



Sounds of Spring

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

Overview:

In this activity, children are invited to “Stop to listen to the stunning songs of springtime”

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	<i>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i> <i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</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	<i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</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>Interdependence – how do living things interact with each other and the environment?</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>Develop the skills of scientific inquiry and investigation using practical techniques</p>	<p>Uses their senses to acquire information.</p> <p>Provides oral descriptions of what was done and what happened.</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>Records and presents data/information using a range of methods including tables, charts and diagrams, using labelling and scales.</p> <p>Reports in writing, orally or visually using a variety of media.</p>	<p>Makes observations and collects information and measurements using appropriate devices and units.</p> <p>Selects appropriate methods to record data/information.</p> <p>Identifies and discusses additional knowledge and understanding gained.</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 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>Biological Systems: Body systems and cells</p>	<p>I can identify my senses and use them to explore the world around me. SCN 0-12a</p>	<p>I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b</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 show curiosity and question how things work.</p> <p>"I can explore the environment, make observations and communicate my ideas."</p>	<p>"I can ask questions and use my experience to suggest simple methods of inquiry."</p> <p>"I can recognise patterns from my observations and investigations and can communicate my findings."</p> <p>"I can use my knowledge and understanding to predict effects as part of my scientific exploration."</p>	<p>This activity is not suitable for this age group</p>
<p>The world around us is full of living things which depend on each other for survival</p>	<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 use my knowledge and understanding to predict effects as part of my scientific exploration."</p>	

