



MINI ADVENTURE CONTEXT PLAN

ADVENTURERS 2020-2021 SUMMER TERM

HOW TO BEE



Key Texts	Key Inspiration
 <p>How to Bee by Bren MacDibble, The Honeybee and the Robber by Eric Carle, The Beeman by Laurie Krebs and Valeria Cis and The Very Greedy Bee by Steve Smallman</p>	 <p>Arranging to liaise with the Alnwick District BeeKeepers Association to support our research into the importance of bees and how we can go about making our outdoor garden bee friendly. We will write to the FSFA with our plan and appeal for some funding.</p>

Writing	
To write with purpose, To use imaginative description	
Big questions:	Can you analyse persuasive techniques in writing? Can you apply persuasive techniques in your writing to encourage parties to fund our garden? Can you write labels/sentences to explain parts of a plant and bee (using 'so' or 'to')? Can you describe the actions of a bee/plant growth in a fiction story? Can you form all of your letters with the correct orientation and begin to join them?
Contexts for learning	Name and identify a range of plants suitable for attracting bees to our garden. Preparing a presentation to our HT, Governors/FSFA to apply for funding for our school garden. Reading fiction stories that can teach us about bee activity. Use of new PenPals handwriting scheme for all pupils.
Key Vocabulary	<i>Persuade, audience, convince, openers, label</i>

Reading	
To read accurately, To understand texts	
Big questions:	Can you discuss why Bren MacDibble wrote this book? Can you predict what will happen in the book based on the cover/title/chapter titles? Can relate to Peony? What are your dreams? Can you explain why Peony acts in the way she does? Can you read familiar texts with some fluency? How well can you use your phonic knowledge and the context of what you are reading to decode new words?
Contexts for learning	Sharing the class text, How to Bee, as part of our daily work in literacy/reading time - discussing events, making predictions based on our understanding of the characters, understanding how the characters feel, , making links to other stories we have read. Using information from fiction and non-fiction books to understand the work that bees do and their significance Researching the needs of different plants Researching bees
Key Vocabulary	Title, chapter, significance, narrative, fiction, non-fiction

PSHE	
Mental wellbeing, Caring Friendships	
Big questions:	Can you share your understanding of fairness? Can you understand how you feel or how you show your feelings when something is unfair/upsetting? Can you suggest how we show how we are feeling? Can you suggest how you would help someone who was feeling sad/worried? Is it OK to feel sad/cross/worried?
Contexts for learning	Regularly responding to the emotions of the character in the text and how she is feeling/being treated. Opportunities to look at different scenarios/role play our different emotions
Key Vocabulary	Emotions, OK, manage, support, care, positive, negative Share , explain, suggest



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Computing	
To control	
Big Questions:	Can you program the Bee Bot to move in four different directions? Can you write an algorithm to help your BeeBot complete a track? Can you record your algorithms using symbols or words? Can you debug Mr P's coding errors to help the Bee Bot make it to its destination?
Contexts for learning	Use of Bee Bots Online to simulate the use of Bee Bots. Use of school Bee Bots and programming them to move around different mats. Debugging Mr P's problematic codes.
Key Vocabulary	Algorithm, coding, debugging, program, forwards, backwards, clockwise, anticlockwise, turn, cancel, clear, function

Art and Design	
Master techniques - Drawing	
Big Questions:	Can you make observational drawings of plants to be used in the class garden centre? Can you draw the plants that would attract bees in a plan of a 'bee-garden'? Can you make detailed drawings of bees - showing all of their key parts?
Contexts for learning	Nature trails around the school grounds to find examples of garden and wild flowers. Contact with the ADBKA for suggestions of which flowers to focus on.
Key Vocabulary	Study, observe, shade, faint, common 2d shapes, curve, line

Physical Education/Music	
Dance/To appreciate music	
Big Questions:	Can you move your body in time with the music on Mr P's 'Be a Bee' playlist? Can you discuss the music's tempo, pitch and timbre and imitate these with your movements? Can you balance and hold the shape of different flowers? Can you cooperate and communicate with partners with minimal/no spoken language? Can you create patterns and sequences of movements in time with the music?
Contexts for learning	Moving and responding to the music - imitating bees and flowers through pollination and germination.
Key Vocabulary	Perform, partner, mirror, communicate, collaborate, respond, space, control, travel, zig-zag, waggle, temp, timbre, pitch

Religious Education	
To understand beliefs	
Big Questions:	Can you discuss objects found on a puja tray during Hindu prayer and explain their significance? Can you identify similarities and differences between the way Christians and Hindus pray? Can you describe the Mandir and its importance to Hindus and how they live their lives?
Contexts for learning:	Use of BBC bitesize clips to see inside Hindu places of worship Use of the library services artefact boxes to see and handle authentic Hindu religious objects.
Key Vocabulary	Hinud, Hinduism, puja, incense, shrine, Mandir, worship, prayer, God, reverence, peace, aum

Science	
To understand plants and animals	
Big Questions:	Can you explain how a bee is perfectly suited to pollinate effectively? Can you argue why bees are so important to us and the world we live in? Can you identify parts of a plant and know the parts of plants we can eat? Can you develop your knowledge of common garden flowers and keep records of those you see?
Contexts for learning:	Labelling bee diagrams Performing as bees during dance sessions Cooking with a range of root, stem, leaf and flowers. Planting a range of vegetables Making pocket nature books
Key Vocabulary	Bee - Antennae, mandible, compound eye, thorax, wing, abdomen, pollen pouch, drone, worker, Queen. Flower - germination, root, stem, leaf, flower, pollen, nectar

Maths	
To use measures, To add and subtract	
Big Questions:	Can you be accurate when measuring using non-standard and standard units? Can you work out how much your plants have grown each week by finding the difference? Can you add multiple lengths together to get a total?
Contexts for learning	Practical measuring skills to learn how to use rulers properly. Monitoring plants to see how much they have grown over time. Plotting the best route for a bee to get to as many flowers as possible.
Key Vocabulary	Measure, accurate, estimate, standard, non-standard, ruler, metre, centimetre, millimetre



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