# 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 Sc2.1-a-c, Animals 2.2-a-c
- **Year 5**: programme of study: Working scientifically Sc5/1, Living things and their habitats Sc5 2.1-a,b
- **Year 6**: programme of study: Working scientifically Sc6/1, Living things and their habitats Sc6/2.1-a,b, Evolution and Inheritance Sc6 2.3b,c

### Learning objectives

<table>
<thead>
<tr>
<th>Lower KS 2</th>
<th>Upper KS 2</th>
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<tbody>
<tr>
<td>Explore and identify animals in their habitat.</td>
<td>Classify a range of creatures and reason why they belong to a particular group.</td>
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<td>Recognise that living things can be grouped in a variety of ways.</td>
<td>Identify how animals and plants are adapted to suit their environment in different ways.</td>
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<td>Create food chains using the creatures they have found.</td>
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### Session structure

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Session Activities</th>
<th>Plenary Activity</th>
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<tbody>
<tr>
<td>Discussion around what the children already know about minibeasts and make predictions for what they might find during their activity.</td>
<td>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.</td>
<td>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.</td>
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### Assessment for learning

- We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.
- Children will be given the opportunity to give feedback in a variety of ways.

### Before your visit

- 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.

### After your visit

- 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 www.rspb.org.uk/school-grounds.
- Take part in our Wild Challenge https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/

### Key vocabulary

- Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation