

The Song of the Dolphin Boy

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

All STEM links are highlighted in blue.

Link to overview and all chapters rather than specific -

https://drive.google.com/drive/folders/1JcCtq2XZ2zpfct7KXfTK_tAiqnafF4Q?usp=sharing

Suggested Blocks of Learning (Chapters)	Suggested Learning Activities	CfE Experiences and Outcomes
<p style="text-align: center;">1</p> <p>https://drive.google.com/drive/folders/19wwqul928eJ_X_luGbHcBKjIQ04e5HgB?usp=sharing</p>	<p>Planning a party (birthday) – each person/group could have a specific purpose – invites, decorations (budget), food/ingredients (budget), music/games planners with timings</p> <p>Everyone could cook and then have a party (LIT 2-24a) (MNU 2-09a) (MNU 2-10a) (TCH 2-04a)</p>	<p>Literacy – Writing I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>Numeracy and Mathematics – Number, Money and Measure – Money I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09a</p> <p>Time I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. MNU 2-10a</p>

		<p><u>Technologies – Food Technology</u> I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a</p>
	<p><u>Lighthouses</u> Investigate lighthouses in Scotland (there are over 200) – choose one to look at in depth and share your findings with others (through PowerPoint/poster/factfile etc...) Create a quiz for your audience based on the information you shared. (TCH 2-02a) (LIT 2-26a) (LIT 2-10a)</p> <p><u>Design and create your own lighthouse model</u> (TCH 2-09a) (TCH 2-10a)</p> <p><u>Robert Stevenson was responsible for the design and construction of most lighthouses in Scotland – research his other work.</u> <u>Sketch and colour/paint a piece of his work</u> (TCH 2-02a) (SOC 2-06a) (EXA 2-03a) https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/z62h7nb</p> <p><u>Lighthouse Keepers – research what their job involves – create a diary of the Lighthouse Keeper or a comic strip ‘A Day in the Life of ...’</u> (TCH 2-02a) (HWB 2-20a) (LIT 2-24a)</p> <p>*Northern Lighthouse Board website very good to support learning about lighthouses - https://www.nlb.org.uk/</p>	<p><u>Technologies – Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a</p> <p><u>Literacy – Writing</u> 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. LIT 2-26a</p> <p><u>Listening and Talking</u> 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. LIT 2-10a</p> <p><u>Technologies – Craft, Design, Engineering and Graphics</u> I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p>

	<p>** Could link to The Lighthouse Keeper's Lunch and create circuits (SCN 2-09a)</p> <p>https://drive.google.com/drive/folders/1ttr9VLh8VR1zg-X28xnkgvg68-rX9c4Q?usp=sharing</p>	<p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p> <p><u>Social Studies – People, Past Events and Societies</u> I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p> <p><u>Expressive Arts – Art</u> I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p><u>Health and Wellbeing – Planning for Choices and Changes</u> I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p> <p><u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>
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	<p>Population – what is the population of the town/city you live in? How does it compare to others in Scotland? (TCH 2-02a) (MNU 2-03a)</p>	<p><u>Technologies – Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a</p> <p><u>Numeracy and Mathematics – Number, Money and Measure – Number and Number Processes</u> Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a</p>
	<p>Predict – why did nobody invite Finn to anything? – Discuss (LIT 2-09a)</p>	<p><u>Literacy – Listening and Talking</u> When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p>LIT 2-09a</p>

	<p>Kyla’s dad worked on the oil rigs – research the jobs on oil rigs and pathways to get there (HWB 2-20a)</p>	<p><u>Health and Wellbeing – Planning for Choices and Changes</u> I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p>
	<p>Introduce similes – “<i>He was short and stocky, with a head as hard and round as a cannon.</i>” (LIT 2-26a)</p> <p>https://drive.google.com/drive/folders/1imcRnCjyzKne2fNochZZtThDg7RMT_Ekd?usp=sharing</p>	<p><u>Literacy - Writing</u> 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. LIT 2-26a</p>
	<p>Emotion Works – “<i>Charlie was actually enraged by him.</i>” How do you react when angry? (HWB 2-02a) (HWB 2-04a)</p> <p>https://drive.google.com/drive/folders/1bRoqMVG3RBccX1b2EzAaX1x-IK8Fj2_?usp=sharing</p>	<p><u>Health and Wellbeing - Mental, Emotional, Social and Physical Wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a</p>
	<p>Friendship – qualities Write a recipe for friendship (HWB 2-05a) (LIT 2-26a)</p>	<p><u>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing</u></p>

	https://docs.google.com/document/d/1TJE6dJ_cQdsry1jYbBfAauhxdNgN30mj/edit?usp=sharing&oid=115297259892424419978&rtpof=true&sd=true	<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a</p> <p><u>Literacy – Writing</u> 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. LIT 2-26a</p>
	<p>Future jobs/career paths – ‘My dream job’ (HWB 2-20a)</p>	<p><u>Health and Wellbeing – Planning for Choices and Changes</u> I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p>
	<p>Buffet at the birthday party – create your own buffet/picnic Write instructions for making sandwiches, cupcakes, cookies and sausage rolls (make/bake/cook if possible) (LIT 2-26a) (TCH 2-04a)</p>	<p><u>Literacy – Writing</u> 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. LIT 2-26a</p> <p><u>Technologies – Food and Textile Technology</u></p>

		I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a
	Gorse – what is it? Identify plants and trees in the local area. (Could use the Seek App to help with this - https://www.inaturalist.org/pages/seek_app) (SCN 2-01a)	Science – Planet Earth 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
	Letting balloons go – not Eco friendly – why? (SOC 2-08a)	Social Studies – People, Place and Environment I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a
2 https://drive.google.com/drive/folders/1jriCbfh8zpbnrWxsRiuKCJOP8klAiLH?usp=sharing	11 children in the school – how many children in your whole school? Compare and discuss the pros and cons of smaller and larger schools (MNU 2-03a) (LIT 2-08a)	Numeracy and Mathematics – Number, Money and Measure – Number and Number Processes Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a Literacy – Listening and Talking To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a

	<p>Raining – water cycle (SCN 2-05a)</p> <p>https://drive.google.com/drive/folders/1KHBObvOOgnYbEATyj6G4I2Gc2F_JZgTD?usp=sharing</p>	<p><u>Science – Planet Earth</u> 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 2-05a</p>
	<p>Different kinds of dolphins – where they live, what they do – research and create posters (TCH 2-02a) (LIT 2-24a)</p>	<p><u>Technologies – Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a <u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>
	<p>Selkie – what is it? – research and create factfile (TCH 2-02a) (LIT 2-24a) (LIT 2-26a)</p> <p>Write your own poem (ENG 2-31a)</p>	<p><u>Technologies – Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a <u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate</p>

		<p>way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p>
	<p>Volcano experiment – design and create a model volcano that will ‘erupt’ (TCH 2-10a) (SCN 2-19a)</p> <p>https://drive.google.com/drive/folders/1ZsjK6_GE8yVw6UIRHAONjvTEhSXH2QvP?usp=sharing</p>	<p><u>Technologies – Craft, Design, Engineering and Graphics</u> I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p> <p><u>Science – Materials</u> I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a</p>
<p>3</p> <p>https://drive.google.com/drive/folders/1xKbA_-</p>	<p>Boats bobbing up and down – buoyancy (SCN 2-08b)</p> <p>https://drive.google.com/drive/folders/1ggbuU17OAKUsrcIWEvBZIKnTI1NslMGa?usp=sharing</p>	<p><u>Science – Forces, Electricity and Waves</u> By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b</p>

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<p>4</p> <p>https://drive.google.com/drive/folders/1UGT5mSLPZVXMG9jiG2k7zE5qosOonSYs?usp=sharing</p>	<p>Emotion Works – scared – how does your body react when scared? (HWB 2-02a) (HWB 2-04a)</p> <hr/> <p>Fish, starfish and sea creatures – research and present your findings to the rest of the class (PowerPoint and class talk) (TCH 2-02a) (TCH 2-01a) (LIT 2-10a)</p>	<p><u>Health and Wellbeing - Mental, Emotional, Social and Physical Wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a</p> <hr/> <p><u>Technologies - Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p><u>Literacy – Listening and Talking</u> 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</p>

		to select and organise resources independently. LIT 2-10a
	<p>Sound and waves – animal communication – dolphin vibrating sound and clicking (SCN 2-11a)</p> <p>https://drive.google.com/file/d/1i21jEO5Kotyj4DAAqwQXfNqV5qSTK-vs/view?usp=sharing</p> <p>https://drive.google.com/drive/folders/1JLhuyTraTGW6p2AFL1WBQVU6I98SRKBY?usp=sharing</p>	<p><u>Science – Forces, Electricity and Waves</u> Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a</p>
	<p>Shadows (SCN 2-11b)</p> <p>https://drive.google.com/drive/folders/18xtC6WQSK7ZEaV28r68-Erw4Zv-iBVIF?usp=sharing</p>	<p><u>Science – Forces, Electricity and Waves</u> By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. SCN 2-11b</p>
5	<p>Lighthouse lantern – lit by oil and electricity (circuits) (SCN 2-09a)</p> <p>https://drive.google.com/drive/folders/1GZJRDFeoznbuhZSRDAU3PPHqACiRHBtI?usp=sharing</p>	<p><u>Science – Forces, Electricity and Waves</u> I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. SCN 2-09a</p>
	Hobbies – what are your hobbies – share with class (simple discussion or class talk)	<p><u>Literacy - Listening and Talking</u> I am developing confidence when engaging with others within and</p>



	(LIT 2-10a)	beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a
	Cloud formations (SCN 2-05a) https://www.teacherspayteachers.com/Product/Cloud-Formation-Lesson-3352886?st=75d5418a63dd38d7b922315005cdba10	Science – Planet Earth 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 2-05a
	Different kinds of lighthouses (revisit from Chapter 1) We are all unique (“weird”) (HWB 2-10a) https://drive.google.com/drive/folders/1MTTQ9GkM7NPbBg9yrgM2DfPQSNJ05Fod?usp=sharing	Health and Wellbeing – Social Wellbeing I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a
6	If you could be magical/have magic powers, what would you have/do? Why? Discuss then write a comic strip or imaginative story (LIT 2-09a) (LIT 2-24a) (LIT 2-26a)	Literacy – Listening and Talking When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a Writing I consider the impact that layout and presentation will have and

		<p>can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>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. LIT 2-26a</p>
	<p>Balloon and string dangers to dolphins/sea life – research and create posters to inform people of the dangers and persuade them not to release balloons and strings (TCH 2-02a) (SOC 2-08a) (LIT 2-24a) (LIT 2-29a)</p>	<p><u>Technologies - Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p> <p><u>Social Studies – People, Place and Environment</u> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a</p> <p><u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p>

	<p>Marine biologist – career – role and pathway (HWB 2-20a)</p>	<p><u>Health and Wellbeing – Planning for Choices and Changes</u> I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p>
	<p>Plastic bags and bottles in the sea (SOC 2-08a) (TCH 2-06a)</p>	<p><u>Social Studies – People, Place and Environment</u> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a</p> <p><u>Technologies – Technological Development in Society and Business</u> I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p>
	<p>Captain's Deck – P.E. game – play then create own moves or new game (HWB 2-23a) (HWB 2-24a)</p>	<p><u>Health and Wellbeing – Physical Education, Physical Activity and Sport</u> While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a</p> <p>By reflecting on my own and others' work and evaluating it against shared criteria, I can</p>

		recognise improvement and achievement and use this to progress further. HWB 2-24a
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9	<p>Statistics – meaning Statistics maths tasks (MNU 2-20a)</p>	<p>Numeracy and Mathematics – Information Handling – Data and Analysis 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. MNU 2-20a</p>
	<p>Decomposition of mylar and latex balloons (SCN 2-15a) (TCH 2-06a)</p>	<p>Science – Materials By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a</p> <p>Technologies – Technological Development in Society and Business I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p>
	<p>Dolphins, whales, porpoises, turtles, fulmars, birds – affect plastic rubbish has on them (SOC 2-08a) (TCH 2-06a)</p>	<p>Social Studies – People, Place and Environment I can discuss the environmental impact of human activity and suggest ways in which we can</p>

		<p>live in a more environmentally responsible way. SOC 2-08a</p> <p><u>Technologies – Technological Development in Society and Business</u> I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p>
10	Create the poster – picture of the dolphin and 'Don't release the balloons' (LIT 2-24a)	<p><u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>
11	<p>Weather forecasting – investigate – create a weather vane (SOC 1-12a) (SOC 2-12a)</p> <p>https://drive.google.com/drive/folders/1wUaYxF4ku98bEEXMHOU9RvP44hwiNAAg?usp=sharing https://drive.google.com/drive/folders/1sjaECfH9tizrrDF2udvqB4hE0pSdm-Hh?usp=sharing</p>	<p><u>Social Studies – People, Place and Environment</u> By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a</p> <p>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 2-12a</p>
12	Come up with a new plan to stop the balloon release – discuss and then write a story (LIT 2-09a) (LIT 2-26a)	<p><u>Literacy – Listening and Talking</u> When listening and talking with others for different purposes, I can: • share information, experiences and opinions</p>

		<ul style="list-style-type: none"> • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p>LIT 2-09a</p> <p><u>Writing</u> 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.</p> <p>LIT 2-26a</p>
13	<p>What messages could they write on the road to make Tom Henderson stop? Create signs (LIT 2-24a) (LIT 2-29a)</p>	<p><u>Literacy – Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p>LIT 2-24a</p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</p> <p>LIT 2-29a</p>
14		
15	<p>Probability – padlock code possibilities – 4 digits (MNU 2-22a)</p>	<p><u>Numeracy and Mathematics – Information Handling</u> I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.</p> <p>MNU 2-22a</p>

