

Session Outline

KS2: 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.

National Curriculum links: KS2 programmes of study – Science: working scientifically, animals, living things and their habitats, evolution and inheritance		
Learning Objectives	Session outline	Evaluation of Learners progress
<ul style="list-style-type: none"> Gathering, recording, classifying and presenting data Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Describe the difference in life cycles of different animals Construct a food chain, identifying producers, predators and prey Identify how animals and plants are adapted to suit their environment in different ways 	<p>Introduction The class will have a brief welcome and introduction to the day. We will discuss what makes something an invertebrate and how to identify an insect. We will think about life cycles, adaptations and relationships between different animals.</p> <p>Activities 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. We will discuss feeding relationships and think about what place each creature may take in a food chain.</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>Visit the Bug Life website and find out about their "Bug of the month" https://www.buglife.org.uk/bugs-and-habitats/bug-month</p> <p>Ask the children to list the minibeasts/insects they know. Get them to think about when and where they see these creatures and discuss which ones they may see when out with the rangers.</p>	<p>Pupils design and draw their own bugs. For older groups, pupils can incorporate features and adaptations observed or discussed during their visit. E.g. Big eyes to see prey/ predators with, bright colours to attract or scare away other insects, protective hairs etc. 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. Older pupils could make a plan of the school grounds, predict what they think they may find at different locations and record which bugs they find where.</p>	<ul style="list-style-type: none"> Bug hunting Games Guided walks for schools

