

# CHESHIRE WILDLIFE TRUST LESSON PLAN



<p><b>Title:</b> Incredible Invertebrates</p>	<p><b>Subjects:</b> NA</p>
<p><b>Key Stage:</b> Early Years Foundation Stage (EYFS) <b>Year Group:</b> NA <b>Number:</b> Contact us to discuss</p>	<p><b>Programme of study:</b> Knowledge &amp; Understanding of the World</p>
<p><b>Location:</b> Bickley Hall Farm, schools, countryside sites around Cheshire (see map on website and leaflet)</p>	<p><b>Duration:</b> ½ day</p>
<p><b>School:</b> A nursery</p>	<p><b>Date:</b> TBA</p>
<p><b>Lesson objectives:</b> <i>To introduce Early Years children to understanding and exploring different habitats and species.</i></p>	
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <i>To learn to look at grassland habitats and associated species</i></li> <li>• <i>To learn to look at woodland habitats and associated species</i></li> <li>• <i>To learn how to find and collect woodland and grassland species.</i></li> </ul>	
<p><b>Vocabulary:</b> Words to explain: NA - simplify words</p>	
<p><b>Resources:</b> <i>To be provided by the Cheshire Wildlife Trust</i></p>	
<p><b>Activities:</b></p> <p><b>Starter:</b> 5 minutes: <b>Drama of the Minibeasts!</b> <i>Children to choose a minibeast and then move their body like it does (drama).</i></p> <p><b>Main:</b></p> <p><b>Task 1)</b> 30 minutes: <b>Minibeast Hunting (grassland)</b> <i>Learn how to find and collect minibeasts in the grassland using sweep nets and trays. Which is their favourite minibeast?</i></p> <p><b>Task 3)</b> 10 minutes: <b>Tree Shaking</b> <i>Discover what minibeasts live in a woodland by shaking tree branches.</i></p>	

**Task 4)** 10 minutes: **Deadwood Hunting**

*Discover what minibeasts live under deadwood in a woodland.*

**Task 5)** 10 minutes: **Camouflage Game**

*Understand the concept of camouflage by trying to find different coloured wool. Are the children able to find the camouflaged wool?*

**Plenary:** 5 minutes: **Giant Caterpillar**

*Children stand in a line and each child puts their hands on the shoulders of the child in front and closes their eyes. The teacher then leads the child at the front and the line has to move like a caterpillar and stay connected.*

**Differentiation:** Ensure that a teacher/assistant works with children who need more support. Put children of different abilities in the same group.

**Assessment Opportunities and Follow-up Work:**

1. Learn more about the minibeasts that the children discovered – e.g. the lifecycle of a dragonfly.
2. Design your own minibeast – and each child to explain why their minibeast is best adapted to the habitat it lives in, e.g. camouflaged, large eyes.