

**Curricular Targets:** Investigate objects and materials by using all of their senses as appropriate. Find out about, and identify, some features of living things, objects and events they observe. Observe, find out about and identify features in the place they live and the natural world.

Objective(s) and Key Questions	Foundation curriculum	Teaching and Learning Activities	Org.	Resources	Key Skills	Success criteria
<p><i>What are mini-beasts? Where do mini-beasts like to live?</i></p> <ul style="list-style-type: none"> <li>The chn will begin to know what a mini-beast is and where they might be found.</li> <li>The chn will know that ants and ladybirds are mini-beasts.</li> <li><i>Diversity: The chn will begin to understand that different natural environments have different groups of animals and plants.</i></li> </ul>	<p>K&amp;UW</p> <p><i>Find out about and identify some features of living things, objects and events they observe.</i></p>	<ul style="list-style-type: none"> <li>Introduce the idea of mini-beasts, creatures that live in our gardens and other places. Create a mind map of what the chn already know about mini-beasts, where they live, what they might eat and what they do.</li> <li>In small adult lead groups look at some books about mini-beasts focus on ladybirds and ants. Show the chn some pictures of places and ask them to decide which places would be good places for ants and ladybirds to live.</li> </ul> <p><b>Challenge:</b> What other places would be good for mini-beasts, what other mini-beasts might live in these places? <b>Support:</b> Work in pairs with TA ***Extra: watch Dorling Kindersley video of mini-beasts.</p>	<p>Class</p> <p>Grp.</p> <p>Pair</p>	<p>Large sheet of paper/SMART board.</p> <p>Books about mini-beasts.</p> <p>Pictures of places where mini-beasts may and may not live.</p>	<p>Communication Appl. of number ICT Working with others Impr. learning &amp; perf. Problem solving Inf. Processing Reasoning Enquiry Creative thinking Evaluation</p>	<p>I can suggest a good place for a mini-beast to live.</p> <p>I can talk about what I know about mini-beasts.</p> <p>I know that different plants and animals are found in different places.</p> <p>Speaking and listening and observation.</p>



Objective(s) and Key Questions	Foundation curriculum	Teaching and Learning Activities	Org.	Resources	Key Skills	Success criteria
<p><i>Who looks after the habitats of mini-beasts in our school?</i></p> <p><i>What can we do to look after the habitats of the mini-beasts?</i></p> <p><i>Interdependence: The chn will begin to understand that all living things depend on each other, and what people do affect themselves, the places they live, other people, plants and animals.</i></p> <ul style="list-style-type: none"> <li>The chn will be able to suggest ways of looking after the gardens in school.</li> <li>The chn will be able to suggest places that mini-beasts live in a garden and where they find their food.</li> </ul>	<p>K&amp;UW</p> <p><i>Ask questions about why things happen and how things work</i></p> <p><i>Observe, find out about and identify features in the place they live and the natural world.</i></p>	<p>Ask the chn who they think looks after the gardens that we looked for mini-beasts in?</p> <p>What do you need to do to look after a garden?</p> <p>Talk about the importance of making sure that litter is not left around, plants are not trampled and not picking flowers.</p> <p>Ask the chn to draw a picture of one way we can look after our school garden/grounds.</p> <p>Make a thought shower of ways we could make sure the gardens are looked after to protect the habitats of the mini-beasts we have found.</p> <p><b>Challenge:</b> Draw more than one way of looking after the gardens.</p> <p><b>Support:</b> sort and stick in books things that will help us look after the garden and those that don't.</p>	<p>Class</p> <p>Ind/ Grp.</p> <p>Class</p> <p>Ind with TA</p>	<p>Large sheet of paper/SMART board.</p> <p>Pictures of things that help and hinder a garden.</p> <p>Topic books and pencils etc.</p>	<p>Communication Appl. of number ICT Working with others Impr. learning &amp; perf. Problem solving Inf. Processing Reasoning Enquiry Creative thinking Evaluation</p>	<p>I can suggest three ways of looking after our garden.</p> <p>I can suggest something that I can do to help protect mini-beast's habitats in our school.</p>

Objective(s) and Key Questions	Foundation curriculum	Teaching and Learning Activities	Org.	Resources	Key Skills	Success criteria
<p><i>How can we make the homes of mini-beasts in our school safer?</i></p> <ul style="list-style-type: none"> <li><i><b>Interdependence:</b> The chn will develop their understanding that all living things depend on each other, and what people do affect themselves, the places they live, other people, plants and animals.</i></li> <li><i><b>Diversity:</b> The chn will develop their understanding that different natural environments have different groups of animals and plants.</i></li> </ul>	<p>K&amp;UW</p> <p><i>Observe, find out about and identify features in the place they live and the natural world.</i></p> <p><i>Find out about and identify some features of living things, objects and events they observe.</i></p>	<ul style="list-style-type: none"> <li>Recap what we know about mini-beasts, look again at mind map completed in first week and add to it all the things we have learnt about mini-beasts.</li> <li>Recap what we talked about last session and ask the chn to design and make some posters to tell people about looking after mini-beasts and their habitats.</li> <li>Laminate the posters and put them around the garden and around school to remind the other chn about looking after the garden and the creatures that live there.</li> <li>In small groups plant up some pots, with plants such as buddleia and other flowers, of mini-beast food in the infant playground. Put bark around the top for mini-beasts to live in. Discuss the best site for the pots in the playground according to shade and safety from humans. (Alternatively plant in the ground)</li> </ul> <p><b>Challenge:</b> write own captions on the posters.  <b>Support:</b> Adult to scribe on posters.</p>	<p>Class</p> <p>Ind/ Pair</p> <p>Grp</p>	<p>Mind-map  Paper  Felt-tips  Laminator  Pots  Soil  Plants  Garden tools.</p>	<p>Communication  Appl. of number  ICT  Working with others  Impr. learning &amp; perf.  Problem solving  Inf. Processing  Reasoning  Enquiry  Creative thinking  Evaluation</p>	<p>I can suggest way to look after mini-beasts.</p> <p>I can talk about how the pots will help the mini-beasts in the playground.</p> <ul style="list-style-type: none"> <li>I can suggest places that would be safe for mini-beasts to live.</li> </ul>
<p>Assessment for learning notes</p>						

## Cross Curricula Links ideas

- Design and make junk mini-beast.
- Design and make a mini-beast garden from junk.
- Visit a butterfly park.
- Buy butterfly eggs, grow caterpillars and watch them turn into butterflies.
- Buy a tub of bugs from somewhere like the early learning centre and allow the child to use them for small work play.
- Have maps of the school and photos in the book box.
- Turn the home corner into a mini-beast jungle.
- Move like mini-beasts in dance.
- Learn mini-beast rhymes and songs.

A few web addresses with Mini-beast information and activities.

<http://bsi.montana.edu/web/kidsbutterfly/>

<http://www.billybear4kids.com/butterfly/flutter-fun.html>

[http://www.prekinders.com/butterflies\\_kids.htm](http://www.prekinders.com/butterflies_kids.htm)

<http://www.sycd.co.uk/primary/living-things/minibeasts.htm>

<http://www.ltscotland.org.uk/literacy/ictinliteracy/literacyandpowerpoint/minibeastsandpowerpoint.asp>