

Planning: Long Grass Investigation

Year Group: FS 1/2

Activity	Learning Objectives	Main Teaching Activity	Differentiation	Key Vocabulary and Resources
<p>Long Grass Investigation</p> <p>Activity suitable during Spring and Summer Terms.</p> <p>Approximate time taken – 25 minutes</p>	<ul style="list-style-type: none"> • To understand that there are different types of habitats and name habitats. • To show an understanding of how to carefully collect minibeasts and show care and respect for living things. • To identify similarities and differences. • To observe and identify minibeasts with the use of a magnifying glass. • To know that minibeasts are small animals called invertebrates (no backbone). • To sort and group minibeasts into categories. <p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> • Children can identify creatures using an identification card. • Children can sort into categories. • Children can describe minibeasts they have collected. • Children can compare findings with others. • Children foster attitudes of caring and protection and develop a positive attitude towards conservation. 	<p>Talk to children about keeping safe around the grounds (boundaries) and different type of minibeast habitats. Divide children into groups.</p> <p>Discuss with children where to find minibeasts – habitats. Children explore the long grass to reveal minibeasts. Children observe minibeasts by using different equipment e.g. nets, magnifying glasses, pooters, magnifiers, brushes to scoop insects. To find out about the minibeasts they have caught children can use identification cards.</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>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>Vocabulary:</p> <p>Habitat Similarity Difference Identify Sweep</p> <p>Resources:</p> <p>Magnifying glasses</p> <p>Spoons</p> <p>Nets</p> <p>Identification Cards</p> <p>Recording Sheets</p> <p>Magnifying Pots</p> <p>Pooters</p> <p>Cotton Sheets</p> <p>Brushes</p>