

# Session Outline

## KS1: Bugs & Minibeasts (March - October)

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

| <b>National Curriculum links:</b> KS1 programmes of study – Science: working scientifically, animals, living things and their habitats   |   |   |
|--|---|---|
| Learning Objectives  | Session outline   | Evaluation of Learners progress   |
| <ul style="list-style-type: none"> <li>• Observing closely, using simple equipment</li> <li>• Use simple features to compare living things and, with help, decide how to sort and group them</li> <li>• Identify and name a variety of common plants and animals in their habitats</li> <li>• Identify that most living things live in habitats to which they are suited</li> <li>• Learn about simple lifecycles</li> </ul> | <p><b>Introduction</b><br/>The class will have a brief welcome and introduction to the day. We will discuss the variety of minibeasts we may come across and think about what makes something an insect. We will also look at simple life cycles.</p> <p><b>Activities</b><br/>The children will use equipment like sweep nets and bug pots to go bug hunting in several different locations. They will use keys to identify what they've caught and find out what stage of life it's in. We will look at the different features of the creatures we come across and think about how this makes them adapted to suit their environment.</p> | <p>To include: Discussion with children before, during and after the visit. Photographs which you may take for post visit discussions, displays and activities.</p> |
| Pre Visit activities   | Post Visit activities   | Relevant activity risk assessments  |
| <p>Look at stories which include minibeasts: The Very Hungry Caterpillar, The Bad-tempered Ladybird, The Very Busy Spider (all by Eric Carle); Snail Trail, by Ruth Brown.</p> <p>Make a list of all the mini beasts the children know; discuss which they think they will find out with the rangers.</p>  | <p>Pupils design and draw their own bugs. On the back of their drawings the pupils can write a few bullet points about their bug e.g. its habitat, what it might eat etc. You can then make a class display. The display could show a tree, some long grass, plants and at the base of the display, some stones or dead wood. The pupils can then add their bug drawings to the display, choosing the correct habitat for their bug.</p> <p>Pupils can investigate the school grounds, they can record which bugs are found there.</p>  | <ul style="list-style-type: none"> <li>• Bug hunting</li> <li>• Games</li> <li>• Guided walks for schools</li> </ul>  |