



# Count your Wild Miles

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



## Overview:

In this activity, children are invited to “challenge yourself and your family to travel under your own steam on journeys where you would normally take the car.”

## 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>	<p>Observing closely, using simple equipment</p> <p>Identifying and classifying</p>	<p><i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i></p> <p><i>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i></p> <p><i>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i></p> <p><i>Using straightforward scientific evidence to answer questions or to support their findings</i></p>	<p><i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></p> <p><i>Identifying scientific evidence that has been used to support or refute ideas or arguments</i></p>
<b>Living things and their habitats</b>	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p><i>Recognise that living things can be grouped in a variety of ways</i></p> <p><i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></p> <p><i>Recognise that environments can change and that this can sometimes pose dangers to living things</i></p>	<p><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></p> <p><i>Give reasons for classifying plants and animals based on specific characteristics</i></p>
<b>Evolution and Inheritance</b>			<p><i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i></p>



## 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 as a scientifically-literate citizen with a lifelong interest in the sciences</b></p>	<p>Relates findings to everyday experiences</p> <p>Identifies and discusses new knowledge and understanding</p>	<p>Relates findings to their wider experiences of the world around them</p> <p>Identifies and discusses additional knowledge or understanding gained</p>	<p>Anticipates some risks and hazards</p> <p>Contributes to carrying out all the procedures</p> <p>Reports collaboratively and individually using a range of methods</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 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><b>Social Studies: People, Place and Environment</b></p>		<p>"Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area." (SOC 1-14a)</p>	<p>"Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment." (SOC 2-09a)</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>This activity is not suitable for the Northern Ireland curriculum</b>			



## 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>This activity is not suitable for the Welsh curriculum</b>			

