

Session Outline

Investigating Minibeasts (Second Level)

Curriculum for Excellence Experiences and Outcomes: SCN 2-01a, SCN 2-02a

All of our programmes encourage interdisciplinary study and support Health & Wellbeing, Numeracy and Literacy Experiences and Outcomes across learning.

Learning objectives	Session structure	Assessment for learning
<p>Explore and identify animals in their habitat.</p> <p>P4 – P5 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>P6 – P7 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>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.</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>Plenary Activity 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 www.rspb.org.uk/school-grounds</p> <p>Take part in our Wild Challenge https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</p>	<p>Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation</p>