



Make a compost heap

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

Overview:

In this activity, children are invited to “turn your fruit and vegetable leftovers into some haute cuisine for your garden bugs”

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	This challenge is not suitable for this age group	This challenge is not suitable for this age group
Living things and their habitats	Observe changes across the four seasons		



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	Explores and observes through play Asks questions arising from play activities	Identifies risks and hazards and ensures safe use of all tools, equipment and procedures	Anticipates some risks and hazards Applies appropriate safety measures
Outcomes and Experiences- Properties and Uses of Substances	“Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.” (SCN 0-15a)	“Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges.” (SCN 1-15a)	“By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.”
Social Studies: People, Place and Environment	“I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.” (SOC 0-08a)	“I can consider ways of looking after my school or community and can encourage others to care for their environment.” (SOC 1-08a)	“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)





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.	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.	I can explore the environment, make observations and communicate my ideas	<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 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>I can describe the impacts of science and technology, past and present, in my everyday life</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 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>	I can combine component parts, materials and processes to achieve functionality and improve the effectiveness of my outcome
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 identify, follow and begin to create sequences and patterns in everyday activities</p>	I can recognise patterns from my observations and investigations and can communicate my findings	I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment
Matter and the way it behaves defines our universe and shapes our lives.	I can explore the properties of materials and choose different materials for a particular use	<p>I can explore and describe the properties of materials and justify their uses</p> <p>I can observe and describe ways in which materials change when they are mixed together</p>	<p>I can recognise that changes in materials affect their properties and uses under different conditions</p> <p>I can recognise that our planet provides natural materials and can explain why they may have been processed to make them useful</p>