

Invertebrates KS2

Session Overview and Learning Objectives

Session Summary

- This session is suitable for one class at a time of up to 30 pupils
- It will last up to 60 minutes
- Required ratio – 1 adult:6 pupils

An exciting way to investigate habitats, learn about classification and how to observe animals closely. Pupils can use magnifiers and ID sheets to help them identify and sort animals according to observable characteristics they have, introducing them to the basics of classification.

All equipment is provided

Session Outline

| Time | Location | Activity |
|------------|---------------------|--|
| | Bradfield Centre | Collect equipment |
| 5 minutes | New butterfly glade | Walk to New butterfly glade |
| 10 minutes | New butterfly glade | Introduction to invertebrates and the collecting equipment |
| 30 minutes | New butterfly glade | Invertebrate hunting and identification |
| 10 minutes | New butterfly glade | Classification hoops sorting activity |
| 5 minutes | Bradfield Centre | Return to centre to wash hands |

Learning Objectives

All will learn how to collect animals with care and consideration for their wellbeing

All will have first hand experience of searching for and collecting invertebrates

All will be able to identify and name animals using an identification key

All will notice the physical differences between invertebrates

All will be able to group animals according to observable characteristics

Curriculum Extracts

The following bullet points are extracted from the national curriculum

KS2 Science

Years 3 and 4: Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- making systematic and careful observations
- gathering, recording, classifying
- identifying differences and similarities

Year 3: Animals, including humans

Pupils should be taught to:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Year 4: Animals, including humans

- construct and interpret a variety of food chains, identifying producers, predators and prey

Year 4: Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5: Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Year 6: Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Year 6: Evolution and Inheritance

Pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution