

TOPICS	Minibeasts and Habitats		KEY STAGE	2	Date	08/10
LINKS	NATIONAL CUR.	SCIENCE Sc1 – 1A, 2i,j,k,l; Sc2 - 1A,C, 4A,B, 5B,C, 5D,E; ART AND DESIGN – 1A				
	QCA	2B MOTHER NATURE; SCIENCE – 2B PLANTS AND ANIMALS, 2C VARIATION, 4B HABITATS, 6A INTERDEPENDENCE				Page 1 of 1

Learning objectives	Structure	Plenary
<ul style="list-style-type: none"> • To understand how habitat conditions affect minibeasts. Be able to observe, compare and understand differences between two habitats and the minibeasts within them (Sc1 1a, 2i, j) • To understand similar basic needs for humans and minibeasts in their different habitats (Sc2 1a,c) • Appreciate how creatures in two different habitats have adapted themselves and draw them (Sc2 5b,c, Art and D 1a) • To understand basic food chains and how they usually start with a plant (SC2 5d,e) 	<p>Introduction</p> <p>Discuss what habitats are and what animals need to survive-shelter, water, food. How might animals adapt in winter/summer ? How do habitats vary ? Discuss what a minibeast is, named examples and how it is different from other animals. Introduce invertebrate as the proper name and can introduce other class names of invertebrates.</p> <p>The children will take part in the following activities:</p> <p>Activity 1</p> <p>The children are divided into groups, given clipboards, pencils, drawing paper, identification guides and viewers, and taken into the woods. Explain the boundaries and explain where to look for minibeasts (tree trunks, under stones, logs, in shrub canopies, inside cones). Children to be given time to find and identify as many different minibeasts as possible. Children then told to record one minibeast by drawing as much detail as possible using magnifying lens on their viewers. They can then identify and estimate actual size. If time can identify other invertebrates they found and class found.</p> <p>Activity 2 (if time)</p> <p>Repeat in a garden area and compare results, discussing the differences between the habitats and creatures we have found.</p> <p>Activity 3</p> <p>We play a game of ‘Woolly Worms’, to demonstrate camouflage or ‘Bug Eyes’, to demonstrate the importance of camouflage and movement in the animal world.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key vocabulary: Habitats, environment, camouflage, identify, food chain.</p> </div>	<p>Which animals live in Rosemoor woods and garden?</p> <p>What are some differences between the two habitats and the creatures found in them?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Viewers • Identification guides • Coloured wools • Sheet • Spoons • Clipboards • Pencils • Drawing paper • Bug Eyes • Velcro board and wool pieces <p>Differentiation: Discuss food chains and the consequences of habitat destruction.</p>