

# Biodiversity – Minibeasts

Science | Year 2 | Medium-Term Plan

<p><b>Prior Learning</b></p> <p>Children would have learnt about common animals in Y1 Animals Including Humans. They would have also practised identifying and naming herbivores, carnivores and omnivores.</p>	<p><b>Common Misconceptions/CPD</b></p> <p>We have <a href="#">Science CPD</a> guidance that will provide you with everything you need to confidently teach the Biodiversity – Minibeasts unit.</p> <p>Common misconceptions:</p> <ul style="list-style-type: none"><li>• Children may think that all minibeasts are insects.</li><li>• Children may think that food chains represent the entirety of what a living thing eats. While food webs are not introduced until later in the curriculum, it can be important for children to recognise that living things may be food for more than one other living thing.</li><li>• Children may view predators negatively or as ‘villains’.</li><li>• Children may think that holding a magnifying glass as close to their eye as they can always gives the clearest picture.</li><li>• Children may think that only conservationists can take conservation action.</li><li>• Children may think that compost is the same as soil.</li><li>• Children may think that ecosystems are only unfamiliar places, such as rainforests or oceans.</li></ul>
<p><b>Future Learning</b></p> <p>Children will learn about nutrition, skeletons and muscles in Y3 Animals Including Humans. In Y4 Living Things and Their Habitats, children will consider how to group living things using introduced classification keys. They will also consider how changing environments affect living things.</p>	
<p><b>Types of Scientific Enquiry Skills Coverage</b></p> <p>The <a href="#">Types of Scientific Enquiry Coverage</a> document maps out the full coverage of the different enquiry types throughout the unit.</p>	<p><b>Accessibility Suggestions</b></p> <p>Individual lesson plans offer further advice and details on specific resources.</p> <p><b>Communication and Interaction</b></p> <p>You may wish to pre-teach vocabulary using the vocabulary pictures cards or word mats provided within lesson packs. Support children to record their ideas through pictures or voice-recording software. Edit resources to change them to dual-language resources as needed.</p> <p><b>Sensory and Physical</b></p> <p>Prior to lessons, carry out risk assessments and make adaptations so activities are accessible to all.</p> <p><b>Social, Emotional and Mental Health</b></p> <p>In competitive activities, allow children to choose peers or adults they are comfortable working with. Remove competitive goals if required.</p> <p><b>Cognition and Learning</b></p> <p>Enlarge texts to support access to reading materials and activity sheets. Model how to approach enquiries and provide step-by-step instructions. Provide adult support one-to-one or in small groups as required.</p>
<p><b>STEM/Green Careers</b></p> <p>Lesson 1 – entomologist Lesson 2 – zoologist Lesson 3 – horticulturist Lesson 4 – countryside ranger Lesson 5 – agronomist Lesson 6 – environmental conservationist</p>	

## Digital Resources

These resources help children continue and consolidate their learning.

[Minibeasts Microhabitats Scratch and Reveal Game](#)

[World of Minibeasts Hotspot Activity](#)

[Science: Biodiversity – Minibeasts: Mighty Minibeasts eBook](#)

[Minibeasts Ecosystem Engineers | KS1 Science Concept Video](#)

[Do Minibeasts Have Teeth? | KS1 Science Concept Video](#)

[Restoring Habitats | KS1 Science Concept Video](#)

[Biodiversity: Minibeasts with Etta and Granbot Interactive Multiple-Choice Quiz](#)

[Biodiversity: Minibeasts with Etta and Granbot: Interactive Word Search](#)

[Biodiversity: Minibeasts with Etta and Granbot Animation](#)

A printable word search is provided in the [Additional Resources](#) pack.

## Unit Key Vocabulary

Words in italics are polysemous words and words in bold are defined in the [Knowledge Organiser](#).

### Tier 1 (everyday words)

**basic needs**, animal, food, *sort*, protect, poisonous, camouflage, **plant**, *question*, environment, worm, *waste*, *soil*, *compost*, role

### Tier 2 (words that are important in different science topics)

**minibeast**, *shelter*, survival, **predator**, carnivore, herbivore, **food chain**, omnivore, *prey*, **conservation**, identify, identification sheet, habitat, **microhabitat**, magnifying glass, tally chart, observation, enquiry, nutrients, decaying, *research*, **ecosystem**, **biodiversity**

### Tier 3 (words that are specific to science topics)

**decomposer**, **pest controller**

## Key End Points

By the end of this unit children will be able to:

- identify the basic needs of minibeasts;
- describe how minibeasts obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food;
- identify and name a variety of plants that minibeasts use as microhabitats;
- describe how different habitats meet the basic needs of minibeasts;
- describe how minibeasts and other living things depend on each other for survival;
- sort and classify minibeasts into simple groups, choosing appropriate criteria from suggested options;
- name minibeasts and plants using observations and simple secondary sources, justifying how they identified these things;
- use equipment, such as a magnifying glass or microscope, correctly when making observations;
- ask simple scientific questions (using a range of provided question stems) when exploring minibeasts;
- describe and share simple changes that have been observed over time, using correct scientific vocabulary with increasing confidence;
- name different types of scientific enquiry that they have carried out and recognise how they can be used to answer questions.

## Lesson 1: What's a Minibeast?

NC PoS	Learning Objective/ Success Criteria	Lesson Outline (key questions in green)	Activity	Vocabulary	Resources
<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Identifying and classifying.</p>	<p><b>Learning Objective</b> To explore and sort minibeasts.</p> <p><b>Success Criteria</b></p> <p>I can define 'minibeast'.</p> <p>I can identify minibeasts' basic needs.</p> <p>I can sort minibeasts into groups based on their basic needs.</p>	<p><b>Remember It:</b> Recap prior learning that will be important in the lesson using the activity in the <a href="#">Lesson Presentation</a>.</p> <p><b>What Do I Already Know?</b> Ask the children to share what they already know about minibeasts. You may wish to record their answers using the <a href="#">AfL Biodiversity – Minibeasts Minibeast Map</a> or on a science working wall using sticky notes to create a minibeast map.</p> <p><b>Learning Journey:</b> Refer to the <a href="#">Lesson Presentation</a> to share the learning journey. Focus on what the children already know and the journey their learning will take throughout the unit.</p> <p><b>What's a Minibeast?</b> Explore the linked pages from the <a href="#">Mighty Minibeasts eBook</a> to define 'minibeast'. <a href="#">Can the children define 'minibeast'?</a></p> <p><b>Minibeasts Everywhere!</b> Find out more about minibeasts by using the AR models on the <a href="#">Lesson Presentation</a> and exploring the linked pages from the <a href="#">Mighty Minibeasts eBook</a>.</p>	<p><b>Sorting Minibeasts:</b> Using the <a href="#">Sorting Minibeasts Cards</a>, ask the children to work individually or in pairs to sort the minibeasts into groups based on their basic needs. <a href="#">Can the children sort minibeasts into groups based on their basic needs?</a></p> <p><b>Charge Up</b> Provide children with the <a href="#">Charge Up Sorting Minibeasts Frames</a> to sort the minibeasts into. You may wish to provide children with the <a href="#">Charge Up Sorting Minibeasts Picture Cards</a> to support reading.</p> <p><b>Level Up</b> Challenge the children to create their own groups to sort the minibeasts into based on the interesting fact and picture.</p>	<p>Words in bold have definitions, as shown in the <a href="#">Knowledge Organiser</a>.</p> <p><b>basic needs</b> – A living thing's basic needs are what it needs to survive.</p> <p><b>minibeast</b> – A minibeast is a type of animal that doesn't have a backbone.</p> <p><b>predator</b> – A predator is an animal that hunts and eats other animals.</p> <p>animal, food, sort, protect, poisonous, camouflage, shelter, survival, carnivore, herbivore</p>	<p><b>Standard School Equipment</b> Sticky notes Mini whiteboards and pens (optional)</p>

**Guess the Minibeast:**

Challenge the children to play the minibeast guessing game in pairs.

**Basic Needs:** Explore a minibeast's basic needs with the children: food, water, air, shelter and protection.

**Most Likely To...** Assess the children's ability to discuss a minibeast's basic needs by playing the 'most likely to...' game. *Can the children identify which basic need is being met?*

**Time to Sort:** Model sorting minibeasts into groups based on their basic needs. Ask the children to sort the minibeasts based on the food they need.

**Name the Groups:**

Encourage the children to identify the groups the minibeasts have been sorted into. Support the children to give the sorted groups titles based on minibeasts' basic needs.

## Lesson 2: Minibeast Menu

NC PoS	Learning Objective/ Success Criteria	Lesson Outline (key questions in green)	Activity	Vocabulary	Resources
<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Learning Objective</b> To explore minibeasts in food chains.</p> <p><b>Success Criteria</b></p> <p>I can name what minibeasts eat.</p> <p>I can read a food chain.</p> <p>I can draw a food chain.</p>	<p><b>Remember It:</b> Recap prior learning that will be important in the lesson using the activity in the <a href="#">Lesson Presentation</a>.</p> <p><b>Time to Munch and Crunch:</b> Revisit the foods that minibeasts eat. <i>Can the children fill in the sentence gaps to identify what the minibeasts eat?</i></p> <p><b>Do Minibeasts Have Teeth?</b> After watching the <a href="#">Do Minibeasts Have Teeth? Concept Video</a> about how minibeasts obtain food, guide the children to match the minibeast to the way it obtains food.</p> <p><b>Watch Out, Minibeasts!</b> Explore the linked pages from the <a href="#">Mighty Minibeasts eBook</a> to find out about minibeast predators.</p> <p><b>Food Chains:</b> Explain what a food chain shows. There may be a misconception that the arrow means 'eats' instead of children knowing the arrow means 'is eaten by'. <i>Can the children explain what the arrow represents in a food chain?</i></p>	<p><b>Minibeast Menu:</b> Model how to play the game before the children play to support their learning.</p> <p>In groups, the children will play the <a href="#">Minibeast Menu Game</a>. Children will take it in turns to roll the dice and collect the living things card of the space they land on. Children can use the cards that they collect to build a plausible food chain on the <a href="#">Minibeast Menu Activity Sheet</a>. Children continue travelling around the board until one player, who builds a complete food chain, is the winner. <i>Can the children use the living things cards to build a food chain?</i></p> <p><b>Charge Up</b> Children can play using a partially completed food chain using the <a href="#">Charge Up Minibeast Menu Activity Sheet</a>.</p> <p><b>Level Up</b> Children can access a bonus game using the <a href="#">Level Up Minibeast Menu Bonus Game Activity Sheet</a>.</p>	<p>Words in bold have definitions, as shown in the <a href="#">Knowledge Organiser</a>.</p> <p><b>food chain</b> – A food chain diagram shows how living things rely on each other for food.</p> <p><b>predator</b> – A predator is an animal that hunts and eats other animals.</p> <p><b>minibeast</b> – A minibeast is a type of animal that doesn't have a backbone.</p> <p><b>conservation</b> – Conservation actions help living things and the environment.</p> <p>omnivore, herbivore, carnivore, prey</p>	<p><b>Standard School Equipment</b></p> <p>Mini whiteboards and pens Counters Dice</p>

**Broken Food Chains:** Guide the children to identify the mistakes in the broken food chains shown on the [Lesson Presentation](#) and draw the correct food chain.

**Minibeast Conservation:** Use the [Lesson Presentation](#) to explore how minibeasts are vital in food chains. Discuss how some minibeasts are experiencing habitat loss and the effect this has on food chains. Define 'conservation'.

## Lesson 3: Plants and Microhabitats

NC PoS	Learning Objective/ Success Criteria	Lesson Outline (key questions in green)	Activity	Vocabulary	Resources
<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Using their observations and ideas to suggest answers to questions.</p>	<p><b>Learning Objective</b> To explore plants as microhabitats.</p> <p><b>Success Criteria</b></p> <p>I can define 'microhabitat'.</p> <p>I can name plants that minibeasts use for shelter.</p> <p>I can use an identification sheet.</p>	<p><b>Remember It:</b> Recap prior learning that will be important in the lesson using the activity in the <a href="#">Lesson Presentation</a>.</p> <p><b>What's a Habitat?</b> Explore a woodland habitat and identify the places where a minibeast might live within it.</p> <p><b>Microhabitats:</b> Define 'microhabitat'. Spot the microhabitats in the woodland scene. <a href="#">Can the children define 'microhabitat'?</a></p> <p><b>Green Houses:</b> Explain that plants can be microhabitats for minibeasts. Direct the children to follow the lines on the <a href="#">Lesson Presentation</a> to discover some examples of plant microhabitats. <a href="#">Can the children name some plants that minibeasts use for shelter?</a></p> <p><b>Being a Nature Spotter:</b> Explore how identification sheets are used to help to name living things using the <a href="#">Mighty Minibeasts eBook</a>. Practise using an identification sheet. <a href="#">Can the children explain what</a></p>	<p><b>Spotting Plant Microhabitats:</b> Explore the grounds of your educational setting with the children. Using the <a href="#">Plant Identification Sheet</a>, ask the children to record how many minibeasts they find on the plants outside on their tally chart. <a href="#">Can the children name the plants they see that minibeasts are using for shelter?</a></p> <p><b>Charge Up</b> Support the children to identify plants by using a free plant identification app.</p> <p><b>Level Up</b> Ask the children to reason why the plants they find make good microhabitats for minibeasts. Children could use the word bank on the <a href="#">Level Up Perfect Plants Activity Sheet</a> to support their explanations.</p>	<p>Words in bold have definitions, as shown in the <a href="#">Knowledge Organiser</a>.</p> <p><b>plant</b> – A plant is a living thing that may have a flower, leaves, stem and roots.</p> <p><b>minibeast</b> – A minibeast is a type of animal that doesn't have a backbone.</p> <p><b>microhabitat</b> – A microhabitat is a small place in a habitat where plants and animals live.</p> <p>identify, identification sheet, habitat, shelter, magnifying glass, tally chart</p>	<p><b>Standard School Equipment</b></p> <p>Clipboards Pencils Magnifying glasses Electronic devices with a free plant identification app installed (optional)</p>

identification sheets are used for?

**Zooming In:** Explain what a magnifying glass is and how to properly use one.

**Taking a Tally:** Revisit how to record findings using a tally chart. Check the children can interpret the tally chart shown on the [Lesson Presentation](#).

**A Wonderful World:** Define biodiversity as the different (variety of) plants and animals in a habitat. Consider the biodiversity of plants and minibeasts in the local area and what changes could be made to attract more minibeasts to the area.

## Lesson 4: Minibeast Mansions

NC PoS	Learning Objective/ Success Criteria	Lesson Outline (key questions in green)	Activity	Vocabulary	Resources
<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b>Learning Objective</b> To show how a microhabitat is suitable for a minibeast.</p> <p><b>Success Criteria</b></p> <p>I can define 'conservation'.</p> <p>I can describe how a habitat provides for minibeasts.</p> <p>I can ask scientific questions.</p>	<p><b>Remember It:</b> Recap prior learning that will be important in the lesson using the activity in the <a href="#">Lesson Presentation</a>.</p> <p><b>Brilliant Biodiversity:</b> Define the term 'biodiversity' and explain that living things rely on one another and their environment to survive.</p> <p><b>What Is Conservation?</b> Define 'conservation' and the actions it may include. Watch the <a href="#">Restoring Habitats Concept Video</a>. <i>Can the children define 'conservation'?</i></p> <p><b>Habitat Hero:</b> Spin the spinner to discover how habitats meet the basic needs of minibeasts. <i>Can the children explain how a habitat helps a minibeast to survive?</i></p> <p><b>Super Strawberry Plants:</b> Use the included pages from the <a href="#">Mighty Minibeasts eBook</a> to explore how strawberry plants meet the basic needs of minibeasts.</p> <p><b>Asking Questions:</b> Explore what a scientific question is</p>	<p><b>Minibeast Mansion:</b> Using the <a href="#">Minibeast Mansion Design Activity Sheet</a>, guide the children to ask a scientific question and design their own minibeast habitat that meets a basic need of their chosen minibeast. Children answer their questions about minibeasts and their basic needs using the <a href="#">Sorting Minibeasts Cards</a> from lesson 1 of this unit. Use the example shown in the <a href="#">Lesson Presentation</a> to support their designs. <i>Can the children ask a scientific question to help them design their minibeast home?</i></p> <p>You may wish to extend the children's learning by building the minibeast mansion habitats outdoors.</p> <p><b>Charge Up</b> Guide the children to choose a minibeast to design a suitable shelter for using the <a href="#">Charge Up Minibeast Mansion Design Activity Sheet</a>.</p> <p><b>Level Up</b> Encourage the children to add additional pieces and</p>	<p>Words in bold have definitions, as shown in the <a href="#">Knowledge Organiser</a>.</p> <p><b>plant</b> – A plant is a living thing that may have a flower, leaves, stem and roots.</p> <p><b>basic needs</b> – A living thing's basic needs are what it needs to survive.</p> <p><b>minibeast</b> – A minibeast is a type of animal that doesn't have a backbone.</p> <p><b>microhabitat</b> – A microhabitat is a small place in a habitat where plants and animals live.</p> <p><b>conservation</b> – Conservation actions help living things and the environment.</p> <p><b>predator</b> – A predator is an animal that hunts and eats other animals.</p> <p>question, environment, habitat, shelter</p>	<p><b>Standard School Equipment</b> If you decide to build the minibeast mansions outside, you will need a variety of plant pots, bricks and loose items that the children can collect outdoors.</p>

		<p>and the questions that conservationists may ask.</p> <p><b>Houses for Minibeasts:</b> Study some examples of human-made minibeast habitats and the parts that are used to construct them.</p> <p><b>Let's Build a Minibeast Mansion:</b> Follow the Discovery Squad as they model asking a scientific question that guides them to design a suitable minibeast mansion.</p> <p><b>Improving Questions:</b> Explore the scientific question shown on the <a href="#">Lesson Presentation</a> and suggest ways that it could be improved.</p>	<p>parts to their design so that it meets more than one basic need of their chosen minibeast.</p>		
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## Lesson 5: Wonderful Worms

NC PoS	Learning Objective/ Success Criteria	Lesson Outline (key questions in green)	Activity	Vocabulary	Resources
<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Observing closely, using simple equipment.</p>	<p><b>Learning Objective</b> To observe how worms keep soil healthy.</p> <p><b>Success Criteria</b></p> <p>I can explain why it is important for soil to be healthy.</p> <p>I can explain what compost is.</p> <p>I can observe changes over time.</p>	<p><b>Remember It:</b> Recap prior learning that will be important in the lesson using the activity in the <a href="#">Lesson Presentation</a>.</p> <p><b>What Is Soil?</b> Discover what soil is made of and how it benefits animals and plants. <i>Can the children explain why it is important for soil to be healthy?</i></p> <p><b>All About Worms:</b> Find out more about worms using the linked pages from the <a href="#">Mighty Minibeasts eBook</a>.</p> <p><b>Breaking It Down:</b> Explain how worms keep the soil healthy by decomposing living things and adding nutrients to the soil.</p> <p><b>What Is Compost?</b> Explain what compost is made from and how worms have an important role in making compost. <i>Can the children explain what compost is?</i></p> <p><b>Observation over Time:</b> Explore the enquiry type of an observing over time.</p> <p><b>Our Composting Enquiry:</b> Guide the children through the basic steps they're</p>	<p><b>Compost Bins:</b> Guide the children to set up an 'observing over time' enquiry to answer the question: what happens to the appearance of compost over time? <i>Can the children observe changes over time?</i></p> <p>Ensure you have an insulated composting bin and materials to add to it. Find out more about composting using the <a href="#">Adult Guidance: Composting</a> document.</p> <p>Once the enquiry is set up, support the children to make their first observation using the <a href="#">Compost Bins Activity Sheet</a>. Children will then need to complete weekly observations.</p> <p><b>Charge Up</b> Support the children to make their observations by drawing a picture or using the sentence stems on the <a href="#">Charge Up Compost Bins Activity Sheet</a>.</p> <p><b>Level Up</b> Guide the children to make a prediction about what will happen to the compost over time using the <a href="#">Level Up</a></p>	<p>Words in bold have definitions, as shown in the <a href="#">Knowledge Organiser</a>.</p> <p><b>minibeast</b> – A minibeast is a type of animal that doesn't have a backbone.</p> <p><b>microhabitat</b> – A microhabitat is a small place in a habitat where plants and animals live.</p> <p><b>decomposer</b> – A decomposer is an animal that feeds on dead and rotting living things.</p> <p>worm, waste, soil, compost, habitat, observation, enquiry, nutrients, decaying</p>	<p><b>Standard School Equipment</b> Clipboards</p> <p><b>Resources That May Need Collecting</b> Compost bin, bin, carbon- and nitrogen-rich materials for composting (see <a href="#">Adult Guidance: Composting</a>)</p>

going to take to set up the 'observing over time' enquiry and how they will make their observations.

**Before and After:** Discuss the 'before and after' pictures of the inside of a composting bin. Direct the children to discuss what they think has happened.

[Making Predictions Activity Sheet.](#)

## Lesson 6: World of Minibeasts

NC PoS	Learning Objective/ Success Criteria	Lesson Outline (key questions in green)	Activity	Vocabulary	Resources
<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b>Learning Objective</b> To research how minibeasts help their ecosystems.</p> <p><b>Success Criteria</b></p> <p>I can name different roles minibeasts can have.</p> <p>I can identify how a minibeast helps an ecosystem.</p> <p>I can carry out a research enquiry.</p>	<p><b>Remember It:</b> Recap prior learning that will be important in the lesson using the activity in the <a href="#">Lesson Presentation</a>.</p> <p><b>Minibeasts at Work:</b> Define 'ecosystem' and recall the term 'biodiversity'. Using the included pages from the <a href="#">Mighty Minibeasts eBook</a>, learn about the roles minibeasts have in helping their ecosystems. Review the children's learning by playing the 'true or false?' quiz on the <a href="#">Lesson Presentation</a>. <i>Can the children name a role that a minibeast has?</i></p> <p><b>World of Minibeasts:</b> Introduce the enquiry question for the lesson: How do minibeasts help living and non-living things around the world? Watch the <a href="#">Minibeasts Ecosystem Engineers Concept Video</a> to learn about the roles minibeasts have worldwide. <i>Can the children name a minibeast and how it helps in its ecosystem?</i></p> <p><b>Time to Research:</b> Explore the 'researching' enquiry type and consider why it is</p>	<p><b>Minibeasts in Action:</b> Support the children to answer the enquiry question by using a researching enquiry. Children can record their answers on the <a href="#">Minibeasts in Action Flap Book</a> through writing and drawings. <i>Can the children carry out a research enquiry to find out about the roles of minibeasts?</i></p> <p><b>Charge Up</b> Guide children to use the <a href="#">Minibeasts Ecosystem Engineers Concept Video</a> for their research. Children can record their answers on the scaffolded <a href="#">Charge Up Minibeasts in Action Flap Book</a> or <a href="#">Charge Up Minibeasts in Action Interactive PDF</a>.</p> <p><b>Level Up</b> Ask the children to consider how each minibeast's habitat meets its basic needs. Children can record their answers on the <a href="#">Level Up Minibeast Habitats Activity Sheet</a> or <a href="#">Level Up Minibeast Habitats Interactive PDF</a>.</p>	<p>Words in bold have definitions, as shown in the <a href="#">Knowledge Organiser</a>.</p> <p><b>minibeast</b> – A minibeast is a type of animal that doesn't have a backbone.</p> <p><b>food chain</b> – A food chain diagram shows how living things rely on each other for food.</p> <p><b>ecosystem</b> – An ecosystem is a group of living and non-living things that work together in a habitat.</p> <p><b>biodiversity</b> – Biodiversity is the variety of living things in a place.</p> <p><b>decomposer</b> – A decomposer is an animal that feeds on dead and rotting living things.</p> <p><b>pest controller</b> – A pest controller is an animal that eats pests.</p> <p>role, question, research, enquiry, habitat</p>	<p><b>Standard School Equipment</b></p> <p>Scissors Glue Electronic devices (optional)</p>

suitable to answer the lesson's enquiry question. Read the leafcutter ant fact file from [Minibeasts in Action Fact Files](#) and model finding answer in the text.

**To Research or Not to Research?** Support the children to consider each enquiry question and decide if it could be answered with a research enquiry.

**What Have I Learnt?** Watch the [Biodiversity: Minibeasts with Etta & Granbot Animation](#). Ask the children to recall their learning during the unit and add what they have learnt to the [AfL Biodiversity – Minibeasts Minibeast Map](#).

**Learning Journey:** Refer to the [Lesson Presentation](#) to share the learning journey. Focus on the sequence of the learning throughout the unit. What can children remember from the unit? What did they enjoy learning about? Discuss what children will learn next.

## Assessment Statements

### Working Towards the Expected Level

#### Scientific Knowledge

- Children can describe the basic needs of minibeasts with support.
- With support, children can describe how minibeasts obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- With support, children can name plants in their setting that are microhabitats for minibeasts.
- With support, children can design a habitat for minibeasts that meets their basic need for shelter.
- With support, children can identify how worms contribute to keeping soil healthy. They can list some reasons why it is important for soil to be healthy.
- With support, children can describe the roles minibeasts take to support their ecosystems.

#### Working Scientifically

- Children can sort minibeasts into simple groups.
- With support, children can observe and name living things. Children may use a magnifying glass to support their observations.
- With support, children can ask a scientific question using question stems.
- With support, children can make relevant observations during an enquiry.
- With support, children can conduct a researching enquiry.

### Working At the Expected Level

#### Scientific Knowledge

- Children can describe the basic needs of minibeasts.
- Children can describe how minibeasts obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Children can identify and name plants in their setting that are microhabitats for minibeasts.
- Children can design a habitat for minibeasts and identify how it meets their basic needs.
- Children can identify how worms contribute to keeping soil healthy. They can explain why it is important for soil to be healthy.
- Children can describe the roles minibeasts take to support their ecosystems.

#### Working Scientifically

- Children can sort minibeasts into simple groups, choosing appropriate criteria from suggested options.
- Children can use their observations and an identification sheet to name living things. Children may use a magnifying glass to make their observations accurately.
- Children can ask a scientific question using question stems.
- Children can make accurate and relevant observations during an enquiry.
- Children can conduct a researching enquiry using a variety of secondary sources.

## Working At Greater Depth

### Scientific Knowledge

- Children can confidently use correct scientific vocabulary to describe the basic needs of a range of minibeasts.
- Children can confidently describe how minibeasts obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food independently.
- Children can confidently identify and name plants in their setting that are microhabitats for minibeasts and explain why they are suitable shelters.
- Children can design a habitat for minibeasts and confidently explain how it meets their basic needs.
- Children can confidently describe how worms contribute to keeping soil healthy. They can explain why it is important for soil to be healthy.
- Children can confidently describe the roles minibeasts take to support their ecosystems and their impact.

### Working Scientifically

- Children can sort minibeasts into groups by independently choosing appropriate criteria from suggested options and can justify how they have sorted them.
- Children can use their observations and confidently use an identification sheet to name living things and justify their answers. Children may use a magnifying glass to make their observations accurately.
- Children can confidently ask a range of relevant scientific questions using question stems.
- Children can confidently make accurate and relevant observations during an enquiry.
- Children can confidently conduct a researching enquiry using a variety of secondary sources to support their explanations.