



# Shake a tree

[Link to activity on the RSPB website...](#)

## Overview:

In this activity, children are invited to “discover an incredible world of minibeasts otherwise hidden in the branches above”

## Teacher notes:

This activity does not cover all the statements, but could be extended to cover the complete range especially for the older pupils if additional enquiry questions are added, further discussion of habitats, use of / construction of keys etc. so these statements are in italics.



## England Curriculum Notes

<b>Curriculum Statements</b>	<b>Early years - Year 2 (Ages 5-7)</b>	<b>Year 3 and 4 (Ages 8-9)</b>	<b>Year 5 and 6 (Ages 10-11)</b>
<b>Working Scientifically</b>	Observing closely, using simple equipment  Identifying and classifying	<i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i>  <i>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i>	<i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>
<b>Living things and their habitat</b>	Identify and name a variety of plants and animals in their habitats, including microhabitats	<i>Recognise that living things can be grouped in a variety of ways</i>  <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i>  <i>Recognise that environments can change and that this can sometimes pose dangers to living things</i>	<i>Using keys with correct scientific groupings it could also be used as a starting point for the statement below</i>  <i>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</i>



## Wales Curriculum Notes

<b>Area of Learning</b>	<b>Foundation Stage (4-6 years old)</b>	<b>Key Stage 1 (6-9 years old)</b>	<b>Key Stage 2 (9-11 years old)</b>
<b>The World Around Us</b>	Interdependence – What else is living?	My environment- explore and investigate aspects of their own environment now and then	Our World - similarities and differences among animals and among plants
<b>Mathematics and Numeracy</b>	Understanding number, counting and number recognition, sorting	Communicating Mathematically- represent work in a clear and organised manner, using symbols when appropriate  Handling data - sort and classify objects	Communicating Mathematically - present information and results clearly  Handling data - collect, classify and record





## Scotland Curriculum Notes

<b>Curriculum Statements</b>	<b>Early years - year 2 (Ages 5-7)</b>	<b>Year 3 and 4 (Ages 8-9)</b>	<b>Year 5 and 6 (Ages 10-11)</b>
<p><b>Inquiry and investigative skills...</b></p> <p><b>Develop curiosity and understanding of the environment and my place in the living, material and physical world</b></p> <p><b>Develop the skills of scientific inquiry and investigation using practical techniques</b></p>	<p>Uses their senses to acquire information</p> <p>Provides oral descriptions of what was done and what happened</p> <p>Communicates findings to others verbally and through drawings, photographs, displays and simple charts</p>	<p>Observes and collects information and makes measurements using appropriate equipment and units</p> <p>Records and presents data/information using a range of methods including tables, charts and diagrams, using labelling and scales</p> <p>Reports in writing, orally or visually using a variety of media</p>	<p>Makes observations and collects information and measurements using appropriate devices and units</p> <p>Selects appropriate methods to record data/information</p> <p>Identifies and discusses additional knowledge and understanding gained+</p>
<p><b>Outcomes and Experiences...</b></p> <p><b>Planet Earth: Biodiversity and Interdependence</b></p>	<p>"I have observed living things in the environment over time and am becoming aware of how they depend on each other." (SCN 0-01a)</p> <p>"I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food." (SCN 1-02a)</p>	<p>"I can distinguish between living and non living things. I can sort living things into groups and explain my decisions." (SCN 1-01a)</p> <p>"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)</p>	<p>"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)</p> <p>"I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution." (SCN 3-01a)</p>



## Northern Ireland Curriculum Notes

<b>What Matters Statement</b>	<b>Progression Step 1</b>	<b>Progression Step 3</b>	<b>Progression Step 3</b>
<p><b>"Being curious and searching for answers is essential to understanding and predicting phenomena"</b></p>	<p>"I can explore the environment, make observations and communicate my ideas."</p>	<p>"I can ask questions and use my experience to suggest simple methods of inquiry."</p> <p>"I can recognise patterns from my observations and investigations and can communicate my findings."</p> <p>"I can recognise that what I do, and the things I use, can have an impact on my environment and on living things."</p>	
<p><b>"The world around us is full of living things which depend on each other for survival"</b></p>	<p>"I can recognise that plants and animals are living things which grow."</p>	<p>"I can recognise patterns from my observations and investigations and can communicate my findings."</p>	<p>"I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment."</p>

