



WE ARE SCIENTISTS

Class: Apples Teacher: K Burrow Term and Year: Summer 2025

PRIMARY PROVOCATION

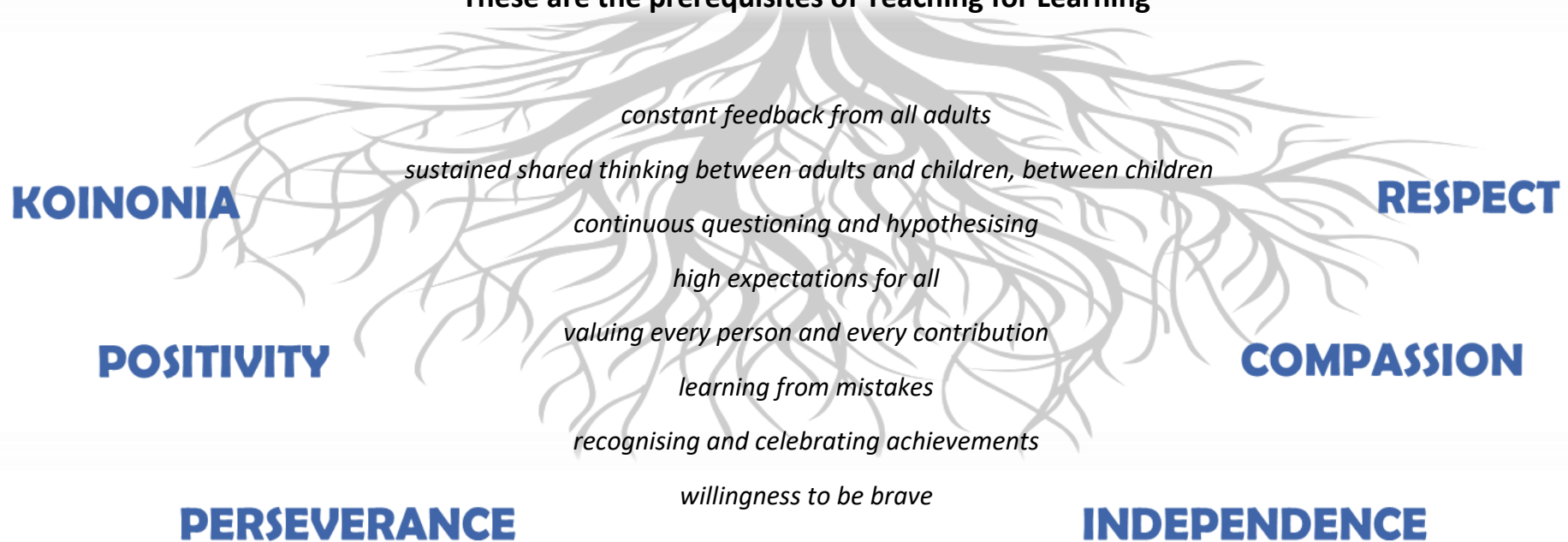
'We don't need minibeasts!'



- **What are the different types of minibeast?**
- **How do they grow and change, where do they live, what do they eat?**
- **What role do minibeasts have and why are some particularly important?**
- **Which plants can we grow to attract bees and butterflies?**

THE ROOTS OF TEACHING FOR LEARNING

These are the prerequisites of Teaching for Learning



Teaching for Learning is rooted in our values. In WE ARE SCIENTISTS we are focusing on the following values.

PERSEVERANCE

Children will learn to grapple with problems and persevere to find a solution. They will know that mistakes are part of learning and that solving a problem is more important than the outcome. They will adopt an attitude of “don’t give up.”

INDEPENDENCE

Children will be encouraged to think for themselves when tackling problems, deciding on resources and actions and in creating opinions. They will be supported to learn new skills and gently encouraged to attempt them for themselves, such as dressing, finding activities and resources and planning an activity.

THE TRUNK OF TEACHING FOR LEARNING

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
<p>SCIENCE OBJECTIVES</p> <p>To know about similarities and differences in relation to places, objects, materials and living things</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Specific knowledge will include the seasons changing from spring to summer, minibeasts and their life cycles, the importance of some minibeasts to farming, how even 'pests' have a role in nature and the effects humans have on habitats.</p> <p>DT OBJECTIVES</p> <p>Materials</p> <ul style="list-style-type: none"> Different types of media and materials and how they can be used – paper, card, junk, feathers, pom poms and various collage materials <p>Construction</p> <ul style="list-style-type: none"> Identify different construction kits such as Lego, Clix, Mobilo and how to fit pieces together. Different ways to join construction materials (eg glue, tape) 	<ul style="list-style-type: none"> transfer of knowledge revisiting learning vocab identification identifying purpose of learning classroom organisation subject knowledge <p>Introduce different types of minibeast by naming them.</p> <p>Order caterpillars stick insects and lady bird larvae for observation.</p> <p>Provide resources for the collection of other minibeasts such as a wormery, pooters and lidded trays.</p> <p>Provide resources for investigation such as magnifying glasses.</p> <p>Set up a library of fiction and non-fiction books.</p> <p>Set up related core provision such as Incy Wincy in the water tray with water pipes, desert minibeasts in the sand tray, garden centre, planting activities, role play Tropical World area.</p> <p>Invite a farmer/gardener to video an input about the importance of some minibeasts and the impact of humans – positive and negative.</p>	<p>following routines</p> <p>active listening</p> <p>being prepared and organised</p> <p>ready for learning</p> <p>engaged in the process</p> <p>commitment to the learning</p> <p>Mind map a list of minibeasts and express opinions on them.</p> <p>Discuss what is a pest and what is useful?</p> <p>Observe the growth of the minibeasts in the classroom and engage in collecting others from the outdoor area, researching and making homes.</p> <p>Make detailed observations of minibeasts and of their change over time.</p> <p>Find out which plants encourage minibeasts to their garden and plant some of them in outdoor area.</p> <p>Make a minibeast hotel.</p>

SCIENCE VOCABULARY

Minibeasts, life cycle, egg, larvae, change
Body, legs, wings, sting, eyes, antennae
Plants and growing – seed, root, shoot, leaf, stem, bud,
flower.
Explore, try, test, observe
Challenge, question
Think, know, remember, forget, idea, make sense, plan,
learn, find out
Predict
What else?
Why?
How?
I wonder...

DT VOCABULARY

- materials – card, paper, wood, metal, fabric
- tools – scissors, glue sticks, stapler, rolling pin, clay moulding tools
- shaping techniques – cut, fold, roll, bend, twist
- joining techniques – stick, tape, glue, staple
- texture – rough, smooth, bumpy, soft, hard
- function – stiff, flexible, move
- design, ideas, plan, test, change

GROWING

The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills.

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
<p>What are minibeasts?</p> <p>SCIENCE OBJECTIVES</p> <p>To know about similarities and differences in relation to places, objects, materials and living things</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Specific knowledge relating to insects, spiders, slugs and snails etc including observations of their body parts.</p> <p>VOCABULARY Body, legs, wings, antennae, eyes Why? How? I wonder...</p>	<ul style="list-style-type: none"> • Read stories including the different beasts. • Look at non-fiction books and use the internet to discover more about them, eg why they have 6 legs, what the antennae do. • Provide actual minibeasts to observe and the resources such as habitats, magnifying glasses, food. • Ordered are caterpillars, baby stick insects and lady bird larvae – provide opportunities every day to make and record observations of change. • Allow the children to hunt for other minibeasts to observe in their habitat and bring back to the classroom eg, woodlice, worms, snails • Provide word mats for recording • Develop small world resources for further exploration 	<ul style="list-style-type: none"> • Search for and identify different minibeasts studying them closely • Observe the beasts in class daily, commenting on appearance and changes • Create representations of minibeasts using materials in the workshop • Role play being minibeasts hunters • Create small world environments • Role play ‘Tropical World’ centre with shop • Investigate the differences between minibeasts in different environments

DT OBJECTIVES

Materials

- Different types of media and materials and how they can be used – paper, card, junk, feathers, pom poms and various collage materials

VOCABULARY

- materials – card, paper, wood, metal, fabric
- tools – scissors, glue sticks, stapler, rolling pin, clay moulding tools
- shaping techniques – cut, fold, roll, bend, twist

How do minibeasts grow?

SCIENCE OBJECTIVES

To know about similarities and differences in relation to places, objects, materials and living things

To talk about the features of their own immediate environment and how environments might vary from one another.

To make observations of animals and plants and explain why some things occur and talk about changes.

Specific knowledge will include growing and life cycles

Vocabulary

Egg, larvae, legs, wings, chrysalis

Grow, feed, emerge

Challenge, question

Think, know, remember, forget, idea, make sense, plan, learn, find out

Predict

What else?

Why?

How?

I wonder...

- Provide a selection of larvae to keep in class to observe
- Provide time each day to examine and look for changes
- Provide writing frames and word mats to record their findings

- Observe and record changes
- Create models and representations of the different stages eg. caterpillar

What do minibeasts need to survive?

SCIENCE OBJECTIVES

To know about similarities and differences in relation to living things

To make observations of animals (humans) and explain why some things occur and talk about changes.

Specific knowledge will include growing plants to support a minibeast area and investigating what minibeasts eat – useful plants or other minibeasts

VOCABULARY

Flower, nectar, fruit, prey, predator – related vocab

Dark/light, wet/dry, rough/smooth

Explore, try, test

Challenge, question

Think, know, remember, forget, idea, make sense, plan, learn, find out

Predict

What else?

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I wonder...

DT OBJECTIVES

Materials

- Different types of media and materials and how they can be used – paper, card, junk, feathers, pom poms and various collage materials

Construction

- Investigate with the children which plants and flowers encourage minibeasts to the garden
- Set up tests to find which are most popular, including other nutrients such as rotting fruit and sugar water.
- Set up tests discovering preferred habitats eg slugs, snails and woodlice in dark/light, damp/dry, rough/ smooth
- Find examples of minibeast hotels
- Support in planning a class hotel and designing/making their own
- Create minibeast feeding stations
- Plant minibeast friendly plants
- Investigate and observe what minibeasts like to eat and their preferred habitats
- Design and collect resources for class minibeast hotel
- Design and set up a feeding station
- Observe visitors to outdoor area, school garden, field
- Use this information to design their own minibeast hotel or feeding station to take home
- Collect resources and construct, alter, adapt and test
- Role play minibeast life
- Role play being a keeper at Tropical world
- Role play being an entomologist
- Small world habitats for different types of minibeasts including those from jungle/rainforest/desert

- Identify different construction kits such as Lego, Clix, Mobilo and how to fit pieces together.
- Different ways to join construction materials (eg glue, tape)

VOCABULARY

- materials – card, paper, wood, metal, fabric
- tools – scissors, glue sticks, stapler, rolling pin, clay moulding tools
- shaping techniques – cut, fold, roll, bend, twist
- design, ideas, plan, test, change

Why are minibeasts important?

SCIENCE OBJECTIVES

To know about similarities and differences in relation to living things

To make observations of animals and explain why some things occur and talk about changes.

Specific knowledge will include how they help farmers and the environment through pollination, soil quality, clearing up rotting vegetation and wood, population control of pesky species

VOCABULARY

Feed, pollinate, rot, mix, soil, grow, fertilise
Farm, environment

DT OBJECTIVES

Food and Nutrition

- Begin to identify different food groups
- Understand the changes which can be made by preparing and cooking
- Know how to work safely and hygienically (wash hands and clean surfaces)

VOCABULARY

- food – wash, cut, chop, peel, mix, cook

- Invite a farmer to talk about how eg bees and worms help on the farm
- Observe a wormery
- Set up various cooking activities related to minibeasts eg. Fruit salad for us and for the butterflies, spider and fly biscuits, edible flowers, bread making/honey sandwiches
- Investigate bee charities and what we can do to help

- Understand that many minibeasts are essential in the natural world
- Observe rotting fruit and wood
- Observe how worms mix the soil
- Role play being a farmer
- Small world farms
- Engage with bee charities and plan ideas to fundraise

BLOSSOMING

The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them.

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DT OBJECTIVES

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How do minibeasts grow?

SCIENCE OBJECTIVES

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Vocabulary

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Challenge, question

Think, know, remember, forget, idea, make sense, plan, learn, find out

Predict

What else?

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I wonder...

- Provide examples of minibeasts to observe – caterpillars, ladybirds and stick insects
- Provide books, writing frames and word mats to aid recording
- Ensure time dedicated to close observation and sustained shared thinking
- Scaffold making links to other minibeasts and their life cycles

- Making close observations and recording over time
- Engage in sustained shared thinking
- Enjoy books and stories eg Hungry caterpillar and begin to write their own
- AWE AND WONDER!

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Construction

- Scaffold observing in the outdoor areas
- Set up scientific investigations into preferred food and environment
- Engage in sustained shared thinking
- Question “why?” and encourage deeper thought about where to find minibeasts by making links in their learning

- Investigate, test and question what a variety of minibeasts prefer to eat and where they like to live – think about questions such as why a slug prefers moist areas
- Begin to have opinions on whether some minibeasts really are pests eg. A wasp eats rotten fruit and wood, a spider eats flies
- Design and make minibeast hotels or feeding stations – test and have opinions on what worked and how they can adapt, take this learning into their own play where they can use core provision to make further constructions based on learning
- Make links to the visitors they might see at home and relate observations
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- Identify different construction kits such as Lego, Clix, Mobilo and how to fit pieces together.
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VOCABULARY

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- Scaffold understanding of the role each creature has in nature
- Engage in sustained shared thinking about these roles, why some are more important than others
- Provide opportunities to sample some of the products sustained by minibeasts through cooking eg. Potatoes, fruits, honey

- Question what is useful and what is a pest – can minibeasts be both?
- Through role play and visits understand how farmers rely on some minibeasts for crops
- Prepare, cook and sample some products – express opinions on textures, changes, flavours
- Role play farming
- Small world farming
- Role play cooking

FLOURISHING

The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, 'show off' with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation.

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
	<p>affirmation challenge active listening observing checking understanding</p> <p>By using the resources available adults will be able to engage in sustained shared thinking with the children to refine and develop their ideas of how to demonstrate their knowledge.</p> <p>The children will be encouraged to link observations about life cycles and needs to designs for minibeast hotels</p>	<p>formative mistakes justifying reasoning demonstrating choosing and explaining reviewing and reflecting</p> <p>The children will use their knowledge to express opinions about different types of minibeast.</p> <p>They will use the knowledge gained to help when designing and building hotels and feeding stations, explaining why they have incorporated different aspects.</p> <p>They will express opinions on when a minibeast is a pest and when it is useful and develop a respect for all creatures.</p>



WE ARE EXPLORERS

Class: Apples Teacher: Miss Burrow Term/Year: Summer 2025

FINAL FLOURISH



The children will design and make their own minibeast hotel.

