

Session title	Minibeast Safari	
Key Question	Which minibeast live in this habitat?	
Session description	Explore our grassland habitat with lots of rotten logs. Identify the creatures found there and compare their structure and behaviour. Which animals live in which micro-habitats and how do these habitats provide for their needs?	
Key Stage suitability	Foundation Phase	
Duration	1 hour	

Curriculum links	Curriculum for Wales Science and Technology Being curious and searching for answers is essential to understanding and predicting phenomena Progression step 1 - I can explore the environment, make observations and communicate my ideas. Progression step 2 - I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. - I can explore relationships between living things, their habitats and their life cycles. The world around us is full of living things which depend on each other for survival Progression step 1 - I can recognise that plants and animals are living things which grow. Progression step 2 - I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. - I can explore relationships between living things, their habitats and their life cycles. Humanities Our natural world is diverse and dynamic, influenced by processes and human actions Progression step 1 - I am beginning to recognise the effects that I have on the natural world. - I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. Progression step 2 - I can describe how people and the natural world may impact on each other. - I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world. - I can describe how and where some places and environments are similar, and others are different. - I can recognise the distinctive features of places, environments and landforms, and how these may change. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action Progression step 2 - I am beginning to appreciate and care for living things and my own environment. - I can recognise that my actions and those of others impact upon communities and the environment.
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Learning outcomes	Most learners	More able learners
	will be able to name at least four minibeasts that live under logs. will be able to identify at least three places (e.g. leaves, stones, logs) where ground minibeasts are likely to be found. will be able to group minibeasts according to whether or not they have legs.	will be able to explain what a named minibeast needs to survive. will be able to explain why different minibeasts need different things.
Key vocabulary	Minibeasts Larva Insect Creature	Camouflage Predator Prey Variety Habitat Microhabitat Lifecycle

Session Outline	Time
Introduction	5 mins
Learners are introduced to the centre, staff and volunteers running the session and the key question, explaining what we will be focusing on today.	
Activity 1: Which minibeasts live in this habitat?	5 mins
Prediction Stage – Learners predict what minibeast they think we will find in this habitat and discuss the best places to look for them e.g. under logs.	
Activity 2: Minibeast hunt	20 mins
Learners hunt for minibeasts in the designated habitat collecting examples of each species using a pot and paintbrush.	
Activity 3: Identification	15 mins
Learners identify the creatures using an ID chart. More able readers can discover facts about the creatures during the identification stage.	
Activity 4: Habitat building	10 mins
Learners create a microhabitat for the minibeasts and explain why it's a good place for the creatures to live.	
Plenary	5 mins
Learners review what they have learnt and ask any further questions.	