



Amazing moths

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

Overview:

In this activity, children are invited to “grab the RSPB moth guide and see what you can find.”

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	Early years - Year 2 (Ages 5-7)	Year 3 and 4 (Ages 8-9)	Year 5 and 6 (Ages 10-11)
Working Scientifically	Observing closely, using simple equipment Identifying and classifying Gathering and recording data to help answer their questions	<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>
Living things and their habitats	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	<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>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> <i>Give reasons for classifying plants and animals based on specific characteristics</i>
Evolution and Inheritance			<i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i>



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?	Place – How place influences people, plants, animals	<i>Place – features of, and variations in places, including physical, human, climatic, vegetation and animal life</i>



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)
<p>Inquiry and investigative skills -</p> <p>Develop curiosity and understanding of the environment and my place in the living, material and physical world</p>	<p>Explores and observes through play</p> <p>Asks questions arising from play activities</p> <p>Uses their senses to acquire information</p>	<p>Organises data and information and identifies significant patterns and relationships</p>	<p>Presents data/information by choosing from an extended range of tables, charts, diagrams, graphs, including bar graphs and line graphs</p> <p>Reports collaboratively and individually using a range of methods</p>
<p>Outcomes and Experiences-</p> <p>Planet Earth: Biodiversity and Interdependence</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 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 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 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>
<p>Social Studies: People, Place and Environment</p>	<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>	



Northern Ireland Curriculum Notes

What Matters Statement	Progression Step 1	Progression Step 2	Progression Step 3
This activity is not suitable for the Northern Ireland curriculum			

