

Lesson Title: Minibeast Safari	Key Stage: one and two
Curriculum Links: Keystage 1: Sc1) 1, 2a, 2b, 2f, 2h, 2i, Sc2) 1a, 1b, 1c, 2a, 2b, 2e, 4a, 4b, 5a, 5b, 5c, Sc3) 1a, 1b, 1c, 1d, 2a, 2b, Keystage 2: Sc1a, b 2d, 5c, 5b, 5c, 5d, 5f Sc2) 1a, 1b, 1c, 1e, 3a, 3c, 3d, 4b, 4c, 5c, 5b, 5c, 5d, 5f Sc3) 1a, 1d, 1e, 3a, 3c	
Key Words: compost, habitat, minibeast, adaptation,	
Key Questions: <ul style="list-style-type: none"> • What creatures live in compost? • Explain the role of minibeasts in a compost bin? • What adaptations do minibeasts have for living in their habitat? • Why do minibeasts choose to live in compost bin? 	
Objectives <ul style="list-style-type: none"> • To identify minibeasts living in a compost habitat, using ID keys. • Consider the adaptations creatures have and how and why these have occurred. • Learn that creatures are living and have the right to exist on our planet. 	
Possible Activities <u>Starter</u> What is a compost bin? What do we use it for? What can go in the bin? Brainstorm all the minibeasts that you think maybe living in the compost bin. Ask the children to draw images of what these creatures may look like. <u>Main</u> One tub of live compost per table. Children to look through the compost and extract as many minibeasts as possible using plastic spoons or hands. Look at the creatures under a microscope or in viewing pots. ID using Resource A and then record your results. Consider the role of the creatures: what are they actually doing to the compost? Evidence of these processes, Can you see worm casts etc.? What adaptations can we see, e.g.; no legs, shells? <u>Plenary</u> Gather all the information recorded from the groups. Place in a graph or table. Discuss the most common or least common species.	
Extension Activities: Comparison of samples from difference compost bins. Why are there different species recorded? Can we create statements such as; woodlice prefer dryer compost bins? Millipedes are not present in bins with fruit waste?	
Cross Curricular Links: Numeracy – graphs, tables etc ICT – creating ID charts, interactive microscope	Points to note Wash hands after handling compost. Return compost to the bin it was removed from. Care of minibeasts.
Homework ideas : Checking your own compost bins at home. Investigate where else in your gardens minibeasts are living, for example in the drainpipe, water butt, pond – can you ID these creatures? What are the conditions they are living in – are their similarities – damp, cold?	
Resources: Samples of compost, plastic spoons, white trays, microscopes and viewing pots, pencils, ID sheets or books.	