify issues raised and summarise main points or findings</i> • <i>clarify points by asking questions or by asking others to say more.</i> 	<p>LIT 2-02a</p> <p>LIT 2-04a</p> <p>LIT 2-06a</p> <p>LIT 2-07a</p> <p>LIT 2-09a</p>
<p>Children can carry out further research on flora and fauna</p>	<p><i>I can select and use a range of strategies and resources</i></p>	<p>LIT 2-13a</p>

<p>recorded while on the riverside walk using digital cameras, personal drawings and sketches, video footage or other methods. Results and background information can be recorded and shared.</p>	<p><i>before I read, and as I read, to make meaning clear and give reasons for my selection</i> <i>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.</i> <i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p>	<p>LIT 2-15a</p> <p>LIT 2-26a</p>
<p>Children can record their experience at Philiphaugh in a variety of ways, from personal accounts to Functional reports of the visit and activities carried out</p>	<p>I can describe and share my experiences, expressing what they made me think about and how they made me feel. <i>I can convey information, describe events, explain processes or combine ideas in different ways.</i></p>	<p>ENG 2-30a</p> <p>LIT 2-28a</p>

Maths

<p>Children use scale plans to create and build a working Water Wheel and compare these designs to the Water Wheel at Philiphaugh which previously powered the Saw Mill.</p>	<p>I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions.</p>	<p>MTH 2-12a</p>
<p>Children gather, interpret and represent data gathered in the Salmon Viewing Centre 'Salmon Counter' computer in association with the Tweed Foundation</p>	<p><i>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.</i></p>	<p>MNU 2-20a</p>
<p>Data produced from the surveys carried out in the riverside walk can be assessed and presented to others and shared with Philiphaugh Estate on their website.</p>	<p><i>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</i></p>	<p>MNU 2-20b</p>

Sciences

Children record wildlife (flora and fauna) while on the riverside walk and can use identification charts and reference books to correctly identify and classify different species	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 2-01a
Children can explore the Salmon Viewing Centre and the riverside walk through identifying different species of flora and fauna can create food webs for the Philiphaugh location.	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 2-02a
Children visit the waterwheel, learning how the waters energy was transferred to power the Saw Mill and threshing wheels. Children are given the opportunity to build a working model of a Water Wheel in groups and discuss its pro's and con's as a source of renewable energy.	I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.	TCH 2-02b
Children learn about the life cycle of the Salmon at the Salmon Viewing Centre and through using pack resources.	By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.	SCN 2-14a
Children carry out filtration experiments to clean water using natural and man made materials	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 2-18a

Technology

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	-When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products.	TCH 2-01a
	-I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.	TCH 2-01b
	-Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to	TCH 2-02a

	<p>live in a more sustainable way.</p> <ul style="list-style-type: none"> -I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond -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. -Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. -By applying my knowledge and skills of science and mathematics, I can engineer 3D objects which demonstrate strengthening, energy transfer and movement. 	<p>TCH 2-02b</p> <p>TCH 2-08a</p> <p>TCH 2-11b</p> <p>TCH 2-12a</p>
<p>Children 'extend' their Philiphaugh experience prior to and beyond their actual visit by exploring the website for information and updates.</p>	<p>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</p>	<p>TCH 2-03b</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>I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.</i></p>	<p>TCH 2-04a</p>
<p>Children can create 'forces' diagrams to identify the transfer of energy in a Water Wheel.</p>	<p>Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.</p> <p>I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures.</p>	<p>TCH 2-15b</p> <p>TCH 2-15a</p>