Session title	Minibeast Safari (Classification) **- see below for habitats version**	
Key question	Which types of animals live in this habitat?	
Session description	Explore different habitats. Identify the invertebrates found there and classify them according to their key characteristics. What adaptations has each animal evolved to suit this habitat and who eats who in a food chain? *Sessions can be adapted to suit your needs, with more of a focus placed on either classification or habitats.*	
Key Stage suitability	KS2	
Duration	60 minutes	

Curriculum links	KS2 Science Year 4 Living things and their habitats ▪ 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 Year 6 Living things and their habitats ▪ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ▪ Give reasons for classifying plants and animals based on specific characteristics Evolution and inheritance ▪ 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	
Learning outcomes	Most learners	More able learners
	Will be able to use equipment safely and effectively to collect minibeasts Will be able to group animals based on observable characteristics Will be able to use a branching key to identify common invertebrates	Will be able to describe features of a taxonomic class (Arachnids, Insects and Crustaceans etc.) Will be able to identify what taxonomic class different minibeasts belong too
Key vocabulary	Invertebrates Vertebrates Classification Adaptations	Abdomen Thorax Crustaceans Arachnids	Molluscs Myriapods Insects Worms

Session Outline	Time
Introduction	5 mins
Learners are given a quick introduction to the session and what will be covered. They are introduced to the key question.	
Activity 1: Minibeast classification game	10 mins
Learners have a go a grouping various invertebrates and learn how scientists classify them.	

Activity 2: Introduction to collecting minibeasts	5 mins
Learners are shown how to collect invertebrates safely and without harming them.	
Activity 3: Minibeast collection	20 mins
Learners collect minibeasts using equipment as shown.	
Activity 4: Observation, investigation and recording	10 mins
Learners will choose one minibeast to consider in detail and will discuss answers to the following questions: ▪ Which animal did you catch? ▪ How would you describe your animal? ▪ How many legs does your animal have? ▪ What group are they in? ▪ What is the same about all animals in that group?	
Plenary	10 mins
Groups are invited to share their findings.	

Session title	Minibeast Safari (Habitats) **- see above for classification version**
Key question	Which animals live in which micro-habitats and how do these habitats provide for their needs?
Session description	Explore different habitats. 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? *Sessions can be adapted to suit your needs, with more of a focus placed on either classification or habitats.*
Key Stage suitability	KS2
Duration	60 minutes

Curriculum links	KS2 Science Year 4 Living things and their habitats ▪ 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 Year 6 Living things and their habitats ▪ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ▪ Give reasons for classifying plants and animals based on specific characteristics Evolution and inheritance ▪ 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

Learning outcomes	Most learners	More able learners
	Will be able to use equipment safely and effectively to collect minibeasts Will be able to identify at least one minibeast found in a wetland Will be able to describe features of a habitat, including what types of food or shelter might be found	Will be able to relate the needs of an invertebrates to its habitat Will be able to describe why it is important to create and look after habitats
Key vocabulary	Invertebrates Vertebrates Classification Adaptations	Abdomen Thorax Crustaceans Arachnids	Molluscs Myriapods Insects Worms

Session Outline	Time
Introduction	5 mins
Learners are given a quick introduction to the session and what will be covered. They are introduced to the key question.	
Activity 1: Minibeast classification game	10 mins
Learners have a go at grouping various invertebrates and learn how scientists classify them. They discuss the micro-habitats where they might be found.	
Activity 2: Introduction to collecting minibeasts	5 mins
Learners are shown how to collect minibeasts safely and without harming them.	
Activity3: Minibeast collection	20 mins
Learners collect minibeasts using equipment as shown.	
Activity 4: Observation, investigation and recording	10 mins
Learners will identify collected specimens, choose one to study in detail and answer the following questions for their chosen creature: ▪ Which animal did you catch? ▪ Where does the animal live? ▪ What does the animal eat? ▪ How does the animal keep itself safe? ▪ How does the animal breathe?	
Plenary	10 mins
Groups are invited to share their findings with other groups, explaining how their creature is adapted to its habitat.	