**Year 1 – Animals, including humans**

**Minibeasts**

**Science Display:**Enquiry type symbols

Photographs

Vocabulary

**Things to include each half term:**

1 x active learning

1 x outdoor science lesson

3 x experiments/investigations

1 x child-led investigation

3 x enquiry type lesson

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| **Lesson 1: Hook**Observation over timeChn find Worm World in the classroom. Read the instructions with the children and ask them what might be next? We need to go on a worm and bug hunt! Discuss equipment needed and why - petri dishes, magnifying glasses. MA ability pairs. Explain to the children that we are going to go on a minibeast hunt and we want them to look for different minibeasts and think about where they live and what they look like. If anybody finds a worm ask an adult to help put it in the petri dish. Build the wormery with the children. Ask them to tell you what they think the worms will need to live in there. Why do we think this? Children to care for and observe the worms over the half term. | **Lesson 2: Minibeasts**Take the children outside on a minibeast hunt and allow them to carefully collect (with adult support) a range of minibeasts and place them in petri dishes. Take them back inside and ask what we might do now? Can we see the minibeasts clearly? Why not? Does anybody know what we could use? Allow the children time to share their ideas and then introduce a microscope. Explain what a microscope is and why it is used. Allow the children the time to look through the microscope at their minibeast and discuss what they notice. Children to draw a picture of their minibeast and label its features. | **Lesson 3: Habitats**Begin the lesson by playing a matching game, give each child a picture of either a minibeast or a minibeast habitat. Ask the children to find their matching picture. Discuss the pairings and how they have made them. What do they notice? Why do the minibeasts live there? Introduce the terminology “habitat” and its definition. Go through different minibeast habitats and discuss their features. Children to design a home for a minibeast and label the key features, discussing why they think they need these.  |
| **Lesson 4: Seasonal changes**Observation over time & Research**Big Question – What do you know about the seasons?**Children to recap what they know about the four seasons. Can they name them and put them in the correct order? What season are we in now? How do we know? How could we find out for definite? We could do some research. Ask the children to name some ways they can research. Using books, asking questions, using the internet. Provide the children with a range of sources and ask them to use them to create a list of ways we can identify if we are in spring. Children to create a checklist including things such as: flowers start growing, the weather gets warmer, baby chicks or lambs are born, leaves are green. ***\*regularly visit the same tree and discuss any changes – take photos*** | **Lesson 5: Seasonal changes****Big Question – How do we know it is spring?**Recap last weeks learning. Using the checklist, the children created from their research they are to go around the school grounds and check for signs of spring. Is it definitely spring? How do we know?\*child led investigation | **Lesson 6: Minibeasts**Identify & Classify**Big Question – How can you sort the minibeasts?**Look again at a range of minibeasts. Talk about their features, where they live, what they eat. Then provide the children in small groups with a range of pictures to sort in different ways. Can they explain how they have sorted them? What criteria have they used? E.g. does it have wings? |