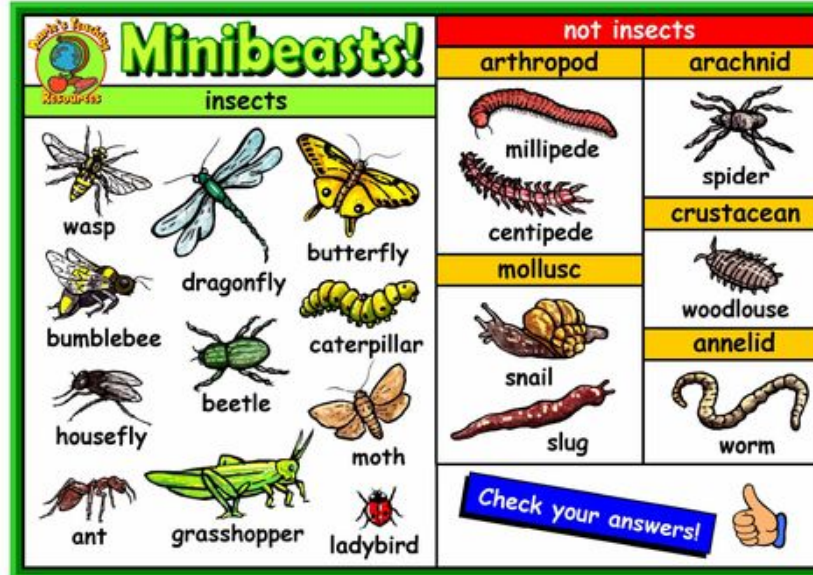


## Topic Statement

Within our science based topic this term, Chestnut Class will be learning about all things minibeasts! The children will start by identifying things that are living, dead and that have never been alive. They will also investigate what all living things have in common before diving deeper into the world of minibeasts. They will be introduced to some of the different types of minibeasts (right) and will spend time grouping these and exploring the similarities and differences between them.

They will also find out where plants and animals live, including learning about habitats and microhabitats. They will get the chance to explore the school grounds and surrounding environment in their own search for minibeasts to identify and classify. Throughout the topic, Chestnut will enjoy setting up a wormery and butterfly garden in the classroom to observe and look after. Children will also begin to understand what a food chain is, why plants and animals need each other to survive, and about the life cycle of a butterfly.

Throughout this term, the children will also look forward to exploring using mechanisms to create their own moving minibeast pictures in D&T, and experimenting with a range of materials in their textile based Art unit.



## Key words

Invertebrate  
Vertebrate  
Habitat  
Microhabitat  
Exoskeleton  
Environment  
Living  
Species  
MRS GEN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition)

## National Curriculum Objectives

Science:

- Identify and name a variety of common plants and animals in their habitats, including microhabitats.
- Find out about the basic needs of animals, including humans for survival.
- Explore and compare the differences between things that are living, dead and that have never been alive.
- Identify that most living things are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other.
- Describe how animals obtain their food from other animals and plants, using the idea of a simple food chain, and identify and name different sources of food.

Geography:

- Use simple fieldwork skills to study the geography of their school and its grounds, and the key human and geographical features of its surrounding environment.

D&T:

- Develop purposeful, functional and appealing products for themselves and others based on design criteria.
- Explore & evaluate existing products.
- Explore and use mechanisms [levers, sliders, wheels and axles]