Meet the Minibeasts KS2

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. To finish the activity the children will release the creatures by creating a minibeast Olympic arena. Additional activities such as creating minibeast sculptures 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.

Time	Travelling clockwise	
	Location	**Activity**
5 mins	Centre	Introduction and walk to minibeast site
25 mins	Woodland	Minibeast hunt
5 mins	Woodland	Minibeast Olympics
10 mins	Woodland	Blindfold trail
5 mins	Centre	Plenary

Time	Travelling anticlockwise	
	Location	**Activity**
5 mins	Centre	Introduction and walk to minibeast site
10 mins	Woodland	Blindfold trail
25 mins	Woodland	Minibeast hunt
5 mins	Woodland	Minibeast Olympics
5 mins	Centre	Plenary

Learning Objectives

Learning Objectives / Activities	Expected Learning Outcomes
Minibeast Hunt ● Explore woodland habitat ● Collect creatures with care and consideration for their wellbeing ● Use simple keys for identification ● Sort creatures according to common characteristics	● **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
Blindfold Trail ● Focus on sense of touch ● Understand that minibeasts and nocturnal animals have different dominant senses to humans	● **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
Minibeast Sculptures ● Look closely at invertebrate anatomy ● Accurately represent different invertebrates through natural art ● Work together in a team to create a collaborative art project	● **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
Plenary Activity ● 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	● **All** will be able to name examples of carnivores, herbivores and detritivores ● **All** will understand at least one adaptation to a micro-habitat ● **Some** will be able to describe a woodland food chain ● **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

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals

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.

Y6: Evolution and Inheritance

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.