

Planning: Leaf Litter Investigation

Year Group: FS 1/2

Activity	Learning Objectives	Main Teaching Activity	Differentiation	Key Vocabulary and Resources
<p>Leaf Litter Investigation</p> <p>Activity suitable during Spring and Summer Terms.</p> <p>Approximate time taken – 25 minutes.</p>	<ul style="list-style-type: none"> <li>• To understand that there are different types of habitats and name habitats.</li> <li>• To show an understanding of how to carefully collect minibeasts and show care and respect for living things.</li> <li>• To identify similarities and differences.</li> <li>• To observe and identify minibeasts with the use of a magnifying glass.</li> <li>• To know that minibeasts are small animals called invertebrates (no backbone).</li> <li>• To sort and group minibeasts into categories.</li> </ul> <p style="text-align: center;"><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Children can identify creatures using an identification card.</li> <li>• Children can sort into categories.</li> <li>• Children can describe minibeasts they have collected.</li> <li>• Children can compare findings with others.</li> <li>• Children foster attitudes of caring and protection and develop a positive attitude towards conservation.</li> </ul>	<p>Talk to children about keeping safe around the grounds (boundaries) and different type of minibeast habitats. Divide children into groups.</p> <p>Leaf litter is collected from woodland area. Children are given large trays and trowels to collect leaf litter and minibeasts. Benches are laid with white sheets so that children can sort their findings. Children are given magnifying glasses, brushes and spoons in order to look more closely at their findings and identify minibeasts.</p> <p>Children can use the identification cards and magnifying glasses to find out about the minibeasts and to have a closer look observing differences and similarities.</p> <p>Remind children to care for the environment by respecting the creatures and plants – when they're transferring creatures to be gentle.</p> <p>Safety: Please ensure children are sensible with trowels. A safety talk is appropriate – point out the handle where children need to hold and if walking with the trowel ensure children hold trowel down by the side of their body not out in front of them.</p>	<p>For this activity you may wish to have children working in partners or small mixed ability groups.</p> <p>Higher ability: identify differences and similarities. Group and categorise – record findings.</p> <p>Lower ability: children could have a go at grouping living things according to observable similarities and differences.</p>	<p><b>Vocabulary:</b></p> <p>Habitat Similarity Difference Identify Forage</p> <p><b>Resources:</b></p> <p>Magnifying glasses</p> <p>Spoons</p> <p>Trays</p> <p>Identification Cards</p> <p>Recording Sheets</p> <p>Magnifying Pots</p> <p>Pooters</p> <p>Trowels</p> <p>Cotton Sheets</p> <p>Brushes</p>