

**STAUNTON**  
**Guided Session Plan**  
**Key Stage 2**  
**Country Park Creepy-Crawlies**

**National curriculum links:**

- Sc1- recognise that there are hazards in living things, materials and assess risks and take action to reduce risks to themselves and others.
- Sc2- to make and use keys.
- Sc2- how locally animals and plants can be identified and assigned to groups.
- Sc2- that the variety of plants and animals makes it important to identify them and assign them to groups.
- Sc2- about ways in which the living things and the environment need protection.
- Sc2- about the different plants and animals found in different habitats.
- Sc2- how animals and plants in two different habitats are suited to their environment.
- Sc2- to use food chains to show feeding relationships.
- Sc2- about how nearly all food chains start with a green plant.

**Introduction:**

Objectives:

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- To understand the meaning of vocabulary e.g. invertebrate, camouflage, exoskeleton
  - Learn about animals and plants living in different habitats
  - To learn how to use equipment including pooters and magnifying glasses
  - To understand how we classify animals and invertebrates in particular
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Introduction	Learning Outcomes
Introduce the day by asking the children if they already know anything about minibeast by asking them to name different types of minibeasts. Explain what they all have in common (lack of backbone) and an exoskeleton. Explain what activities and what they will be learning about today.	To understand what the words : <i>habitat, minibeast, exoskeleton</i> To know the aims of the day

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Activity	Outcomes Children:
<p><b>Introduction</b>  <u>Where do minibeasts live? A Habitat.</u>  <u>Name different types of habitats? logs, trees, ponds.</u></p>	
<p><b>Minibeast Hunt</b>  The children will have the opportunity to use our equipment to investigate various habitats in search of minibeasts. The equipment to be used includes habitat boxes, white trays, spoons and pooters as well as quadrants and bush beaters. The children will be advised as to the best way to use the equipment. We will also provide the group with various identification keys to identify the minibeast they find. The children will also have record sheets to tally up how many bugs they find. The children will also have magnifying glasses, allowing the children to examine the minibeasts up close.</p>	<ul style="list-style-type: none"> <li>• identify various animals from varying habitats. <i>e.g. worm underground, butterfly in the trees, centipede under a log.</i></li> <li>• produce a record showing where the creatures were found.</li> <li>• Will have learnt to use equipment to collect creatures.</li> <li>• understanding the environments which the minibeasts are from and the adaptations the minibeasts have.</li> <li>• make and justify a prediction <i>e.g. the woodlice will be under the stones because it's damp there</i></li> <li>• describe a habitat in terms of the conditions <i>e.g. leaf litter is cool, damp and dark</i></li> <li>• state that animals and plants are found in some places and not in others and explain why <i>e.g. worms are found in the soil not in tarmac because they cannot find food or burrow through tarmac</i></li> </ul>
<p><b>Who eats who?</b>  The children will be asked to draw a picture of one of the minibeast they have found. The children will also have to identify the main body parts of the minibeast in their drawing i.e. head, antennae etc. The children will then be asked to create a large scale food chain using their drawings to represent the bug they are. A ball of string will represent the energy flow between the food chain. The education officer and accompanying adults will have drawings representing the producers within the food chain.  Discuss and act out with the children what would happen to the food chain if chemicals were sprayed on the plants or if the primary consumer died.</p>	<ul style="list-style-type: none"> <li>• This activity will reinforce identification of minibeast body parts and introduce food chains to the group.</li> <li>• describe what a particular animal eats and explain that it can only live where its food source is available and where conditions <i>e.g. warmth, moisture</i> are suitable</li> <li>• identify food of a specific animal <i>e.g. the privet hawk moth prefers privet</i></li> <li>• state that predators eat other animals</li> <li>• identify animals which are predators and their prey <i>e.g. birds feed on insects, foxes feed on rabbits, herons feed on fish</i></li> <li>• state that many animals which are prey live on green</li> </ul>

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	<p>plants</p> <ul style="list-style-type: none"> <li>• sequence valid food chains relating to the local habitats using the arrow convention correctly construct a food chain e.g. <i>rosebush - greenfly - ladybird</i> and explain it e.g. <i>this means the greenflies feed on the rosebush and the ladybirds feed on the greenflies</i></li> <li>• explain why plants are essential to food chains e.g. <i>plants grow using air and water, they don't eat other things</i></li> <li>• sequence food chains within a habitat including a plant as a producer and using the arrow convention correctly</li> </ul>
<p><b>Am I a bug?</b> This is an activity to be completed by the group as a whole. Each child will be given a sticker with an animal on it. The children should aim to say whether the animal on the sticker is or is not a minibeast based on their existing knowledge. The group should divide into a group of minibeasts and a group of non-minibeasts one by one. The group should then discuss what makes a minibeast a minibeast.</p>	<ul style="list-style-type: none"> <li>• Identify what the difference is between a minibeast and other animals.</li> <li>• Know the characteristics of a minibeast e.g. <i>number of legs, exoskeleton, antennae etc.</i></li> </ul>
<p><b>Mirror Walk</b> Children should work in pairs for this activity. Each pair will receive a mirror. One child should place the mirror on the end of their nose and look into it. The child should be able to see the sky. The child's partner should guide them around the park. The children should then swap over so that each child has a go at flying. The mirrors can also be placed on the eyebrows to explore the grassland and woodland floor habitats. Discuss the different ways animals use their eyes. e.g. eyes at the front for distance, eyes at the side for detecting predators.</p>	<ul style="list-style-type: none"> <li>• Recognise movements that minibeasts make,</li> <li>• understand some adaptations minibeasts have.</li> </ul>
<p><b>Woolly worms</b> This activity involves scattering a variety of coloured woolly worms on the ground, amongst the grass and shrubs. An adult should adopt the role of a young blackbird, very hungry for worms. The children are the</p>	<ul style="list-style-type: none"> <li>• Understand what camouflage mean.</li> <li>• Understand the different functions of camouflage e.g. <i>Hiding from predators, hunting prey.</i></li> <li>• Identify animals that use camouflage.</li> </ul>

<p>parent birds and it is their job to retrieve the woolly worms. The children will be able to spot the brightly coloured worms most easily. Discuss with the children the reasons for being camouflaged .e.g. to hide from predators, to stalk prey. Mention why some animals aren't camouflage e.g. Peacocks for attracting a mate, wasps for a warning sign.</p>	
<p><b>Centipede walk</b> This activity will be completed by the group as a whole. The children will form a line, putting on blindfolds and placing their hands on the shoulders of the person in front of them. The children will then go for a short walk. The children will have to use all of their senses to walk and work as a team.</p>	<ul style="list-style-type: none"> <li>• Understand adaptations of minibeasts, particularly those that live on the forest floor in very dark conditions and cannot see.</li> </ul>
<p><b>Minibeast sculpture</b> Ask the children to construct a sculpture of a minibeast using natural materials. The sculpture is temporary and children will be asked to dismantle the sculpture at the end of the session so adults should bring a camera.</p>	<ul style="list-style-type: none"> <li>• Identify the different types of minibeasts and characteristics <i>e.g. number of body part, number of legs</i></li> <li>• identify similarities and differences between similar organisms</li> <li>• group animals and explain criteria <i>e.g. number of legs, wings/no wings</i> on which the groups are based</li> <li>•</li> </ul>

**Points to note**

Children may not expect to find any animals in the area. Dependant on seasons.

Children may need to be reminded about replacing objects that they over turn when hunting for animals.

**Safety!!**

When working outdoors, teachers should check that there is no broken glass etc. Sites unlikely to have been contaminated with dog faeces should be chosen. Ensure that children wash their hands after handling soil etc.

**PLTS**

**Independent enquirers** – activities will give the children opportunities to consider beliefs and attitudes through question and evaluation.

**Creative thinkers** – working in groups will allow children to explore and connect others' ideas and experiences

**Reflective learners** – ask the children to set their own goals through invitation.

**Team workers**- working with other on activities, deciding on appropriate distribution of tasks and contributions

**Self-managers** - activities will allow children to embrace new challenges that require a scientific approach.

**Effective participators** – through discussion of activities children are able to improve their own performance based on others feedback

**VAK**

**Visual** – Activities and equipment will be demonstrated before hand – visual aids used where appropriate.

**Auditory** – Activities will be introduced to children through verbal communication and feedback at the end of the session  
**Kinaesthetic** - Activities will require hands on approach through collecting and making exercises.

