

TOPICS	Minibeasts and Habitats		KEY STAGE	1	Date	08/10
LINKS	NATIONAL CUR.	Sc1 – 1, 2B, E, F, G; Sc2 – 1B, 2C, 5A, B; ART AND DESIGN – 1A				
	QCA	SCIENCE 2B PLANTS AND ANIMALS IN THEIR ENVIRONMENT, 4B HABITATS				Page 1 of 1

Learning objectives	Structure	Plenary
<ul style="list-style-type: none"> Ask questions and use first hand experience to find answers to the question 'Does Rosemoor provide good habitats for animals?' (Sc1 2b,e,f,g) Understand that animals can move, feed, grow, use senses and reproduce. Learn to treat minibeasts with care (Sc2 1b, 2c) Discuss how the creatures have adapted to the habitat and draw them (Sc2 5a,b, Art and D 1a) <p>Assessment questions</p> <p>What is this vegetable?</p> <p>Which part of the plant are you eating?</p> <p>How do we look after this seed so it can grow well?</p> <p>Does it matter where our vegetables come from?</p> <p>Why does compost around a plant need to be light firmed?</p>	<p>Introduction</p> <p>Discuss what habitats are and what animals need to survive - shelter, water, food. What are your homes like? How do you keep warm/get food and water? Have you ever moved? How would you adapt your habitat in winter/summer? What would you do if it was flooded / burnt down? Is Rosemoor a good habitat for minibeasts?</p> <p>Discussion what minibeasts are and the names of different types there are.</p> <p>The children will take part in the following activities:</p> <p>Activity 1</p> <p>The children are divided into groups, given clipboards, pencils, drawing sheets, identification guides and viewers, and taken into the woods. Explain the boundaries and explain where to look for minibeasts (tree trunks, under stones, logs, in shrub canopies, inside cones). Children to be given ½ hr to find, draw and identify as many minibeasts as possible, and record where they were found.</p> <p>Activity 2</p> <p>Work with a group at a time, letting them hold a sheet under shrub canopy while the shrub is beaten / shaken. Take a close look at what drops out.</p> <p>Activity 3</p> <p>(Before school arrives, scatter a variety of coloured wools, 3-4 per child, on the grass behind the classroom.) Children to collect the wools and line up in order to stick them to the Velcro board, a pattern should be become apparent – the brightly coloured being seen first and the better camouflaged being the last to be stuck to the board. What does this tell us about animals and camouflage?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key vocabulary:</p> <p>Habitats, environment, camouflage, identify, food chain.</p> </div>	<p>What animals live in Rosemoor woods?</p> <p>Why are they here?</p> <p>Resources:</p> <ul style="list-style-type: none"> Viewers Identification guides Coloured wools Velcro board Sheet Spoons Clipboards Pencils Drawing worksheets <p>Differentiation:</p> <p>Introduce the idea of simple food chains to the more able children.</p>