

EYFS/KS1 Science for this half term

Topic

Living Things and Their Habitats

The general aim is for children to know what an **INVERTEBRATE** is (we also call them **MINIBEASTS**). To respect and handle INVERTEBRATES with care. To identify all sorts of INVERTEBRATES and name their body parts.

Y1 and Y2 need to know what a habitat is and that living things prefer to live in certain habitats.

Y2 also need to be able to make some food chains, showing how energy (which starts with the sun) is passed on from plants to animal to animal. Some Y2 children may use the name **PRODUCER** (for any GREEN PLANT which is eaten by a minibeast or animal).

Please just choose, from the activities below, the things that your child will enjoy learning about.

Thank you,

MRS BRIDGE

WHAT IS AN INVERTEBRATE?

Make some **jelly** (any colour) and when set feel what it is like. That's what the inside of an invertebrate is like. We are vertebrates – we have a backbone and bones which give us a shape. Can you feel your bones inside you?

INVERTEBRATES don't have any bones inside them so they have skin on the outside which can be quite tough to protect their squidgy insides.

Why do you think we need to be careful when handling invertebrates then?

Do you think that MINIBEASTS still have a brain somewhere inside them or a stomach? What else might be inside a MINIBEAST?

Make some INVERTEBRATES

Put set jelly or coloured water inside a small plastic bag. I also use melted ice-pops for long, thin bodies. Add features to your bag e.g. wings, legs, antennae, eyes,

Can you make one of these creatures? Send me some photos – I would love to see what you have made.

Bee

Butterfly

Spider

Caterpillar

Slug

Woodlouse

Snail

Centipede

IDENTIFY INVERTEBRATES

TIP: Learning to not be afraid of MINIBEASTS is very important. Children **do not need to handle** them but could photograph them to look at later and enlarge their pictures. They might use a leaf or piece of paper to encourage the MINIBEAST to move.

MINIBEASTS must always be returned to their HABITAT. It is almost impossible to keep a MINIBEAST alive if you change its HABITAT.

Learn to identify lots of different minibeasts using this great **TOP TRUMPS** game (attached). You will need to print and cut it out to play (good for a wet Thursday).

Go on an invertebrate hunt and identify your invertebrates. The Woodland Trust Nature Detectives has now moved their site to Tree Tools for Schools which has some great spotter guides for young children. I use these for Forest Schools all the time. Some children enjoy the challenge of identifying as many different types of insect as they can or they might really enjoy identifying the different types of one species e.g. ladybirds i.e. 2 spots/6 spots/ yellow/red.

I like beetles and snails because there are so many different types.

HABITATS

A habitat is NOT a 'home'. A habitat is the area e.g. woodland or pond or the place e.g. under a stone or on a plant where the living thing lives. It will get its food and its shelter there. E.G. A bird's 'home' is its nest but its habitat may be woodland. Some habitats are so small we call them MICRO-HABITATS e.g. under a stone.

Do some invertebrates prefer different habitats? What types of invertebrates live in the soil? What type of invertebrates live under stones? Photograph them. Identify them. Enlarge them and look at their features. Do they have eyes? Do they have hairy legs? What do their wings look like?

Do a science INVESTIGATION. (See attached sheets for Y1 or Y2)

Where do woodlice prefer to live?

FOODCHAINS (Y2 only)

BBC Bitesize KS1 Habitats for video and games

<https://www.bbc.co.uk/bitesize/clips/z96r82p>

Make a foodchain (see attached sheet)

Make a fact file about your favourite minibeast. Name, size, colour, amount of legs etc...What does it eat? What is its favourite habitat? What eats it? - (What are its **PREDATORS**?)