



Build a minibeast hotel

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

Overview:

In this activity, children are invited to "Create a hotel full of different natural materials, to provide hidey-holes for creatures galore!"

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

Curriculum Statements	<i>Early years - Year 2 (Ages 5-7)</i>	<i>Year 3 and 4 (Ages 8-9)</i>	<i>Year 5 and 6 (Ages 10-11)</i>
Working Scientifically	Identifying and classifying Using their observations and ideas to suggest answers to questions	This challenge is not suitable for this age group	This challenge is not suitable for this age group
Living things and their habitats	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats		
Everyday materials	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials		





Wales Curriculum Notes

Area of Learning	Foundation Stage (4-6 years old)	Key Stage 1 (6-9 years old)	Key Stage 2 (9-11 years old)
The World Around Us	Interdependence - What else is living? How do living things survive?	Place – How place influences people, plants, animals.	Place - ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment



Northern Ireland Curriculum Notes

What Matters Statement	Progression Step 1	Progression Step 2	Progression Step 3
"Being curious and searching for answers is essential to understanding and predicting phenomena"	<p>"I can explore the environment, make observations and communicate my ideas."</p> <p>"I can show curiosity and question how things work."</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>"I can explore relationships between living things, their habitats and their life cycles."</p>	<p>"I can understand how my actions and the actions of others impact on the environment and living things."</p>
The world around us is full of living things which depend on each other for survival	<p>"I can recognise that plants and animals are living things which grow."</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>"I can explore relationships between living things, their habitats and their life cycles."</p>	<p>"I can describe how living things compete for specific resources and depend on each other for survival."</p> <p>"I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments."</p>
Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	<p>"I can design while I make and communicate about what I am making."</p> <p>"I can explore the properties of materials and choose different materials for a particular use."</p>	<p>"I can produce designs to communicate my ideas in response to particular contexts."</p> <p>"I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements."</p>	<p>"I can creatively respond to the needs and wants of the user, based on the context and on the information collected."</p> <p>"I can apply my knowledge and skills when making design decisions in order to produce specific outcomes."</p> <p>"I can consider how my design proposals will solve problems and how this may affect the environment."</p>





Scotland Curriculum Notes

Curriculum Statements	Early years - year 2 (Ages 5-7)	Year 3 and 4 (Ages 8-9)	Year 5 and 6 (Ages 10-11)
Inquiry and investigative skills - Develop curiosity and understanding of the environment and my place in the living, material and physical world	<p>Makes suggestions about what to do to answer the selected question</p> <p>Demonstrates awareness of the importance of respecting living things and the environment and of managing the Earth's resources responsibly</p>	<p>Recognises different materials and why they have been selected for a task</p> <p>Selects materials to use in a specific task</p>	<p>Develops awareness of sustainability</p>
Outcomes and Experiences- Materials: Properties and uses of substances	<p>"Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes." (SCN 0-15a)</p>	<p>"Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges." (SCN 1-15a)</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>
Science: Biodiversity and interdependence			<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>
Social Studies: People, Place and Environment	<p>"I explore and discover the interesting features of my local environment to develop an awareness of the world around me." (SOC 0-07a)</p> <p>"I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment." (SOC 0-08a)</p>	<p>"I can consider ways of looking after my school or community and can encourage others to care for their environment." (SOC 1-08a)</p>	
Design and Technology: Exploring uses of materials	<p>"I explore everyday materials in the creation of pictures/models/concepts." (TCH 0-10a)</p>	<p>"I can recognise a variety of materials and suggest an appropriate material for a specific use." (TCH 1-10a)</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>

