



# Box of Curiosities

A great way to bring nature into the classroom is to create a box of curiosities that can sit on display or be brought out for pupils to interact with.

## 1. Creating the box

Anything can become a box of curiosities: a shoe box, a pizza box, old crates. Other good examples include plastic storage boxes and organisers, painters boxes or even small book cases.



## 2. Filling the box

The box can be filled with all sorts of natural items to fuel pupil's imagination, creativity and enquiry. Here are just a few examples:

- Pine cones
- Shells
- Bones/skulls
- Antlers
- Fossils and rocks
- Nuts/seeds
- Flowers
- Twigs
- Leaves
- Feathers
- Wool
- Conkers
- Acorns
- Pressed plants
- Bark
- Cactus/succulent
- Mini beasts
- Nature crafts
- Soil
- Noise recordings (eg birdsong)
- Plaster cast tracks
- Seaweed
- Sand
- Fur
- Snake slough
- Nest

### 3. Engaging with the box

The box can be left out for pupils to look at and handle, and also utilised for activities. It could be used creatively, using the items as drawing subjects or to inspire writing, or scientifically, focussing on classification, adaptations, observations and labelling.

#### **Example Science Curriculum Links:**

##### KS1

- identify and name a variety of wild and garden plants, including deciduous and evergreen trees (Year 1)
- explore and compare the differences between things that are living, dead, and things that have never been alive (Year 2)

##### KS2

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Year 3)
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Year 3)
- recognise that living things can be grouped in a variety of ways (Year 4)
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Year 4)
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Year 6)
- give reasons for classifying plants and animals based on specific characteristics (Year 6)
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Year 6)
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (Year 6)