

Meet the Minibeasts EYFS

Session Overview and Learning Objectives

Session Summary

- This session is suitable for one class of 30 children, split into 2 equal walking groups
- 50 minutes
- Recommended adult:child ratio is 4:30

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. Additional activities such as creating minibeast sculptures and using bug and slug eyes to view their surroundings are also available.

The trail then takes them to another location to participate in an engaging sensory activity which will help them better understand the world the minibeasts live in.

The session follows a circular route through the woods and all relevant equipment for each activity will be provided.

Each class of 30 needs to be split into **two equal walking groups** that will be led by a SWT volunteer. Please ensure that you provide the recommended adult:child ratio for each group.

Remember to ensure that each group adult has any medication for the children in their group.

Session Outline

These are the suggested activities for the 50-minute session travelling either clockwise or anticlockwise.

	Travelling clockwise	
Time	Location	Activity
5 mins	Centre	Introduction and walk to minibeast site
20 mins	Woodland	Minibeast hunt
5 mins	Woodland	Sculptures and bug eyes
15 mins	Woodland	Blindfold trail
5 mins	Centre	Plenary

	Travelling anticlockwise	
Time	Location	Activity
5 mins	Centre	Introduction and walk to minibeast site
15 mins	Woodland	Blindfold trail
20 mins	Woodland	Minibeast hunt
5 mins	Woodland	Sculptures and bug eyes
5 mins	Centre	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 picture 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 different categories ● A few will be able to identify creatures using the picture key
<p>Minibeast Sculptures</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 some differences between a variety of living organisms ● Some will display an understanding of some invertebrates' anatomies ● A few will be able to make an accurate representation of an invertebrate with natural art
<p>Slug and Bug Eyes</p> <ul style="list-style-type: none"> ● Use the slug and bug eyes to explore how other creatures see the world ● Explore how features of creatures can help them survive 	<ul style="list-style-type: none"> ● All will have the opportunity to see the world through bug eyes/slug eye mirrors ● Some will begin to understand how these features might help a creature survive ● A few will appreciate that invertebrates see the world differently to them
<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>Plenary Activity</p> <ul style="list-style-type: none"> ● Reflect on the different activities that they have experienced ● Share some of the key facts and knowledge that they have learnt ● Solidify memories of the experience by recapping them 	<ul style="list-style-type: none"> ● All will be able to name at least one creature ● Some will be able to recall how many legs some of the different creatures have ● A few will know the difference between herbivore and carnivore

EYFS Statutory Framework

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design