

Meet the Minibeasts KS2

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.

Additional activities such as creating minibeast sculptures are possible for the longer session.

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

50 Minute Session Plan

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	Minibeast site or blindfold trail	Minibeast game	Minibeast game
5 mins	Benches	Plenary	Plenary

Learning Objectives

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

Curriculum Extracts

The following bullet points are extracted from the national curriculum.

KS2 Science

Y3: Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Y4: Animals, including humans

Pupils should be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey

Y4: Living things in their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Y5: Living things and their habitats

Y6: Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Non-statutory requirement: Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms)

Y6: Evolution and inheritance

Pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.