

Session Outline

KS2 Investigating Minibeasts

National Curriculum links: Year 3: programme of study – Working scientifically
 Year 4: programme of study: Working scientifically, Living things and their habitats, Animals
 Year 5: programme of study: Working scientifically, Living things and their habitats
 Year 6: programme of study: Working scientifically, Living things and their habitats, Evolution and Inheritance

Learning objectives	Session structure	Assessment for learning
<p>Explore and identify animals in their habitat.</p> <p>Lower KS 2 Recognise that living things can be grouped in a variety of ways. Create food chains using the creatures they have found.</p> <p>Upper KS 2 Classify a range of creatures and reason why they belong to a particular group. Identify how animals and plants are adapted to suit their environment in different ways.</p>	<p>Introduction Discussion around what the children already know about minibeasts and make predictions for what they might find during their activity.</p> <p>Session Activities The children will investigate minibeasts in their habitats, searching and capturing using simple equipment to aid their investigation. We will use keys to identify what they have found, learn more about what they eat and any special features they may have. The children will create food chains using the information they have learnt and will identify adaptations for survival and any special features they may have.</p> <p>Plenary Activity We will provide opportunities for children to reflect on and review their learning throughout the session using a combination of questioning techniques, physical activities, games and facilitated discussions.</p>	<p>We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.</p> <p>Children will be given the opportunity to give feedback in a variety of ways.</p>
Before your visit	After your visit	Key vocabulary
<p>Use the PowerPoint presentation on the website to introduce the visit with your class. Investigate the number of legs and body parts common types of invertebrates have e.g. insect, arachnid.</p>	<p>Give minibeasts a home at your school. Make a minibeast hotel, a bucket pond, create a log pile or plant some wild flowers to encourage minibeasts into your school grounds. For more guidance see the RSPB's 'How to' guides Take part in RSPB Wild Challenge</p>	<p>Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation</p>