



## Sherwood Class Weekly Planning (Summer 2): Week 3 & 4 MINIBEASTS!



### WEEK 3

DOUGH DISCO AND HANDWRITING	
Complete 'dough disco' at the beginning of every day to strengthen hand muscles and help with fine motor control and handwriting. The 'dough disco' PowerPoint can be accessed under general resources on the website. If you cannot access the PowerPoint there is a PDF version which you can move through yourself (approx. 1 min per page) and play your own music in the background. There is a recipe and instructional video on the class webpage of how to make your own playdough at home.	
<b>Monday</b>	Fine motor activity- Minibeast pattern tracing activity and Minibeast colour sheet (stay inside the lines) (see resources).
<b>Tuesday</b>	Complete 1 page for the KS1 handwriting booklet each day.
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	Handwriting pangram 3 (see general resources on class webpage).

ENGLISH	
In English over the next two weeks, the children will be working towards creating their own minibeast information book/fact file.	
<b>Monday</b>	<p><u>LO: To recognise some features of information texts.</u></p> <p>Write <u>minibeasts</u>. Read the word together, showing chn how they can split it into two words to help read it and spell it! <i>Can chn explain what we mean by a minibeast? And give examples?</i> Minibeasts are small (invertebrate) animals such as an insects or spiders. During this unit we are going to find out and write about minibeasts. Discuss how we can tell that it is a book which gives us information about minibeasts, rather than being a story book. Show chn the example PDF information ebook 1 (resources) about minibeasts (or use a non-fiction books you already have already have or use myON books). Show chn the contents pages (and blurb/ index if your book has these). Look at a typical page in the book and highlight/discuss features such as headings, subheadings, pictures, diagrams, captions, labels, etc. <b>Challenge: Look at other non-fiction books if you have them and identify/ highlight these key features.</b></p>
<b>Tuesday</b>	<p><u>LO: To spell words ending in -tion.</u></p> <p>Show chn one or more typical pages from the PDF information book 2 (resources). Model how to label the page to show features found in information texts and see if they can point out some of the features e.g. a heading. Then add a label with an arrow to identify the feature. Some books may have other features, e.g. bold words – often the words found in the glossary or simply key words, top tips, and safety points. Chn use the resource labels to label as many features of an information text as they can.</p> <p>Write the word: <u>information</u>. Point out the suffix '-tion' at the end of the word. Can you think of any other words that end with the same sound? Write suggestions down. Some words ending in '-sion' spelling may be suggested – put them in a separate list. Look in detail at a list of words ending in -tion (see resources). Read them together, dividing the words into phonemes and discuss their meanings. <b>Chn have a go at the '-tion' spelling activity.</b></p>
<b>Wednesday</b>	<p><u>LO: To use conjunctions.</u></p> <p>Look at the page about 'Sheltering Snails' (resources). Recap on the sentence punctuation used. <i>How do we start sentences?</i> With a capital letter. <i>How do we finish sentences?</i> With a full stop. Point out that headings and subheadings don't have a full stop because they are not sentences. They do begin with a capital letter. In the list of things you will need, there are no full stops at the end of each bullet point either. Note the exclamation mark – but say that you will discuss that next week.</p> <p>Write the sentence 'Collect a snail and put it in a jam jar with some vegetable leaves.' Separate it into two sentences by rubbing out/crossing out the 'and' &amp; giving 'put' a capital letter. Both make sense on their own. Explain that 'and' is a joining word/conjunction. Other similar words are 'or' &amp; 'but'. Now write 'The snail's hard shell protects it from enemies because the snail can pull itself right inside.' Cover the <u>subordinate clause</u> ('because the snail can pull itself right inside') and show that the <u>main clause</u> ('The snail's hard shell protects it from enemies') can stand alone as a sentence. Repeat showing the <u>subordinate clause</u> doesn't make sense on its own – not a sentence! Explain that 'because' is another joining word/ conjunction. <i>Can chn suggest any others? When, if, or, that.</i> <b>Chn complete the conjunctions activity sheet.</b></p>
<b>Thursday</b>	<p><u>LO: To use apostrophes to show possession.</u></p> <p>Show the two pages about snails again and point to the apostrophe in the sentence beginning 'The snail's hard shell...' &amp; ask can you name the punctuation mark? Explain that the possessive apostrophe shows that the shell belongs to the snail. Try to spot another possessive apostrophe on the page (snail's eyes). Write down: 'the tentacles of the snail' &amp; ask how this could be written using an apostrophe (the snail's tentacles). Repeat with 'the slime trail of the snail'. <b>This PowerPoint gives a bit more information about how to use apostrophes for possession: <a href="https://www.twinkl.co.uk/resource/tp-1-046-planit-y2-spaq-lesson-pack-apostrophes-for-possession">https://www.twinkl.co.uk/resource/tp-1-046-planit-y2-spaq-lesson-pack-apostrophes-for-possession</a></b></p> <p>Chn have a go at shortening the phrases about minibeasts on the sheet using a possessive apostrophe. Do the first one together: 'the burrow of a solitary bee' → the solitary bee's burrow. (The apostrophe shows that the burrow belongs to the solitary bee). Complete sheet.</p>
<b>Friday</b>	<p><u>LO: To compare an animated tale with a story book.</u></p> <p>Watch/ read through the 'Worms Animated Tale': <a href="https://player.hamilton-trust.org.uk/animated_facts_display.php?cid=176">https://player.hamilton-trust.org.uk/animated_facts_display.php?cid=176</a>. <i>What have chn found out about worms?</i> Write ideas on paper. Now read chn a book about earthworms, e.g. <b>Yucky Worms</b> by Vivian French: <a href="https://www.youtube.com/watch?v=MV3A864z9W0">https://www.youtube.com/watch?v=MV3A864z9W0</a>. <i>Did chn find out any more information about earthworms?</i> Add details to the list made before. Ask chn if the printed book and the animated book were information books. Agree that they did tell us information but that they did not have the features that we expect to see in information books. They were stories that gave us some information too!</p>

	<p>Chn compare the animated tale and the story book about earthworms. Guide the discussion by asking questions. <i>What was different/the same about the two texts? Which gave them the most information about earthworms? Which did they prefer? Why?</i> <b>Stronger writers could write down their comparisons whereas less confident may just like to discuss verbally.</b></p> <p><b>SPELLING TESTS-</b> Test your child's weekly spellings and submit their scores on our class web page.</p> <p><b>Optional GRAMMAR activities for each day- there are some SPaG activity mats on the 'week 3' resources section (<a href="https://www.cuckneyprimaryschool.co.uk/week-3/">https://www.cuckneyprimaryschool.co.uk/week-3/</a>) that children can have a go at independently which focus on spelling, punctuation and grammar. Make sure you select the correct year group for your child. Within each mat there are 3 difficulty levels indicated by stars in the corner of the sheet. 1 star is the easiest and 3 stars is the most difficult. Some year 2 children may find the year 1 activity mat more appropriate- this is fine, do what is right for your child.</b></p>
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<b>PHONICS</b>	
<p>See below for lesson pack link for 5 lessons (1 per day) for the next sound your child is focussing on. If your child is unsure which group they are in contact Miss Worboys.</p> <p>Go through self-explanatory PowerPoint together first (parent can refer to lesson plan in pack if needed) then child completes the associated activities.</p>	
<b>Monday</b>	Miss Worboys Group:
<b>Tuesday</b>	Phase 5 Week 2- 'oy' saying /oi/
<b>Wednesday</b>	
<b>Thursday</b>	<a href="https://www.twinkl.co.uk/resource/t-l-527294-oy-saying-oi-level-5-week-2-weekly-lesson-pack">https://www.twinkl.co.uk/resource/t-l-527294-oy-saying-oi-level-5-week-2-weekly-lesson-pack</a>
<b>Friday</b>	<a href="https://www.twinkl.co.uk/resource/ow-and-oe-saying-oa-level-5-week-16-weekly-lesson-pack-t-l-9291">https://www.twinkl.co.uk/resource/ow-and-oe-saying-oa-level-5-week-16-weekly-lesson-pack-t-l-9291</a>
<p><i>If you have any issues accessing the above lesson packs from Twinkl, please email me at <a href="mailto:rworboys@cuckney.notts.sch.uk">rworboys@cuckney.notts.sch.uk</a> so that I can send you the activities via email instead.</i></p>	

<b>MATHS</b>	
<p>This week we will be using the White Rose Maths online teaching videos to support maths learning (<b>please follow week 8</b>). Then children should complete the follow up activities linking to each objective which can be found in under the 'week 4' resources tab on our class webpage: <a href="https://www.cuckneyprimaryschool.co.uk/week-4/">https://www.cuckneyprimaryschool.co.uk/week-4/</a></p>	
	<p><b>Year 1 follow this link for teaching videos:</b> <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p>
	<p><b>Year 2 follow this link for teaching videos:</b> <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a></p>
<b>Monday</b>	LO: Equal groups- Arrays
<b>Tuesday</b>	LO: Equal groups- Doubles
<b>Wednesday</b>	LO: Sharing
<b>Thursday</b>	LO: Grouping
<b>Friday</b>	<p>Challenge of the week- see resources.</p> <p><i>Big Maths, Beat That Challenge &amp; Times Table Challenge- Submit scores on class web page.</i></p>

<b>TOPIC</b>	
<b>Monday</b>	<p>LO: Use simple equipment to measure and make observations</p> <p>Go on a Minibeast hunt either in your garden or whilst out on a daily walk (woodland, grassland, heathland, wetland or fen). Before you go discuss what you might expect to see and come up with some questions about minibeasts and the environment they live in. Look in holes and crevices (use a mirror if you have one), use nets to sweep beneath the surface of ponds/muddy puddles, lift stones and logs and clear away leaf litter to see what you can find. Collect specimens using spoons/nets/jars and observe creatures closely (use a magnifying glass if you have one or zoom in using a device camera).</p> <p>Use the recording sheets, digital photography and video footage to record the experience. They can also draw the minibeasts and make notes on how they move, the creatures they were found with and other observations. <b>Make sure children return all minibeasts to their natural habitat.</b></p> <p>Useful links:  <a href="https://www.rbkc.gov.uk/PDF/Minibeasts%20pack.pdf">https://www.rbkc.gov.uk/PDF/Minibeasts%20pack.pdf</a>  <a href="https://www.nhm.ac.uk/take-part/identify-nature.html">https://www.nhm.ac.uk/take-part/identify-nature.html</a>  <a href="https://www.bbc.co.uk/search?q=Minibeast&amp;sa_f=search-product--suggest&amp;suggid=urn%3Abbc%3Aisite%3Acurated-m-o%3Aminibeast">https://www.bbc.co.uk/search?q=Minibeast&amp;sa_f=search-product--suggest&amp;suggid=urn%3Abbc%3Aisite%3Acurated-m-o%3Aminibeast</a></p>
<b>Tuesday</b>	<p>LO: Draw or read a range of simple maps that use symbols and a key.</p> <p>Make a simple sketch map of the area where they carried out their minibeast hunt (see example in resources). Talk about the physical and human features that they saw using geographical vocabulary (see document in resources). Add a key to indicate features on their sketch maps and plot the route that they took around the site. Identify stopping points or sampling areas along the route.</p>
<b>Wednesday</b>	<p>LO: Make simple sketches to explore and develop ideas.</p> <p>Show children the collection of illustrations of minibeasts (resources) and allow them to explore each one. Discuss the level of detail in each drawing.</p> <p>Children choose a minibeast which they would like to inspect close up and have a go at drawing. When they have decided, search for close up images/videos online (or if you can go out and find one and use a magnifying glass- even better!). Here is</p>

	a video of a ladybird under a digital microscope: <a href="https://www.youtube.com/watch?v=LLFqgRUuwM0">https://www.youtube.com/watch?v=LLFqgRUuwM0</a> Children use either pen or pencil to create their detailed drawing, making careful line drawings of their observed features.
<b>Thursday</b> Science	<p><u>LO: Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their question.</u></p> <p>Investigate how far, how fast and in which direction snails move. Look under and in dark, damp places to find snails and collect them in plastic tubs. Use small dots of nail varnish to colour code the snails' shells, making sure it doesn't touch their soft, fleshy body. Record information about each snail, including its size, species (such as <i>Helix aspersa</i> or <i>Helix lucorum</i>) and any other notable features. Release the snails from a single location, then try to find them again the following morning. Mark where each one was found on a paper or digital map of the area and work out which snail travelled the greatest distance, including any differences between species. Make a note of any snails that they couldn't find. (Use the snail investigation sheet for support).</p> <p><i>Extra challenge: Over the next week or so, the children could spend five minutes each day searching for and recording each snail's location. Encourage them to search high and low, as snails often move up vertical surfaces. Tell them not to move the snails if they find them, just to mark their location on the map. Children could also record the weather to see if it affects how far or how fast the snails move each day.</i></p>
<b>Friday</b> Computing	<p><u>LO: Create a simple solution that tests an idea, predict the outcome and test and debug the solution to ensure that it works.</u></p> <p>Watch 'What is an algorithm?' here: <a href="https://www.bbc.co.uk/bitesize/clips/z28qmp3#:~:text=Algorithms%20are%20described%20as%20something,a%20cartoon%20mouse%20and%20robot.">https://www.bbc.co.uk/bitesize/clips/z28qmp3#:~:text=Algorithms%20are%20described%20as%20something,a%20cartoon%20mouse%20and%20robot.</a> to explain that algorithms are like instructions.</p> <p>Rewrite Eric Carle's <i>The Very Hungry Caterpillar</i> (<a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a>) as an algorithm. Think carefully about the different steps the caterpillar goes through, including which ones repeat. Draw a flow diagram to illustrate the story. Read/watch the whole story again to check that the 'algorithm' is correct and there are no gaps or jumps. Refine the algorithm until they are certain that it works.</p> <p><b>Note:</b> Encourage the children to keep it simple and ignore the finer details of the story, such as which foods the caterpillar eats. An appropriate algorithm would be: Egg hatches &gt; Caterpillar asks, 'Am I hungry?' &gt; If the answer is yes, he eats food then goes back and repeats the question &gt; If the answer is no, he pupates &gt; Caterpillar becomes a butterfly. Start introducing programming language and abbreviations that they will come across as they get older, such as Repeat, If, Else, Fd (forward) and Execute. There are other children's books that have similar repetitive elements which can be used in the same way.</p>

## WEEK 4

DOUGH DISCO AND HANDWRITING	
Complete 'dough disco' at the beginning of every day to strengthen hand muscles and help with fine motor control and handwriting. The 'dough disco' PowerPoint can be accessed under general resources on the website. If you cannot access the PowerPoint there is a PDF version which you can move through yourself (approx. 1 min per page) and play your own music in the background. There is a recipe and instructional video on the class webpage of how to make your own playdough at home.	
<b>Monday</b>	Fine motor activity- Minibeast themed pencil control and Minibeast themed cutting skills (see resources).
<b>Tuesday</b>	Complete 1 page for the KS1 handwriting booklet each day.
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	Handwriting pangram 3 (see general resources on class webpage).

ENGLISH	
<b>Monday</b>	<p><u>LO: To explore the use of question marks and exclamation marks in place of full stops.</u></p> <p>Read another fiction book about a minibeast which also gives information about the minibeast, e.g. <b>The Very Busy Spider</b> by Eric Carle: <a href="https://www.youtube.com/watch?v=TfLOg-XRxnA">https://www.youtube.com/watch?v=TfLOg-XRxnA</a>. What information have we discovered about spiders? Compare with some information text about spiders (use the minibeast information book PDF spider page from resources or your own non-fiction book/s about which include spiders). Point out the use of question marks and exclamation marks in <b>The Very Busy Spider</b>. They are used at the end of some sentences in place of a full stop. Question marks are used at the end of questions, e.g. "Want to eat some grass?" which the cow asked. Exclamation marks are used at the end of commands (orders), warnings, shouts, to express surprise/fear/ excitement, etc., e.g. "Baa! Baa!" bleated the sheep.</p> <p>Chn read either <b>The Bug Hunt</b> by Ruth Merttens (easier text) (see resources) or <b>Mad About Minibeasts!</b> by Giles Andreae &amp; David Wojtowycz which is in the form of poetry: <a href="https://www.youtube.com/watch?v=AKx59b5yv1s">https://www.youtube.com/watch?v=AKx59b5yv1s</a> or <b>The Very Greedy Bee</b> by Steve Smallman &amp; Jack Tickle (for more able readers): <a href="https://www.youtube.com/watch?v=q2N6wmqafu8">https://www.youtube.com/watch?v=q2N6wmqafu8</a> (mute the sound and pause if needed on each page to allow chn to read for the video books) and try to spot question marks and exclamation marks. Chn write a list of sentences they have found that end with a question mark on one half of the page and sentences with exclamation marks on the other half of the page.</p>
<b>Tuesday</b>	<p><u>LO: To research facts about a minibeast.</u></p> <p>Over this week, chn will find out about a favourite minibeast and write a piece of information text for a class book about minibeasts. Chn decide which minibeast they would like to write about. <i>Where can you find out about the minibeast you choose?</i> Information books or on the internet. Discuss the sorts of things chn might want to find out about their minibeast. <i>What questions will they try to answer?</i> Habitat (where it lives), size, what they eat, colour, number of legs, how they move,</p>

	how they reproduce (have babies), do they have any defence against predators (animals that might eat them), e.g. nasty taste, bright colours, sharp jaws, stings, etc. Make a list of possible things. Look at the research scaffold sheet together ( <i>resources</i> ) and <a href="#">research their chosen minibeast to help them to fill in the sheet.</a>
<b>Wednesday</b>	<p><b>LO: To use research notes to start writing an information text about a minibeast.</b></p> <p>Write down the word 'ant'. Explain that this is one ant (<u>singular</u>) &amp; ask how we show if there are more than one ant. Add an s to make the word <u>plural</u>. What are the plural forms of these minibeasts: bee, wasp, worm, beetle, earwig, spider? Write the minibeast names down and agree that an s is added to each one to make it plural. What about a silverfish or cockroach? Explain that these words need es added (can they remember this from last week? Can they remember which sounds need 'es' to make them plural? (You might want to re-watch this video to remind them: <a href="https://www.youtube.com/watch?v=ID1OaD4FBqM">https://www.youtube.com/watch?v=ID1OaD4FBqM</a>. Some words are even more tricky! What is the plural of fly? Agree that the y is changed to an i before -es is added. That will help us with the plural of lots of other minibeasts too: butterfly, dragonfly, damselfly, hoverfly and crane fly! Another tricky one is the woodlouse, which become woodlice as a plural. Compare with mouse/mice.</p> <p>Chn use their good memories and their notes to write facts about their favourite minibeast. Discuss how chn might structure their text. Recap on the features of information texts identified last week (<i>see resources for feature labels</i>). Point out that they might not use all the features they identified. Chn can look for further information if appropriate. <b><u>I would love the children to be as creative as they can in making their information texts! The Kenya fact files you did were amazing, let's see if we can make these minibeast ones just as good!!</u></b></p>
<b>Thursday</b>	<p><b>LO: To proofread and edit information text.</b></p> <p>Remind chn how the Minibeasts Information Book 1 (PDF resource from last week) used questions for some of the headings (they ask for information). <i>What did the questions end with?</i> A question mark. This is one form of a sentence. <i>What other sentence forms are there?</i> Statements (gives you information) which are the most common form of sentences and end in a full stop; exclamations (show a person's feelings) which end with an exclamation mark; &amp; commands (tell someone to do something) which can end in an exclamation mark or a full stop. Ask chn if they have used more than one form of sentence when writing about their minibeast. Have they also included at least one multi-clause sentence using a conjunction (see conjunction word mat)?</p> <p>Ask chn to read what they have written to make sure it makes sense. <i>Have they used the correct sentence punctuation (including question marks &amp; exclamation marks)? Have they written at least one multi-clause sentence using a conjunction (Year 1 chn should use and, Year 2 chn should use and, or, but, when, that, because, or, if)? Have they used the correct plural for the minibeasts (s, es, change the y to an i, irregular plurals)? Are there any other spellings they need to check?</i> Discuss with chn that information texts are written in the present tense (e.g. 'have' not 'had') and ask them to check that they have used present tense verbs.</p>
<b>Friday</b>	<p><b>LO: To publish a best copy of information text and add presentational features such as pictures/diagrams.</b></p> <p>Explain that today chn are going to fully complete their information texts about minibeasts by adding presentational features such as colour, pictures, diagrams, make heading/subheading stand out etc. Discuss how important it is that their writing is neat, so that all the readers can read it easily (children may want to re-write their edited versions up in neat if they made lots of edits yesterday). Recap the diagonal &amp; horizontal handwriting strokes needed to join some letters.</p> <p><b>SPELLING TESTS- Test your child's weekly spellings and submit their scores on our class web page.</b></p>
<p><b>Optional GRAMMAR activities for each day- there are some SPaG activity mats on the 'week 4' resources section (<a href="https://www.cuckneyprimaryschool.co.uk/week-4/">https://www.cuckneyprimaryschool.co.uk/week-4/</a>) that children can have a go at independently which focus on spelling, punctuation and grammar. Make sure you select the correct year group for your child. Within each mat there are 3 difficulty levels indicated by stars in the corner of the sheet. 1 star is the easiest and 3 stars is the most difficult. Some year 2 children may find the year 1 activity mat more appropriate- this is fine, do what is right for your child.</b></p>	

#### PHONICS

See below for lesson pack link for 5 lessons (1 per day) for the next sound your child is focussing on. If your child is unsure which group they are in contact Miss Worboys.

Go through self-explanatory PowerPoint together first (parent can refer to lesson plan in pack if needed) then child completes the associated activities.

<b>Monday</b>	Miss Worboys Group:	Mrs Moss' Group:
<b>Tuesday</b>	Phase 5 Week 3- 'ie' saying /igh/	Phase 5 Week 17- 'wh' saying /w/
<b>Wednesday</b>		
<b>Thursday</b>	<a href="https://www.twinkl.co.uk/resource/t-l-527301-ie-saying-igh-level-5-week-3-weekly-lesson-pack">https://www.twinkl.co.uk/resource/t-l-527301-ie-saying-igh-level-5-week-3-weekly-lesson-pack</a>	<a href="https://www.twinkl.co.uk/resource/wh-saying-w-level-5-week-17-weekly-lesson-pack-t-l-527727">https://www.twinkl.co.uk/resource/wh-saying-w-level-5-week-17-weekly-lesson-pack-t-l-527727</a>
<b>Friday</b>		

*If you have any issues accessing the above lesson packs from Twinkl, please email me at [rworboys@cuckney.notts.sch.uk](mailto:rworboys@cuckney.notts.sch.uk) so that I can send you the activities via email instead.*

#### MATHS

This week we will be using the White Rose Maths online teaching videos to support maths learning (**please follow week 9**). Then children should complete the follow up activities linking to each objective which can be found in under the 'week 4' resources tab on our class webpage: <https://www.cuckneyprimaryschool.co.uk/week-4/>

	<b>Year 1 follow this link for teaching videos:</b> <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a>	<b>Year 2 follow this link for teaching videos:</b> <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a>
<b>Monday</b>	<b>LO: Counting to 100.</b>	<b>LO: Measure length and height.</b>

<b>Tuesday</b>	<b>LO: Partitioning tens and ones.</b>	<b>LO: Compare length and height.</b>
<b>Wednesday</b>	<b>LO: Comparing objects to 100.</b>	<b>LO: Solve problems involving height and length.</b>
<b>Thursday</b>	<b>LO: Grouping</b>	<b>LO: Compare mass.</b>
<b>Friday</b>	Challenge of the week- see resources.	
	<i>Big Maths, Beat That Challenge &amp; Times Table Challenge- Submit scores on class web page.</i>	

<b>TOPIC</b>	
<b>Monday</b>  Science &  Design & Technology	<p><b>LO: Explain how animals, including humans, need water, food, air and shelter to survive.</b> Find out why and how bees make honey. Look at video footage and images of bees using their proboscis to collect nectar from flowers. See how they get covered in pollen as they feed. Identify parts of the flower that the bee collects pollen and nectar from.</p> <p>Draw a diagram and label it with captions to explain how bees make honey.</p> <p><b>LO: Prepare ingredients by peeling, grating, chopping and slicing.</b> Observe, smell and taste raw honeycomb and a range of local honey in different flavours. Discuss the taste of each honey and decide which one they prefer. <b>Note:</b> The flavour of honey depends on the type of flower its nectar came from. Flavours include heather, apple blossom, borage and dandelion.</p> <p>Use the honey to make delicious baked treats, such as honey flapjack, honey baked bananas and honey buns, selecting and using suitable tools for the task. (See recipe cards in resources).</p>
<b>Tuesday</b>  Science	<p><b>LO: Describe the basic life cycles of some familiar animals.</b> Learn about the life cycle of a honey bee or bumblebee, including their egg, larval, pupal, and adult stages. Draw the bee's life cycle as a diagram and label accordingly, adding short captions to explain each stage. (Optional worksheets for this in resources).</p> <p><b>Note:</b> A bee's life cycle is described as holometabolous. Other holometabolous minibeasts include butterflies, wasps and ants. You could buy butterfly chrysalises online or maggots from a fishing shop to observe the stages of holometabolous development. <u>You could also use dried pasta to model each stage: risoni (egg), fusilli (caterpillar), conchiglie (pupa), farfalle (butterfly).</u></p>
<b>Wednesday</b>  Art and Design	<p><b>LO: Select the best materials and techniques to develop an idea.</b> Work alone to create an ant out of pipe cleaners, egg boxes and other junk modelling materials that you can find. You could use pipe cleaners for the ant's legs and antennae, attaching them to the correct body part. Paint the ant brown and you could even make more to make an ant army.</p> <p><b>Note:</b> The three dimples of the egg box represent the ant's head, thorax and abdomen. An ant's legs are attached to its central thorax. <b>Extra challenge: You could even make labels for the different parts of the ant.</b> To attach the ant's legs, either punch holes and thread pipe cleaners through the body or attach them to the bottom with masking tape.</p>
<b>Thursday</b>  Science	<p><b>LO: Describe the basic life cycles of some familiar animals.</b> Match pictures of baby and adult minibeasts, including ladybirds, worms, earwigs, moths, woodlice and spiders (see resources). Group the animals according to whether or not the babies look like their parents. Find out more about the life cycle of their favourite minibeast. Think about why minibeasts have such different life cycles.</p> <p><b>Note:</b> Woodlice lay eggs, which they keep in a brood pouch under their body. The eggs hatch in the brood pouch and the pale, tiny woodlice stay there until they have moulted several times and are better equipped to survive. Some woodlice species stay close to their babies until they reach adulthood. Minibeasts that have evolved to go through complete metamorphosis, such as butterflies and ladybirds, have a significant survival advantage, because adults and larvae are so different, they have different predators and do not compete for the same food.</p>
<b>Friday</b>  P.E.	<p><b>LO: Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</b> Use their knowledge of how minibeasts move to practice wriggling, stretching and crawling like caterpillars and worms. Climb like spiders, slide like snails, or do the bee's waggle dance. Practice making spirals like the patterns on a snail's shell, moving clockwise.</p> <p>Children produce sequences/dances based on minibeast movements, where they move both quickly and slowly on the floor and with apparatus/obstacles. Encourage the children to be creative with their movements, experimenting with a variety of different body shapes. For example, children could make their bodies long and thin with arms and legs stretching out to move along the floor like a worm. Or, how about imitating a spider by curling their bodies up and making themselves small. Children could then safely scuttle along the floor and negotiate how to move onto a piece of apparatus/obstacle. Rehearse sequence/ dance and film the finished product.</p>