

# Invertebrates KS2

## Session Overview and Learning objectives

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

Choose between a terrestrial invertebrate session (woodland and grassland species) or a freshwater session (pond species). Depending on session type and school grounds suitability, we may be able to deliver some sessions on your school grounds.

## Session Summary

- This session is suitable for one class at a time of up to approximately 30 pupils
- The session lasts up to 90 minutes
- Required ratio – 1 adult:10 pupils

**We will provide all equipment.**

## Session Outline

Time	Activity
5 minutes	Welcome, introduction and H&S brief
15 minutes	Key trail game: learning to identify invertebrate species based on key characteristics
55 minutes	Freshwater OR terrestrial invertebrate search
15 minutes	Food chain game (deadly links)

## 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.

## Links to the national curriculum

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**

Pupils should be taught to:

- 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.