



## Ivy, Holly, Oak Flowers and Insects

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p><b><u>PRACTICAL LESSON</u></b></p> <p>Chn to have access to the Park Way Garden. Each class to have a flower bed for them to go and dig, rake and plant different seeds for them to grow. Focus to be on different flowers.</p> <p>Chn to also make little signs so they know what is growing in each section.</p> <p><u>After being outside in the garden:</u></p> <p>Children to come back into the classroom and have access to a range of coloured card for them to make different flowers for the classroom display.</p>	<p><b>Old clothes</b></p> <p><b>Old shoes</b></p> <p><b>Shovels</b></p> <p><b>Gardening gloves</b></p> <p><b>Rakes</b></p> <p><b>Trowels</b></p> <p><b>Water cans</b></p> <p><b>Seeds</b></p> <p><b>Coloured card</b></p> <p><b>Scissors</b></p> <p><b>Glue</b></p> <p><b>Colouring pencils</b></p> <p><b>Glitter</b></p>
Knowledge Harvest			<p>Chn to discuss what they already know about flowers and plants – what flowers/insects do they know? What facts do you know about them?</p> <p>Chn to write what they already know on pre-cut out dark green leaves. CT to then make flowers on the display board with their leaves showing what they already know as their knowledge harvest.</p>	<p><b>Dark green card</b></p> <p><b>Scissors</b></p> <p><b>Pens</b></p>
Big Picture		<p>Have you seen any flowers today? Where did you see them? Have you seen any insects? Where did you see them? Flowers and insects need each other. Without insects there would be no flowers. And without flowers insects would go hungry.</p>		
GT1	1.12 be able to use secondary sources to obtain simple geographical information.	Use simple locational and directional language to describe the journey of honey.	<p>Pose the question:</p> <p style="color: red;"><b>Do humans need insects?</b></p> <p>Give the class time to reflect on what is a huge question. We couldn't survive on this planet without the help of insects. For example, bees are so important for plant pollination (particularly for apples, berries, nuts and other fruits) that without them we would be eating porridge and bread every day!</p>	<p><b>IWB</b></p> <p><b>Honey</b></p> <p><b>Bread</b></p> <p><b>Youtube</b></p> <p><b>Images for ordering</b></p> <p><b>A3 paper</b></p> <p><b>Word mats</b></p>

			<p>Bees also provide us with honey. Watch the following clip on how bees make honey <a href="https://www.youtube.com/watch?v=nZIEjDLJCMg">https://www.youtube.com/watch?v=nZIEjDLJCMg</a></p> <p>Discuss how honey can be made all over the world but we also have some local honey bees. Have some different honey from around the world for the children to try with some bread.</p> <p>Discuss how the honey gets from the hive to the supermarkets <a href="https://www.youtube.com/watch?v=UBZH8zKpJso">https://www.youtube.com/watch?v=UBZH8zKpJso</a> Watch the following video to support this.</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 children</u></th></tr><tr><td>In mixed ability pairs, chn to have a piece of A3 paper. Chn to have images of the journey that the honey takes from the hive to your home. Chn to cut out the images and put them in order from beginning to end. EXT – to write what happens at each step e.g. <i>bees make honey in their hives.</i></td><td>LA chn to have a piece of A3 paper. Chn to have images of the journey that the honey takes from the hive to your home. Chn to cut out the images and put them in order from beginning to end.  MA and HA Chn to write a diary entry as if they were a curious bee, following their honey on its journey. Have word mats to support them and the stages above to support their stages.</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 children</u>	In mixed ability pairs, chn to have a piece of A3 paper. Chn to have images of the journey that the honey takes from the hive to your home. Chn to cut out the images and put them in order from beginning to end. EXT – to write what happens at each step e.g. <i>bees make honey in their hives.</i>	LA chn to have a piece of A3 paper. Chn to have images of the journey that the honey takes from the hive to your home. Chn to cut out the images and put them in order from beginning to end.  MA and HA Chn to write a diary entry as if they were a curious bee, following their honey on its journey. Have word mats to support them and the stages above to support their stages.	<p>Honey Host country Beehive Factory Drum Beeswax Evaporates Cap</p>
<u>Year 1 children</u>	<u>Year 2 children</u>							
In mixed ability pairs, chn to have a piece of A3 paper. Chn to have images of the journey that the honey takes from the hive to your home. Chn to cut out the images and put them in order from beginning to end. EXT – to write what happens at each step e.g. <i>bees make honey in their hives.</i>	LA chn to have a piece of A3 paper. Chn to have images of the journey that the honey takes from the hive to your home. Chn to cut out the images and put them in order from beginning to end.  MA and HA Chn to write a diary entry as if they were a curious bee, following their honey on its journey. Have word mats to support them and the stages above to support their stages.							
GT2	1.14 to be able to communicate their geographical knowledge and	Use simple locational and directional language to describe	Recap on their previous lesson of the journey of honey from the hive into their homes.	<p>IWB Google Earth Images of the Monarch butterfly</p>				

	understanding in a variety of ways.	the migration of the Monarch butterfly.	<p>Discuss they are going to learning about a different journey now.</p> <p>Watch the following clip</p> <p><a href="https://www.youtube.com/watch?v=1b87rwtXGzA">https://www.youtube.com/watch?v=1b87rwtXGzA</a> to discuss what the Monarch Butterfly is.</p> <p><b>Activity 1</b></p> <table><tr><th>Year 1 children</th><th>Year 2 children</th></tr><tr><td>Chn to have different images of a butterfly’s life cycle. LA – to stick images in a circle with arrows and correct labels. MA and HA – to stick images in a circle and write a simple sentences for each one.</td><td>Chn to have different images of a butterfly’s life cycle. LA – to stick images in a circle with arrows and correct labels.  MA and HA To draw the life cycle of a butterfly with sentences to explain each cycle.</td></tr></table> <p>Allow 20-25 minutes to complete.</p> <p>Now watch the following clip from 13 minutes in</p> <p><a href="https://www.youtube.com/watch?v=v4eKxyawNcQ">https://www.youtube.com/watch?v=v4eKxyawNcQ</a></p> <p>Discuss why they migrate – temperature a food. Have a world map on the board and discuss the different continents</p> <p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Focus now no the America’s. Draw an image of a butterfly in the northern part of North America and trail their journey south to Mexico. Why do they do here do you think? Make reference to the equator and the temperature changes. Why do they do back?</p> <p><b>Activity 2</b></p> <p>Chn to have a world map to stick into their books. Write the names of North and South America on the map and</p>	Year 1 children	Year 2 children	Chn to have different images of a butterfly’s life cycle. LA – to stick images in a circle with arrows and correct labels. MA and HA – to stick images in a circle and write a simple sentences for each one.	Chn to have different images of a butterfly’s life cycle. LA – to stick images in a circle with arrows and correct labels.  MA and HA To draw the life cycle of a butterfly with sentences to explain each cycle.	<p><b>World map</b></p> <hr/> <p><b>Youtube</b></p> <hr/> <p>Eggs Life cycle Caterpillar Chrysalis Butterfly Monarch Migrate Temperature Km Destination Distance</p>
Year 1 children	Year 2 children							
Chn to have different images of a butterfly’s life cycle. LA – to stick images in a circle with arrows and correct labels. MA and HA – to stick images in a circle and write a simple sentences for each one.	Chn to have different images of a butterfly’s life cycle. LA – to stick images in a circle with arrows and correct labels.  MA and HA To draw the life cycle of a butterfly with sentences to explain each cycle.							

			<p>then draw little butterflies to demonstrate their migration path.</p> <p>Year 1's Answer the following question: Why do Monarch Butterflies migrate?</p> <p>Year 2's Write an explanation of what their map shows including details e.g. <i>they travel over 4000km, the grandchildren of the original butterflies are usually the only ones to make it back to NA etc.</i></p>	
AT1	<p>1.04 to be able to comment on works of art</p> <p>1.01 know about some of the forms used by artists in their work.</p>	<p>Know about the different practices and disciplines of Van Gogh and make links between his and our learning.</p>	<p>Chn to discuss any artists that they are familiar with. Discuss that they are going to be focusing on one artist in particular that painted a very famous painting on a flower.</p> <p>Go through the PowerPoint on Vincent Van Gogh. Pose questions:  <i>Why is he famous?</i>  <i>Where was he from?</i>  <i>What style of art did he do?</i>  <i>What techniques do you think he used?</i></p> <p>Watch the following clip to get more information on Vincent Van Gogh  <a href="https://www.youtube.com/watch?v=qv8TANh8djl">https://www.youtube.com/watch?v=qv8TANh8djl</a></p> <p>Have the image of 'Sunflowers' up on the board. What do you like about it? What did he use to make this? Paint.</p> <p>What colours did he use? Is it just yellow? How could we make a darker yellow or lighter yellow when painting? Discuss with the class about different mixtures of colours to make different shades.</p> <p>Have some sunflowers for the children to look at and notice details of on the tables (if you can get them)</p> <p><b><u>Activity</u></b></p>	<p><b>IWB</b></p> <p><b>PowerPoint</b></p> <p><b>Aprons</b></p> <p><b>Paints – yellows, oranges, whites, blacks and browns.</b></p> <p><b>Actual sunflowers for them to look at for more detail</b></p> <p><b>Paint palettes</b></p> <p><b>Paint brushes</b></p> <hr/> <p>Sunflowers</p> <p>Texture</p> <p>Sketch</p> <p>Blending</p> <p>Mimic</p>

			<p>Chn to spend 10-15 minutes sketching out the painting 'Sunflowers' into their books using images to support them. Have a small image for them to stick in and a big one to look at more detail.</p> <p>After they have finished sketching, chn to put on aprons and start painting using the colours and techniques VVG used. CT to model this before they begin painting.</p>	
AT2	1.02 To be able to use a variety of materials and processes.	to develop a wide range of art techniques using colour, pattern, texture, line, shape, form and space	<p>Chn to recap on their artwork from last week – have some example of good pieces up on the board for the children to look at. Discuss that you cannot get art wrong – it is an expression.</p> <p>Discuss that lots of different artists use a range of different strategies to support them when painting/drawing etc.</p> <p>Have an image of half a butterfly up on the board – Explain that they are going to have half an image and there job is to sketch the other half, then adding detail.</p> <p>Model using a ruler to get the right measurements of the wing/body so it is as accurate as they can make it. Model symmetrical patterns and then discuss colours too to ensure that they don't just make up colours.</p> <p><b>Activity</b> Chn to have half an image of an insect (ant, butterfly or beetle) in their books. Using sharp pencils. Chn to sketch the other half and then using colouring pencils, add the additional detail.</p>	<p><b>IWB</b> <b>Images of insects</b> <b>Sharp pencils</b> <b>Colouring pencils</b></p>
GT3	1.04 know about the weather and climatic conditions in particular localities and how they affect the environment	Compare how seasonal and weather patterns in the UK and other parts of the world affect the things living there.	<p>Ask the questions: <b>What countries can you think of?</b> <b>Where in the world are they?</b> Have google Earth up on the board – <a href="https://www.google.co.uk/intl/en_uk/earth/">https://www.google.co.uk/intl/en_uk/earth/</a></p>	<p><b>IWB</b> <b>Google Earth</b> <b>PowerPoints (+print the pages from the PowerPoints for year 1)</b></p>

	and the lives of people living there.		<p>Discuss where the North Pole and South Pole is and the equator line. Ensure they are familiar with how the temperature is affected around the world at these points.</p> <p>How do you think this will affect the animals and plants living there?</p> <p>Have some different animals and plants up on the board for the children to identify – discuss where they are found in the world and why they are found there and are suited there.</p> <p>(palm trees, polar bears, cacao tree, cheetah, elephant grass, kangaroo, bluebells and squirrels)</p> <p>Go through the PowerPoints on animals and plants around the world. Discuss where they are in context with the North and South pole and the equator.</p> <table><tr><th>Year 1 children</th><th>Year 2 children</th></tr><tr><td><p>Chn to divide their page in half and on one side have hot climates and the other cold climates.</p><p>Chn to stick images of different plants and animals that they find in the different climates</p><p>EXT –</p><p>Why do _____ live in hot climates?</p><p>Why do _____ live in cold climates?</p></td><td><p>LA</p><p>Chn to divide their page in half and on one side have hot climates and the other cold climates.</p><p>Chn to stick images of different plants and animals that they find in the different climates</p><p>MA and HA</p><p>To have a world map for them to stick in the middle of their books for a double page spread.</p><p>Then to identify different parts of the world, what</p></td></tr></table>	Year 1 children	Year 2 children	<p>Chn to divide their page in half and on one side have hot climates and the other cold climates.</p> <p>Chn to stick images of different plants and animals that they find in the different climates</p> <p>EXT –</p> <p>Why do _____ live in hot climates?</p> <p>Why do _____ live in cold climates?</p>	<p>LA</p> <p>Chn to divide their page in half and on one side have hot climates and the other cold climates.</p> <p>Chn to stick images of different plants and animals that they find in the different climates</p> <p>MA and HA</p> <p>To have a world map for them to stick in the middle of their books for a double page spread.</p> <p>Then to identify different parts of the world, what</p>	<p>Images of plants and animals from around the world</p> <p>World map</p> <hr/> <p>Climate</p> <p>Weather</p> <p>Seasonal</p> <p>Equator</p> <p>North and south pole</p> <p>Temperature</p> <p>Affects</p>
Year 1 children	Year 2 children							
<p>Chn to divide their page in half and on one side have hot climates and the other cold climates.</p> <p>Chn to stick images of different plants and animals that they find in the different climates</p> <p>EXT –</p> <p>Why do _____ live in hot climates?</p> <p>Why do _____ live in cold climates?</p>	<p>LA</p> <p>Chn to divide their page in half and on one side have hot climates and the other cold climates.</p> <p>Chn to stick images of different plants and animals that they find in the different climates</p> <p>MA and HA</p> <p>To have a world map for them to stick in the middle of their books for a double page spread.</p> <p>Then to identify different parts of the world, what</p>							

				plants and animals they would find there and how the climate affects them.	
Reflection			<p>Chn to have a quiz about different aspects of what they have learnt about over the last term – chn to complete the quiz on answer sheets for them to complete in mixed ability pairs.</p> <p>CT to then record their understanding and attainment on the science grids.</p>		<b>Quiz</b> <b>Answer sheets</b>