



Feed the Birds

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

Overview:

In this activity, children are invited to “give birds a little help for when food sources are low.”

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

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 Using their observations and ideas to suggest answers to questions	<i>Asking relevant questions and using different types of scientific enquiries to answer them</i>	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 and name a variety of plants and animals in their habitats, including microhabitats		This challenge is not suitable for this age group



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 – How do living things survive?	Interdependence – how plants and animals rely on each other within the natural world?	Interdependence – how living things rely on each other within the natural world





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>Apply safety measures and take necessary actions to control risk and hazards</p>	<p>Carries out practical activities within a variety of learning environments</p> <p>Discusses obvious risks and takes appropriate steps to protect themselves and others</p> <p>Uses their senses to acquire information</p>	<p>Carries out practical activities in a variety of learning environments. Identifies risks and hazards and ensures safe use of all tools, equipment and procedures</p> <p>Collaborates to undertake investigations</p> <p>Observes and collects information and makes measurements using appropriate equipment and units</p>	<p>Carries out practical activities in a variety of learning environments. Applies appropriate safety measures</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>Outcomes and Experiences -</p> <p>Planet Earth: Biodiversity and Interdependence</p> <p>Exploring use of materials</p> <p>People, Place and Environment</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 explore everyday materials in the creation of pictures/models/concepts." (TCH 0-10a)</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 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 recognise a variety of materials and suggest an appropriate material for a specific use." (TCH 1-10a)</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>	<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 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> <p>"I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way." (SOC 2-08a)</p>



Northern Ireland Curriculum Notes

What Matters Statement	Progression Step 1	Progression Step 2	Progression Step 3
<p>Being curious and searching for answers is essential to understanding and predicting phenomena</p>	<p>"I can explore the environment, make observations and communicate my ideas."</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 observe and describe ways in which materials change when they are mixed together."</p>	<p>"I can understand how my actions and the actions of others impact on the environment and living things."</p>
<p>Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p>	<p>"I can explore the properties of materials and choose different materials for a particular use."</p> <p>"I can identify, follow and begin to create sequences and patterns in everyday activities."</p>	<p>"I can explore and describe the properties of materials and justify their use."</p>	<p>"I can creatively respond to the needs and wants of the user, based on the context and on the information collected."</p>

