

# Session Outline

## KS2 Investigating Minibeasts

**National Curriculum links:** **Year 3:** programme of study – Working scientifically Sc3/1  
**Year 4:** programme of study: Working scientifically Sc4/1, Living things and their habitats Sc2.1a-c, Animals 2.2a-c  
**Year 5:** programme of study: Working scientifically Sc5/1, Living things and their habitats Sc5 2.1a,b  
**Year 6:** programme of study: Working scientifically Sc6/1, Living things and their habitats Sc6/2.1a,b, Evolution and Inheritance Sc6 2.3b,c

Learning objectives	Session structure	Assessment for learning
<p>Explore and identify animals in their habitat.</p> <p><b>Lower KS2</b> Recognise that living things can be grouped in a variety of ways.</p> <p>Create food chains using the creatures they have found.</p> <p><b>Upper KS2</b> Classify a range of creatures and reason why they belong to a particular group.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways.</p>	<p><b>Introduction</b> Discussion around what the children already know about minibeasts and make predictions for what they might find during their activity.</p> <p><b>Session Activities</b> The children will investigate minibeasts in their habitats, searching and capturing using simple equipment to aid their investigation.</p> <p>We will use keys to identify what they have found, learn more about what they eat and any special features they may have.</p> <p>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><b>Plenary Activity</b> Were our predictions right? In small groups the children will create a creature using natural materials. We will share with the rest of the group where this creature lives and how it is adapted to its habitat.</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.</p> <p>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 at <a href="http://www.rspb.org.uk/forprofessionals/teachers/resources/index.aspx">www.rspb.org.uk/forprofessionals/teachers/resources/index.aspx</a></p> <p>Take part in the RSPB's Wildlife Action Awards <a href="http://www.rspb.org.uk/forprofessionals/teachers/waa">www.rspb.org.uk/forprofessionals/teachers/waa</a></p>	<p>Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation</p>