

# Session Outline

## KS1 Discovering Mud Minibeasts

### National Curriculum links:

KS1: Year 1 programme of study – Working Scientifically, Animals, Living things and their habitats

Year 2 programme of study – Working Scientifically, Living things and their habitats, Animals.

Learning objectives	Session structure	Assessment for learning
<p>Describe and identify the habitat.</p> <p>Name some common minibeasts.</p> <p>Consider how some minibeasts are suited to their habitat.</p> <p>Have fun working together.</p>	<p><b>Introduction</b></p> <p>General discussion about minibeasts to gain a better understanding of the group's knowledge. Identification of the basic requirements for survival shared by people, wildlife and plants (food, water, shelter, air, sunlight).</p> <p><b>Session activities</b></p> <p>The children will describe and name the habitat. They will collect some saltmarsh mud and carefully sift out the creatures using special equipment. They will identify the minibeasts using identification keys.</p> <p>The children will discover what's special about the minibeasts we find and consider how they are suited to their habitat.</p> <p><b>Plenary activity</b></p> <p>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> <p>Shared experiences, what did we see?</p>
Before your visit	After your visit	Key vocabulary
<p>Use the PowerPoint presentation on the website to introduce the visit with your class.</p> <p>Look at pictures and names of some common minibeasts.</p>	<p>Take part in our Wild Challenge and win awards while you give minibeasts a home at your school.</p> <p>Link with work on plants and how people and animals depend on plants for food and shelter.</p>	<p>Foodchain, carnivore, herbivore, omnivore, invertebrate, predator, prey, microhabitats</p>