



# Plant Safari

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

## Overview:

In this activity, children are invited to “identify and name wildflowers, trees and shrubs and looking for similarities and differences”

## 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>	Observing closely, using simple equipment	This challenge is not suitable for this age group	This challenge is not suitable for this age group
<b>Living things and their habitats</b>	Observe changes across the four seasons		



## 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>The World Around Us</b>	Interdependence - What else is living?	Place – How place influences people, plants, animals  Interdependence – how plants and animals rely on each other within the natural world	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

<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>			





# 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>
<b>Inquiry and investigative skills -</b>  <b>Develop curiosity and understanding of the environment and my place in the living, material and physical world</b>	<p>Explores and observes through play</p> <p>Asks questions arising from play activities</p> <p>Uses their senses to acquire information</p> <p>Measures using simple equipment and non-standard units</p>	<p>Records and presents data/information using a range of methods including tables, charts and diagrams, using labelling and scales</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>
<b>Outcomes and Experiences-</b>  <b>Planet Earth: Biodiversity and Interdependence</b>	<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>"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>
<b>Mathematics: Information handling: Data and Analysis</b>	<p>"I can collect objects and ask questions to gather information, organising and displaying my findings in different ways." (MNU 0-20a)</p>	<p>"I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria." (MNU 1-20b)</p>	<p>"I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way." (MNU 2-20b)</p>

