

INSPIRING INVERTEBRATES

Cross curricular EYFS & KS1

Looking for invertebrates (animals with no bones) is always popular.

Shaded and damp areas of your grounds will be home to lots of different invertebrates. You could create a habitat by placing some old logs in a pile in a flower bed or shaded area of soil (e.g. under a tree).

Use invertebrate hunts as a springboard for cross curricular learning.

Resources: small magnifying bug pots or yogurt pots, ID card, invertebrate maths sheet (see below)

COLLECTING

Demonstrate how to carefully collect the animals into a pot and to hold the pot still. Explain that the animals must be returned to their habitat afterwards.

Magnifying pots or pots with a clear lid are perfect but any container will do. Invertebrates are often found under logs, and stones or other dark, damp places. Use a leaf to sweep them gently into a pot.

WORM CHARMING

Find a damper area of grass and run on the spot for a minute or so. Stop and check whether any worms have appeared, then repeat. Pupils can count the worms or find the longest one. You could even have a competition to see who charms the most from their plot in a set time!

IDENTIFYING & OBSERVING

Encourage pupils to look closely at their invertebrate. Discuss how it moves and how many legs it has etc.. They can then match the invertebrate with a simple [identification sheet](#). (Full range [here](#).)

Pupils could describe their invertebrate to a classmate and discuss what is the same or different about those collected by others.

Challenge pupils to look for what the invertebrates might like to eat (e.g. leaves with holes in them, flowers, rotting wood)

Pupils could lie down to get an invertebrate's view of the world and just observe.

SORTING AND COUNTING

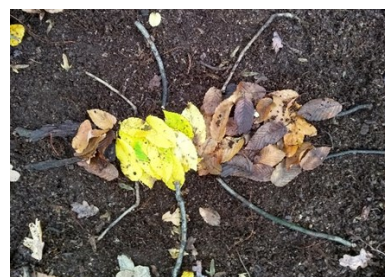
Lay out the pots in groups according to which invertebrates are in them. You could group by species (woodlice, spiders etc.) numbers of legs (all the insects together) or colour etc.

As a class, count how many you have in each group or in total. Record results in a simple tally and use to make a chart outside or in class.



LAND ART

Children can create a picture of an invertebrate using natural materials. Help them make sure it has the right number of legs. For younger children, do a class piece; with an adult creating the outline and children filling in or chalk an outline for them to lay materials onto.













Bringing nature nearer

KS1 MATHS

Give children simple maths questions based on the number of legs, antennae etc. How many legs on two spiders? How many more legs on a ladybird than a person?

Animal Detectives

Name of animal	Number of body parts	Number of legs	Number of antennae/tentacles	
Ant		3	6	2
Ground beetle		3	6	2
Earwig		3	6	2
Spider		2	8	0
Woodlouse		14	14	2
Millipede		9 (but can have up to 200)	36 (but can have up to 400)	2
Centipede		15 (but can have up to 167)	30 (but can have up to 354)	2
Slug		1	0	4
Snail		2	0	4
Earthworm		100 (but can have up to 150)	0	0

DRAMA

Act out the invertebrates. How do they move? Can other children guess which animal is being acted? As a class, act out a lifecycle e.g. a butterfly.

STORYTELLING

Observe the invertebrates in their habitats; then free-play their lives, tell or write a story about them.

INVERTEBRATE HOMES

Discuss what the invertebrate might need in their home (or habitat). For a quick activity, construct a basic log pile shelter. Alternatively, pupils can contribute to a simple bug hotel or butterfly feeder to encourage more invertebrates into your grounds. Visit our [Suntrap at Home](#) pages or the [Woodland Trust](#) resources for 'how to' guides.



MAKE AN INVERTEBRATE

Use modelling clay or mud and natural materials like sticks and leaves to craft an invertebrate. Discuss body parts and their use. Pupils could invent their own invertebrate and give it a name.

