


Session title	Mini-beast Safari	
Key question	Which mini-beasts live in this habitat?	
Session description	Explore our woodland (or meadow in hot weather) habitats. Identify the creatures found there then compare their structures and behaviour. Which animals live in which micro-habitats and how do these provide for their needs?	
Key Stage/s	EYFS & KS1	
Duration	30 minutes	

Curriculum links	<p>EYFS Understanding the world</p> <p>3 and 4 year olds will be learning to...</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. <p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. <p>KS1 Science</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants. Identify and name a variety of common animals in their habitats. Describe and compare the structure of a variety of common animals. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants and animals and how they depend on each other. 	
Learning outcomes	<p>All learners...</p> <p>Will be able to identify two animals which can be found in the woodland or meadow habitat (Y2 - including 'micro-habitats' e.g. under logs, on leaves, on bark)</p> <p>Will be able to use the equipment safely and effectively.</p>	<p>More able learners...</p> <p>Will be able to describe the structure of the mini-beasts they find and how they are suited to their 'jobs' (e.g. burrowers have long thin bodies, carnivores have sharp jaws, pollinators have wings and spiders have spinnerets to spin webs).</p> <p>Will be able to describe how animals make compost.</p>
Key vocabulary	Habitat, micro-habitat, pollinate, compost, structure, job, burrow, herbivore, carnivore, omnivore.	

Session outline	Time
Introduction	5 mins
Learners are given a brief intro to WWT Martin Mere and are introduced to the key question: Which mini-beasts live in this habitat?	
Activity 1: Bugs / jobs game.	5 mins
Learners play the 'bugs/jobs' game, in which each child is a named bug (on picture cards) and has to choose between one of four corners according to their role (makes compost, pollinates flowers, lets air into the soil, becomes food for bigger animals).	
Activity 2: The minibeast hunt.	10 mins
Learners hunt for bugs in small groups, using equipment (pots, brushes) as demonstrated by the session leader.	
Activity 3: Identifying the catch	5 mins
Learners use A4 ID charts to identify their animals in the trays. Group leaders (Y1) or children (Y2) tick off found animals on their A4 cards.	
Activity 4: Finding out more about the animals	5 mins
Learners talk in pairs (Y2) or groups (Y1) about the structure and the 'job' of the four animals on the back of the A4 ID cards (children record their ideas in drawings or writing).	
Plenary	5 mins
We refer back to the title question, reviewing what we have learned. Learners explore the idea of change/leaves rotting/compost. We will also allow time for the learners to ask any remaining questions or offer observations and ideas for taking the theme back to school.	
	35 mins plus walking time