



CHESHIRE WILDLIFE TRUST LESSON PLAN

<p>Title: Incredible Invertebrates – Grassland and Woodland Habitats</p>	<p>Subjects: Art, citizenship and science</p>
<p>Key Stage: 1 Year Group: Any Number: Contact us to discuss</p>	<p>Programme of study: KS1: Art - Unit 1B Investigating Materials, 2B Mother Nature. Citizenship - 03 Animals & Us. Science - 2B Plants & Animals in the Local Environment.</p>
<p>Location: schools, countryside sites around Cheshire (see map on website and leaflet)</p>	<p>Duration: ½ day</p>
<p>School: A primary school</p>	<p>Date: To arrange</p>
<p>Lesson objectives: <i>To introduce KS1 children to understanding and exploring different habitats and species.</i></p>	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • <i>To learn about grassland habitats and associated species</i> • <i>To learn about woodland habitats and associated species</i> • <i>To learn how to find and collect woodland and grassland species</i> • <i>To learn how to identify different woodland and grassland species.</i> 	
<p>Vocabulary: Words to explain: <i>invertebrates, habitat, species, technical names (e.g. larvae), names of species (e.g. ladybird, beetle).</i></p>	
<p>Resources: <i>To be provided by the Cheshire Wildlife Trust</i></p>	
<p>Activities:</p> <p>Starter: 5 minutes: Create a Minibeast <i>Children to choose a minibeast and then move their body like it does (drama).</i></p> <p>Main: Task 1) 20 minutes: Springtime/Summertime Bingo <i>Explore the local area and try to find the different species on the Bingo sheet.</i></p>	

Task 2) 30 minutes: Minibeast Hunting (grassland)

Learn how to find and collect minibeasts in the grassland using sweep nets and trays. Use worksheet - 'I spy Minibeasts'. At the end - 'Minibeast Hop' game where 3 children are joined together around the waist and then move like a minibeast - race (which technique is best and why?).

Task 3) 10 minutes: Tree Shaking

Discover what minibeasts live in a woodland by shaking tree branches.

Task 4) 10 minutes: Deadwood Hunting

Discover what minibeasts live under deadwood in a woodland.

BREAK & PLAY

Task 5) 40 minutes: Artwork - Make a Minibeast Crown

Task 6) 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.

<p>Title: Incredible Invertebrates – Grassland and Woodland Habitats</p>	<p>Subjects: Art, citizenship and science</p>
<p>Key Stage: 2 Year Group: Any Number: Contact us to discuss</p>	<p>Programme of study: <i>KS2: Art - 6C A sense of place. Citizenship - 03 Animals & Us. Literacy: Non-fiction Unit 3 – Explanation. Science - 4B Habitats, 5B Lifecycles.</i></p>
<p>Location: schools, countryside sites around Cheshire (see map on website and leaflet)</p>	<p>Duration: ½ day</p>
<p>School: A primary school</p>	<p>Date: To arrange</p>
<p>Lesson objectives: <i>To introduce KS2 children to understanding and exploring different habitats and species</i></p>	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • <i>To learn about grassland habitats and associated species</i> • <i>To learn about woodland habitats and associated species</i> • <i>To learn how to find and collect woodland and grassland species</i> • <i>To learn how to identify and survey different woodland and grassland species</i> 	
<p>Vocabulary: <i>Words to explain: invertebrates, habitat, species, technical names (e.g. larvae), names of species (e.g. grasshopper, ladybird, beetle)</i></p>	
<p>Resources: <i>To be provided by the Cheshire Wildlife Trust</i></p>	
<p>Activities:</p> <p>Starter: 10 minutes: Create a Minibeast! <i>Children to choose a minibeast or an imaginary one and then move their body like it does (drama). Explain why it moves like that – choose 3 words that describe it.</i></p> <p>Main:</p> <p>Task 1) 20 minutes: Springtime/Summertime Bingo <i>Explore the local area and try to find the different species on the Bingo sheet.</i></p>	

Task 2) 30 minutes: Minibeast Hunting (grassland)

Learn how to find and collect minibeasts in the grassland using sweep nets and trays. Use an ID sheet to identify collected species. Also use worksheets - 'I spy Minibeasts' and 'Investigate a Grassland Minibeast'. At the end - 'Minibeast Hop' game where 3 children are joined together around the waist and then move like a minibeast - race (which technique is best and why?).

Task 3) 10 minutes: Tree Shaking

Discover what minibeasts live in a woodland by shaking tree branches.

Task 4) 10 minutes: Deadwood Hunting

Discover what minibeasts live under deadwood in a woodland.

BREAK & PLAY

Task 5) 10 minutes: PowerPoint Presentation about the Lifecycle of a Butterfly

Task 6) 30 minutes: Artwork - Make a Butterfly

Task 7) 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: 10 minutes: What is my Name?

A picture of a minibeast is shown and a name is called out. The children have to work out whether it is the real name. They have to run to one corner if true or the other if false.

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:

3. Learn more about the lifecycle of a butterfly and other minibeasts
4. 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.