

MINI BEASTS LESSON PLAN

Topic: Living things and their habitats.
Aim: To introduce the learners to Mini beasts (Small animals without a backbone)
Duration: 45 – 60 mins
Room: Classroom / Playhouse arena
Curriculum links: Science KS1/KS2



Timings	Objectives/ learning outcomes To be able to:	Resources	Teacher activities	Learner activities	Assessment
5 mins	Define what a mini beast is. Show any previous understanding of the topic.	Suitable environment. Lizards, Snake, Tortoise, Frogs, Millipede, Snails, Cockroach, Stick insects, Tarantula PPE Antibacterial gel	Deliver instructions catering for all learning styles. A clear explanation of what a mini beast is. Encourage students to engage in a Q&A.	Engage in a Q&A. Observations. Handle various live animals.	Q&A Initial observation assessment. Supervision and questioning throughout.
10 mins	Safely handle/observe a mini beast species.	Lizards, Snake, Tortoise, Frogs, Millipede, Snails, Cockroach, Stick insects, Tarantula PPE Antibacterial gel	Supervise and evaluate learners. Ensure health and safety is followed at all times and that learners are aware of codes of conduct/rules.	Observations. Handle various live animals.	Observation of handling.
30 mins	Identify the difference between a vertebrate and invertebrate. Explain the difference between an insect/ arachnid/reptile. Understand why Mini beasts are so important to our ecosystem.	Interactive Magnetic rainforest board with detachable animals and text. Exoskeleton of Tarantula.	Encourage students to get involved in a group activity and discussion. Encourage students to engage in a Q&A. Demonstrate knowledge on the subject area.	Engage in a Q&A and discussion. Problem solving.	Q&A Physical activity.
10 mins	Identify adaptations and characteristics on living animals that support them as mini beasts. Safely handle and observe a variety of mini beast species.	Lizards, Snake, Tortoise, Frogs, Millipede, Snails, Cockroach, Stick insects, Tarantula PPE Antibacterial gel Exoskeletons	Supervise and evaluate learners. Ensure health and safety is followed at all times and that learners are aware of codes of conduct/rules. Demonstrate on the animals their adaptations to the rainforest. Demonstrate knowledge on the subject area.	Observations. Handle various live animals safely. Discuss with teacher the various characteristics and features of the animals shown to them.	Handling observations. Q&A and discussion.
5 mins	Demonstrate an understanding of mini beasts.		Feedback from students to check learning covering all learning styles.	Ask questions to the teacher. Show understanding of the topic. Summarise the lesson.	Self assessment.

RAINFOREST LESSON PLAN



Topic: Living things and their habitats.
Aim: To introduce the learners to the Rainforest layers and the animals that live there.
Duration: 45 – 60 mins
Room: Classroom / Playhouse arena
Curriculum links: Science KS1/KS2

Timings	Objectives/learning outcomes To be able to:	Resources	Teacher activities	Learner activities	Assessment
5 mins	Demonstrate underlying knowledge of the layers of the rainforest. Understand what classifies as a rainforest.	Suitable environment. Lizards, Snake, Tortoise, Frogs, Millipede, Snails, Cockroach, Stick insects, Tarantula PPE Antibacterial gel	Deliver instructions catering for all learning styles. A clear explanation of what classifies as a Rainforest. Encourage students to engage in a Q&A.	Engage in a Q&A. Observations. Handle various live animals.	Q&A Initial observation assessment. Supervision and questioning throughout.
10 mins	Safely handle a rainforest species.	Lizards, Snake, Tortoise, Frogs, Millipede, Snails, Cockroach, Stick insects, Tarantula PPE Antibacterial gel	Supervise and evaluate learners. Ensure health and safety is followed at all times and that learners are aware of codes of conduct/rules.	Observations. Handle various live animals.	Observation of handling.
30 mins	Identify the layers of the rainforests. Identify what animals may live in the rainforest and why they are suited to living there. Establish the difference between herbivore/omnivore/carnivore. Establish the difference between invertebrate/vertebrate.	Interactive Magnetic rainforest board. with detachable animals and text.	Encourage students to get involved in a group activity. Discuss with students about the layers of the rainforest, what animals live there and why. Encourage students to engage in a Q&A. Demonstrate knowledge on the subject area.	Match the layers of the rainforest and the animals that live there correctly. Engage in a Q&A. Problem solving (snakes/reptiles are cold blooded and the forest floor is dark with very little sun, how does a snake keep warm).	Q&A Physical activity.
10 mins	Identify adaptations and characteristics on living animals that support them in the rainforest. Safely handle a rainforest species.	Lizards, Snake, Tortoise, Frogs, Millipede, Snails, Cockroach, Stick insects, Tarantula PPE Antibacterial gel Exoskeletons	Supervise and evaluate learners. Ensure health and safety is followed at all times and that learners are aware of codes of conduct/rules. Demonstrate on the animals their adaptations to the rainforest. Demonstrate knowledge on the subject area.	Observations. Handle various live animals safely. Discuss with teacher the various characteristics and features of the animals shown to them.	Handling observations. Q&A and discussion.
5 mins	Evaluate the importance of sustainability and conservation. Demonstrate an understanding of the layers of the rainforest	FSC labelling.	Feedback from students to check learning covering all learning styles.	Ask questions to the teacher. Show understanding of the topic. Summarise the lesson.	Self assessment.