

Lesson Outline

Minibeasts and Habitats - Who lives on our nature reserve?

National Curriculum links:

Key stage 1

- Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Key stage 2

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Give reasons for classifying plants and animals based on specific characteristics

Learning objectives	Session structure 2 hours	Assessment for learning
<p>By the end of the session pupils will be able to: Have fun working together.</p> <p>Key stage 1:</p> <ul style="list-style-type: none"> • We will be able to name some of the animals and birds we find and the habitats they live in • To observe and identify mini beasts • To be able to link some of the creatures we find into a food chain <p>Key stage 2:</p> <ul style="list-style-type: none"> • Be able to create a variety of food chains • Classify a range of creatures and reason why they belong to a particular group • Investigate the different plants and animals in a habitat. • Identify how animals and plants are adapted to suit their environment in different ways. 	<p>Introduction The group will have a short introduction to orientate themselves, introduce the site and the activities.</p> <p>Session Activities</p> <ul style="list-style-type: none"> • An investigation of a pond habitat using special equipment – children will be given equipment to search for mini beasts in the pond. Identification keys can be used to find out what they have caught. • Discussion will be encouraged about what was found, where and why. • A bird watching/hide activity where pupils can find out what different birds make the reserve their home. Includes identification using the bird's features, colour, size, and how the birds find their food. <p>Plenary session options Predator prey game</p> <p>Create a food chain with the creatures they have found</p> <p>A round up session at the end where in pairs children recall and name their favourite creature and any special features it has.</p>	<p>Pupils are given the opportunity to feedback what they have discovered during the session.</p> <p>Pupils can successfully make a food chain from creatures they find.</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>Make a comparison of the animals found on the nature reserve and those in the park or school grounds</p> <p>Create your own conservation area at school by making homes for wildlife. Visit our website rspb.org.uk/teaching</p>	<p>carnivores, herbivores and omnivores, predators and prey, habitat</p>

