

Overall outcome:
Present video factfiles about our local environment (including school grounds). What have we found out about where we live? On maps, show what we found and where. How have we acted upon improving our environment for minibeasts?

Narrative hook

People: Beatrix Potter, scientist. Her sketchbooks and what she found out about fungi

Place: Our local environment, including our school grounds

Problem: Can we help to attract minibeasts (particularly bees) to our local area? Why is this important?

Possibilities: Talk about and recognise the importance of bees. Discuss their decline and act upon what we can do to attract them

Texts
Where my Wellies Take Me by Clare and Michael Morpurgo. Tree – Britta Teckentrup, Grandpa's Garden – Stella Fry What the Ladybird Heard – Julia Donaldson Beatrix Potter, Scientist – Lindsay Metcalf The Woolly Bear Caterpillar – Julia Donaldson

Vocabulary
Environment, life cycles, local, conditions, growth, common, wild, mini beasts, deciduous, evergreen, names of wild flowers we see

Key subjects
Science, Geography, Music, D.T, Art

Transformative and/or diverse individuals
Beatrix Potter – scientist
Edward Meyrick – local entomologist

Class 1 Term 4 2022
Term focus: Are the little things in life as important as the big things?
How do minibeasts, plants and trees help us and each other?

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

Geography – Welly Wednesdays: create local maps, recognise human and physical features

History – Find out about the life of Beatrix Potter as a scientist. How does her work inspire us?

Art – Beatrix Potter - sketchbooks

Music – Minibeast music: sing songs and play music with a minibeast rhythm. Perform rhythms on tuned percussion.

Science – Return to Ramsbury Estates to recognise the differences in the environment since our last visit.
Welly Wednesdays – learning to name and recognise wildflowers. Learn to name the parts of flowers.
Learn about the importance of bees and what we can do to help them.

D.T – food. Design and make a fruit pizza using a specific criteria.

Role Play: Map skills for What the Ladybird Heard

Reading Area- Fiction: To read and share numerous fiction books about growing flowers and minibeasts
Non-Fiction: wildlife, minibeasts, flowers

Music - Keeping to the beat, playing rhythms

Reception – Make observations of animals and plants and explain why some things occur, and talk about some changes.

Year 2 - Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Year 3 - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Year 5 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

How to care for, respect and appreciate the smallest of creatures.

To know that mini beasts also help us in return, despite being so small.

To plant and care for plants and a garden that we can enjoy, but will also support and nurture caterpillars and other mini-beasts.

To know the value of planting trees and how important they are to life (Earth).

Knowing how we can do our part in helping bees and understand why this is important.

Visit to Ramsbury Estate – How has the environment and our adopted tree changed?

To ask a local Bee Keeper to share their knowledge of Bee Keeping and Honey with the children. (Questions/Answer session).

To visit the local nature reserve and to take part in a bug watch. The children will record findings, map the route and understand the importance of the local nature reserve

Butterfly Conservation Trust project 'Munching Caterpillars' (South West Focus)
<https://munchingcaterpillars.org/resources/>

Woodland Trust – Planting Trees Locally
<https://www.woodlandtrust.org.uk/support-us/act-your-school/plant-trees-with-your-school/>