

# How do the RSPB workshops link to the National Curriculum in England?

The following RSPB workshops have been designed to tie in to your curriculum needs: Habitat Explorer, Sensing the World, Wild Words, Giving Nature a Home & Bioblitz.

All workshops promote wellbeing and team working, which complements the [PSHE](#) curriculum.

## Early Years Foundation Stage

Our EYFS workshops support development of the characteristics of effective teaching and learning and many aspects of the early learning goals. We have listed just some of the key areas here.

Habitat Explorer	Sensing the World	Wild Words
<p><a href="#">Understanding the world:</a> Talk about features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.</p> <p><a href="#">Mathematics:</a> Using everyday language to compare quantities and objects.</p>	<p><a href="#">Personal, social and emotional:</a> Confident to try new activities and say why they like some activities more than others.</p> <p><a href="#">Understanding the world:</a> Know about similarities and differences. Talk about change when observing plants and animals.</p> <p><a href="#">Expressive art and design:</a> Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><a href="#">Communication and language:</a> Talk about events that have happened. Developing own narratives and explanations by connecting ideas or events.</p> <p><a href="#">Understanding the world:</a> Make observations of animals and plants and explain why some things occur and talk about changes.</p>

## Year 1



Giving Nature a Home	Bioblitz	Wild Words
<p><a href="#">Geography:</a> Use basic geographical vocabulary to refer to key physical and key human features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p><a href="#">Science:</a></p> <p><b>Plants</b> Identify and name a variety of common plants; identify and describe the basic structure of a variety of common plants.</p> <p><b>Animals</b> Identify and name a variety of common animals; identify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals.</p> <p><b>Seasonal changes</b> Observe changes across the four seasons.</p>	<p><a href="#">English:</a></p> <p><b>Writing</b> Sequencing sentences to form short narratives.</p>

## Year 2

Giving Nature a Home	Bioblitz	Wild Words
<p><b>Science:</b> <b>Living things and their habitats</b> Find out about and describe the basic needs of animals for survival.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Science:</b> <b>Living things and their habitats</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>English:</b> <b>Reading</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Participate in discussion about books, poems and other works that are read to them.</p> <p><b>Writing</b> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Use expanded noun phrases to describe and specify.</p>

For Year 2 **Giving nature a home** workshop there is the additional link to Geography:

**Geography:** Use basic geographical vocabulary to refer to key physical and key human features. Use simple fieldwork and observational skills to study the geography of their school and its grounds.



## Year 3

Giving Nature a Home	Bioblitz	Wild Words
<p><b>Geography:</b> Use fieldwork to observe, measure and record the human and physical features in the local area.</p> <p><b>Science:</b> <b>Animals</b> Identify that animals need the right types and amount of nutrition (from what they eat) and that they cannot make their own food.</p>	<p><b>Science:</b> <b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p><b>Animals</b> Identify that animals need the right types and amount of nutrition (from what they eat) and that they cannot make their own food.</p>	<p><b>English:</b> <b>Writing</b> Plan their writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Using adverbs and prepositions.</p>

## Year 4

Giving Nature a Home	Bioblitz	Wild Words
<p><b>Geography:</b> Use fieldwork to observe, measure and record the human and physical features in the local area.</p> <p><b>Science:</b> <b>Animals</b> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Living things and their habitats</b> Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Science:</b> <b>Animals</b> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of different ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>English:</b> <b>Writing</b> Plan their writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Using fronted adverbials.</p>

## Year 5

Giving Nature a Home	Bioblitz	Wild Words
<p><u>Geography:</u> Use fieldwork to observe, measure and record the human and physical features in the local area.</p> <p><u>Science:</u> <b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p><u>Science:</u> <b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><u>English:</u> <b>Writing</b> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Using relative clauses.</p>

## Year 6

Giving Nature a Home	Bioblitz	Wild Words
<p><u>Geography:</u> Use fieldwork to observe, measure and record the human and physical features in the local area.</p> <p><u>Science:</u> <b>Evolution and inheritance</b> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Science:</u> <b>Living things and their habitats</b> Describe how living things are classified into broad groups.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Evolution and inheritance</b> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>English:</u> <b>Writing</b> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p>

Please use this information to request (on the booking form) any specific curriculum aims you would particularly like our session leader to cover.

We can also help with ideas for follow up sessions *you* may want to lead such as Design Technology (building bug-hotels), English (poetry reading/writing), Geography (map making with a key), Maths (data collection & graphs) etc.

For more information visit:  
[www.rspb.org.uk/schoolsoutreachvisits](http://www.rspb.org.uk/schoolsoutreachvisits)

