



Learning Objective	Success criteria	Input	Independent work	Plenary	Resources
LO: To understand a bee's habitat	<ul style="list-style-type: none"> <li>• I can explain where a honeybee lives</li> <li>• I can think of questions to ask the beekeeper.</li> <li>• I can recall a fact I have learnt from the beekeeper.</li> </ul>	<p>Ask the chn 'where do they think bees live?' and discuss what they already know about this on a mind map. Explain to the chn that a special visitor is going to come into school and we can ask them some questions about honeybees, their habitat and caring for them. Chn to record some questions they would like to ask the beekeeper and write their favourite one on their whiteboard.</p>	<p>Visit with beekeeper and hive. Beekeeper to answer children's questions and show the children what the beehive looks like.</p>	<p>Chn to add the fact they have learnt to their mind map of bee facts.</p>	<p>Large sugar paper for bee facts Whiteboards and pens</p>
LO: To study the geography of the school, its grounds and the local environment.	<ul style="list-style-type: none"> <li>• I can read a map</li> <li>• I can read the key on a map</li> <li>• I can use a map to navigate from one area to the other in my local area.</li> <li>• I can think carefully about the local environment and where bee friendly</li> </ul>	<p>Explain to the chn that today we are going to do some fieldwork and begin to think about the geography of the school, its grounds and the surrounding local environment. This will then help us think about where we can suggest to plant some more bee friendly plants. First we need to look at some aerial maps of the local area and try to locate different parts that we recognise. Then we need to think about if we can go and look at these parts and mark on where we think bee friendly plants could go.</p>	<p>Chn in small groups to have print outs of the aerial maps and are to go to locate different areas marking on the map with an 'X' where they think plants could go.</p>	<p>Chn to share maps with other groups to see if they had similar ideas about where the bee plants could be placed.</p>	<p>Clipboards Aerial map of the school grounds and local area</p>



	plants could be placed.				
LO: To devise a simple map and construct basic symbols in a key.	<ul style="list-style-type: none"><li>• I can think of symbols to use for my map.</li><li>• I can create a key.</li><li>• I can think carefully about distance between key features on the map.</li><li>• I can add in where the bee plants can be found.</li></ul>	What did we do last lesson? Explain to the chn that today we are going to create our own 'bee friendly map' for the bees and for anyone that might want to know where to go to spot some bee friendly plants. We need to think carefully about the symbols we might use for these and also what we need to add.	Chn to be either using a map outline based on the aerial maps from last lesson or can create their own but of a smaller area such as the school grounds or the school outside area only. Chn to be adding their own symbols to the map and key to explain the local environment or school grounds in better detail.	Chn to swap their map with their partner. Can their partner explain where certain things are from looking at the map and key?	Map outlines or plain paper