



# Do a Wildlife Survey

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

## Overview:

In this activity, children are invited to “count wildlife, from birds and bugs to butterflies”

## 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 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 habitats</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>recognise that environments can change and that this can sometimes pose dangers to living things</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>
<b>Inquiry and investigative skills -</b>  <b>Develop curiosity and understanding of the environment and my place in the living, material and physical world</b>	<p>Explores and observes through play</p> <p>Uses their senses to acquire information</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>Organises data and information and identifies significant patterns and relationships. - Interprets findings and discusses links to the original question</p>	<p>Contributes to carrying out all the procedures</p> <p>Makes observations and collects information and measurements using appropriate devices and units</p> <p>Relates findings to the wider world</p> <p>Draws basic conclusions consistent with findings</p>
<b>Outcomes and Experiences-</b>  <b>Planet Earth: Biodiversity and Interdependence</b>	<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 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 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>
<b>Topical Science</b>	<p>"I can talk about science stories to develop my understanding of science and the world around me." (SCN 0-20a)</p>	<p>"I have contributed to discussions of current scientific news items to help develop my awareness of science." (SCN 1-20a)</p>	<p>"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." (SCN 2-20a)</p>



## Northern Ireland Curriculum Notes

<b>What Matters Statement</b>	<b>Progression Step 1</b>	<b>Progression Step 2</b>	<b>Progression Step 3</b>
<b>"Being curious and searching for answers is essential to understanding and predicting phenomena"</b>	<p>"I can explore the environment, make observations and communicate my ideas."</p>	<p>"I can recognise patterns from my observations and investigations and can communicate my findings."</p>	
<b>The world around us is full of living things which depend on each other for survival</b>	<p>"I can recognise that plants and animals are living things which grow."</p> <p>"I can identify, follow and begin to create sequences and patterns in everyday activities."</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>

