

Creepy Crawlies



Recommended year group: Year 2

Theme focus: Science

Suggested term: Spring

Theme introduction

Creepy Crawlies is a theme that focuses on learning about minibeasts. Learning in this theme focuses on science, but also includes geography, art and design technology. In Creepy Crawlies, we look at where minibeasts exist in the local environment, why they choose certain habitats, food chains and how minibeasts have been depicted in art and sculpture. We will investigate how minibeasts survive and communicate with each other, as well as considering the impact of the reduction in bee populations and its effect on food chains.

Driving question

Creatures great and small – should we save them all?

Suggested Read into Writing unit

None

Suggested Switched on Science unit

On safari – Pupils research animals and minibeasts in their local habitats

Suggested Switched on Computing unit

We are zoologists – Pupils collect data on bugs from a bug hunt. They organise the data into charts and add images

Linked reading texts

Superworm by Julia Donaldson

Bugs! by Nick Forshaw & William Exley

Writing outcomes

Non-chronological report: minibeast information text for class blog

Superworm adventure story: hatch a plan to save Superworm

Curriculum coverage

Science: Living things and their habitats; Plants

Geography: Location and maps

Computing: Digital programmer

Design and Technology: Make (materials)

Art: 3-D sculpture; other techniques; evaluating and appreciating; drawing

PSHE: Relationships

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Excite

Go on a minibeast hunt (part of Explore 1) around the school grounds or visit a local woodland, grassland, heathland, fen or wetland to observe and identify minibeasts in their natural habitat.

Before the trip, talk to pupils about what they might expect to see and encourage them to come up with questions about different minibeasts and the environments in which they live.

Explore

Explore 1: Minibeast hunt
Explore 2: Habitats
Explore 3: Minibeast map
Explore 4: Algorithms
Explore 5: Minibeast hotel
Explore 6: Living and non-living things
Explore 7: Survival strategies

Explore 8: Comparing minibeasts
Explore 9: Giant bugs
Explore 10: Minibeast communication
Explore 11: Food chains
Explore 12: Save the bees
Explore 13: Small sketches
Explore 14: Minibeast masterpiece

Theme essential vocabulary

Algorithm, arthropod, colony, communicate, consumer, de-bug, environment, habitat, instructions, microhabitat, pollinate, predator, prey, producer, shelter, strategy, survival

Theme essential knowledge/concepts

1. Minibeasts are sometimes called arthropods.
2. Arthropods have an exoskeleton.
3. A habitat is an environment where specific species can live.
4. A microhabitat is a small area that is different to the rest of the surroundings.
5. There are many different types of habitats around the world, including rainforests, deserts, oceans, woodlands, urban and ponds.
6. An algorithm is a clear and specific set of instructions.
7. There are clear differences between living things (alive), non-living things (never alive) and dead things (was alive).
8. Minibeasts use a variety of survival strategies including disguises, security, hiding, camouflage, venomous stings and irritating hairs.
9. Giant bugs existed thousands of years ago because of high oxygen levels.
10. Minibeasts communicate in different ways: movement, sound, smell and vibration.
11. Reduction in bee population and pollination has an effect on the human food chain.
12. Lines and shade can be used to create detail on small line-drawings.
13. All living things have specific roles in food chains and we, as humans, are part of them.

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Excel

Key assessment outcomes:

- Explore 2: Habitats – Completed habitat sheets
- Explore 6: Living and non-living things – A completed sorting activity
- Explore 10: Minibeast communication – Messages communicated effectively between colony groups
- Explore 14: Minibeast masterpiece – Natural minibeast collages

Exhibit

- Make a David Attenborough-inspired documentary about minibeasts

Possible wider experiences

Visit a local museum or attraction with a dinosaur themed experience (e.g. West Midlands Safari Park Dinosaur World).

Invite an animal expert to bring some common reptiles such as snakes or lizards into school. Find out about how they care for the creatures and how they move, eat, and behave.

Visit different habitats in the the local area. What minibeasts do you find? Are they all the same?

Flipped learning opportunities

Walk around the local area, school environment or pupils' back gardens to see which minibeasts are living nearby.

Family learning opportunity

Visit your garden or local park/woodland. Take photos or draw any minibeasts you find, then use your knowledge to identify them. Create a tally chart to show how many of each minibeast you find so that you can identify the most popular habitats.

Cultural awareness

Key piece of music

[A Hard Day's Night by The Beatles](#)

Key piece of art

Giant Peacock Moth by Vincent Van Gogh

Key poem

'Nature Trail' by Benjamin Zephaniah