

Session Title	Minibeast Safari	
Key question	How do animals live in this habitat?	
Session description	Explore our woodland or (in hot weather) our meadow habitat. Identify the invertebrates found there and classify them according to their key characteristics. What adaptations have evolved in each animal and who eats who in the food chains of this habitat?	
Key Stage	KS2	
Duration	60 mins	

Curriculum links	Lower KS2 Science - Recognise that living things can be grouped in a variety of ways - Use classification keys to group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can pose dangers to living things Upper KS2 Science - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - 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 - Recognise that living things change over time - 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 Will be able to observe, identify, draw and classify two animals which can be found in the woodland or meadow habitat Will be able to use observable characteristics of animals to narrow down their identification.	Y3 - will be able to understand that animals can be grouped in different ways. Y4 - will be able to describe how animals can be grouped in different ways according to their structure or other features. Y5 – will be able to describe two different types of life cycle Y6 – will be able to describe how adaptation can lead to evolution in animals
Key vocabulary	Variety of life Endoskeleton Micro-habitat	Classify Metamorphosis Environment Exoskeleton Habitat

Session outline	Time
Introduction	5 mins
Learners are given a brief intro to WWT Martin Mere and are introduced to the key question: How do animals live in this habitat?	
Activity 1: Bugs / jobs game	10 mins
Learners play the 'bugs/jobs' game in which each child is a bug (named picture cards) and has to choose one of four corners depending on the role their animal plays (make compost, let air into the soil, pollinate flowers, become food for bigger animals).	
Activity 2: The mini-beast hunt	15 mins
Learners hunt for bugs in small groups, using equipment (pots, brushes) as demonstrated by the session leader, in their allocated colour-coded glades.	
Activity 3: Identifying the catch	15 mins
Back at the tables in the wood, learners use our A4 ID charts to identify their animals in the trays and record their finds on the illustrated cards provided. Learners draw, name and classify one of more animals on their cards.	
Activity 4: Finding out more about the animals and how they live in their habitat	10 mins
Year 3 and 4 - Learners play the 'Who Am I?' game. Wearing a bug headband, each child asks others questions to which they can only be given Yes or No answers, to narrow down which animal they are. Year 5 – Learners do the life cycles activity. Each child has a circular card with one stage of a life cycle pictured and named on it. Firstly, they find the others in their group (a species of bug) then arrange the members of each group in the correct order to produce a life cycle. Year 6 – Learners discuss what happens to species when their environment changes. Choosing an environmental scenario card, they work in pairs to discuss how the animals they have identified and drawn would use their adaptations to evolve in the face of the changing environment. Learners discuss why it is important to identify living things, to enable people to assess their status and look after them and their habitats. Learners discuss why all minibeasts have important roles to play in their habitats and why humans depend on them. They are introduced to the idea of change/leaves rotting/compost.	
Plenary	5 mins
We refer back to the title question, reviewing what we have learned. Learners are given a chance to ask any remaining questions or offer observations and ideas for taking the theme back to school.	