

# Meet the Minibeasts KS1

## Session Overview and Learning Objectives

### Session Summary

- This session is suitable for one class of up to 30 children
- It lasts 50 minutes for groups
- Recommended ratio – 4 adults:30 children

The children will walk to a designated site suitable for minibeast hunting, where they can spend time safely collecting a variety of creatures. They can use magnifiers and ID sheets to help them identify the animals and sort creatures according to the number of legs they have, introducing them to the basics of classification. The circular route then takes them to another site to play an engaging sensory game which will help them better understand the world the minibeasts live in.

**We strongly recommend** dividing your group into two, setting 15 off in a clockwise direction and 15 anticlockwise.

*Remember to ensure the right walk group leader has the medication for the children in their group.*

### Session Outline

Time	Location	Activity - Group 1 Travelling clockwise	Activity - Group 2 Travelling anticlockwise
5 mins	Trail	Walk to site M1	Walk to site M4
25 mins	Minibeast site	Minibeast hunt (site M1)	Minibeast hunt (site M4)
15 mins	Either minibeast site or blindfold trail	Minibeast game	Minibeast game
5 mins	Benches	Plenary	Plenary

## Learning Objectives

Learning Objectives / Activities	Expected Learning Outcomes
<p><b>Minibeast Hunt</b></p> <ul style="list-style-type: none"> <li>● Explore woodland habitat</li> <li>● Collect creatures with care and consideration for their wellbeing</li> <li>● Use simple keys for identification</li> <li>● Sort creatures according to common characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> will have first-hand experience searching for and collecting animals carefully</li> <li>● <b>Some</b> will be able to sort creatures into four categories</li> <li>● <b>A few</b> will be able to identify less common creatures using the key</li> </ul>
<p><b>Minibeast game</b> <b>Predator-prey game</b></p> <ul style="list-style-type: none"> <li>● Introduce predator-prey relationships</li> </ul> <p><b>Blindfold trail</b></p> <ul style="list-style-type: none"> <li>● Focus on sense of touch</li> <li>● Understand that minibeasts and nocturnal animals have different dominant senses to humans</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> will have the opportunity to experience the woodland using senses other than sight</li> <li>● Some will gain insight into the sensory life of minibeasts and nocturnal animals</li> <li>● A few will feel an enhanced connection to nature</li> </ul>
<p><b>Minibeast Sculptures (extra)</b></p> <ul style="list-style-type: none"> <li>● Look closely at invertebrate anatomy</li> <li>● Accurately represent different invertebrates through natural art</li> <li>● Work together in a team to create a collaborative art project</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> will notice the physical differences between a variety of living organisms</li> <li>● <b>A few</b> will be able to make an accurate representation of an invertebrate with natural art</li> </ul>
<p><b>Minibeast Plenary</b></p> <ul style="list-style-type: none"> <li>● Reflect on the activities and what has been learnt</li> <li>● Share facts and experiences with the group</li> <li>● Solidify memories of the experience by recapping them</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> will be able to name at least one carnivore and one herbivore</li> <li>● <b>All</b> will understand at least one adaptation to a micro-habitat</li> <li>● <b>Some</b> will be able to describe a simple woodland food chain</li> <li>● <b>Some</b> will understand the term detritivore and be able to name one</li> <li>● <b>A few</b> will be able to name and describe adaptations of several woodland invertebrates</li> </ul>

## Curriculum Extracts

The following bullet points are extracted from the national curriculum.

### KS1 Science

#### **Animals, including humans**

Pupils should be taught to:

- 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
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

#### **Living things and their habitats**

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food