

Session Outline

Foundation Phase Discovering Pond Minibeasts

National Curriculum links: Foundation Phase – Knowledge and Understanding of the World; Me, Myself and Other Living Things, Language, Literacy and Communication; Oracy, Welsh Language Development (English medium schools); Oracy, Personal and Social; Wellbeing

Learning objectives	Session structure	Assessment for learning
<p>Have fun working together.</p> <p>Nursery & Reception Find out where minibeasts like to live.</p> <p>Discover what's special about minibeasts.</p> <p>Years 1 & 2 Describe and identify the habitat.</p> <p>Name some common minibeasts.</p> <p>Consider how some minibeasts are suited to their habitat.</p>	<p>Introduction 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>Session activities The children will describe and name the habitat. They will use special equipment to carefully capture and identify minibeasts living in the pond.</p> <p>The children will discover what's special about the minibeasts we find and consider how they are suited to their habitat. We will find out who eats whom.</p> <p>Plenary activity We will reinforce the children's learning by playing a minibeast survival game and acting out the life of a dragonfly, starting as an egg.</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>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/forprofessionals/teachers/resources/index.aspx</p> <p>Take part in our Wild Challenge https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</p>	<p>Nursery & Reception Minibeast, hop, fly, crawl, creep, wiggle.</p> <p>Years 1 & 2 Food chain, carnivore, herbivore, omnivore, invertebrate, predator, prey, (micro)habitats.</p>