

**TOPIC OVERVIEW:** Grab your coat and pooter – we’re going out and about on a minibeast hunt. Sweep your nets in ponds and lift up logs to see who’s home. Then set up a minibeast laboratory and observe their every move. Add notes and labels and ask research questions, just like a real entomologist. Learn about bees and worms and butterflies too. Can you make a food chain to show who eats who? Carry out investigations to find out more, like how far a snail travels in a day and how a spider catches its prey. Then animate to show how your favourite bug transforms from one form to another, perhaps a caterpillar to a butterfly or a maggot to a fly. On your belly, legs at the ready, it’s time to wriggle and crawl.

**Introduction to topic: Conduct a bug hunt**

## GEOGRAPHY

### LEARNING OBJECTIVES:

#### Geographical skills and fieldwork :

- Sketch maps, plans and graphs
- Use fieldwork to observe, measure, record and present features of the local area
- Use digital technologies to observe, measure, record and present geographical features

Lesson objectives:	WALT and Activity	Possible resource
<b>GEOGRAPHY Session 1:</b> Objective <ul style="list-style-type: none"> <li>• Sketch maps, plans and graphs</li> <li>• Use fieldwork to observe, measure, record and present features of the local area</li> </ul>	<b>WALT:</b> Create a sketch map and identify different micro habitats  <b>ACTIVITY:</b> View aerial images of the local area and discuss what included in a sketch map. Produce a sketch map of the school grounds that includes a key and use this map to identify the location of different microhabitats while on a bug hunt. Identify different insects and relate to geographical features of the various habitats.	
<b>GEOGRAPHY Session 2:</b> Objective <ul style="list-style-type: none"> <li>• Use digital technologies to observe, measure, record and present geographical features</li> </ul>	<b>WALT:</b> Locate and describe countries around the world in which different insects are found  <b>ACTIVITY:</b> Discuss a range of minibeasts from around the world and the places they can be found in relation to geographical differences and conditions, using digital technology to view them. Discuss where they may come from based on their appearance and adaptations. Children will then use fact sheets provided to identify information about a range of bugs. The location of these bugs will then be recorded on a world map with the aid of mapping tools.	
<b>GEOGRAPHY Session 3:</b> Objective <ul style="list-style-type: none"> <li>• Use digital technologies to observe, measure, record and present geographical features</li> </ul>	<b>WALT:</b> Understand the geography of different habitats  <b>ACTIVITY:</b> Discuss the distribution of insects across the world. Examine different habitats and how they relate to an insect’s needs. Children will be given pictures of different insects and record their country of origin and facts about the habitat they live in and the geographical features of each country.	
<b>GEOGRAPHY Session 4:</b> Objective <ul style="list-style-type: none"> <li>• Use digital technologies to observe, measure, record and present geographical features</li> </ul>	<b>WALT:</b> Understand the importance of insects to different populations  <b>ACTIVITY:</b> Discuss the spread of insects around the world in relation to human population and link to food consumption. Investigate how people in many countries consume insects as part of their diet. Provide children with information profiles about people from different countries and cultures. Children will read these to fill in information sheets about each person, including the insects they eat, why and	

	which country they come from. Children then locate each country on a world map, followed by researching the insects that reside in each country.	
<b>ART</b>		
<b>LEARNING OBJECTIVES:</b> <b>ART</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>		<b>DT</b> <b>Design:</b> <ul style="list-style-type: none"> <li>Generated, develop and model to communicate own design ideas</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>Use a wide range of tools for cutting, shaping, joining and finishing</li> </ul> <b>Evaluate:</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul> <b>Technical knowledge:</b> <ul style="list-style-type: none"> <li>understanding how to strengthen, stiffen and reinforce structures</li> </ul>
<b>Lesson objectives:</b>	<b>WALT and Activity</b>	<b>Possible resource</b>
<b>ART Session 1:</b> Objective <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<b>WALT:</b> Use our design skills to plan and create a home for a mini beast	
	<b>ACTIVITY:</b> Discuss the habitats and needs of different mini beasts, before considering different materials that could be used to make a home for a selected beast. Children will create their own criteria with regard what is required and then plan their mini beast hotel. Use a range of materials and methods to waterproof and reinforce their structures.	
<b>ART Session 2:</b> Objective <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<b>WALT:</b> Consider and use different materials to create a model	
	<b>ACTIVITY:</b> Provide children with images of different animals, asking them to identify the features of each that they find visually interesting. Children will then design and create their fantasy beasts in 3-D, using the techniques of stitching, bonding, cutting and joining. Choose from a range of textile and sculptural materials, including soft wire, net, beads, hessian, felt and other mixed media to construct their detailed design. Children will be encouraged to think about the physical properties and characteristics of different materials, choosing those which best suit the physical properties of their minibeast. Explore translucency, reflectivity, weight, strength, texture, rigidity, elasticity and flexibility.	
<b>DT Session 1:</b> Objective: <ul style="list-style-type: none"> <li>Generated, develop and model to communicate own design ideas</li> <li>Use a wide range of tools for cutting, shaping, joining and finishing</li> <li>investigate and analyse a range of existing products</li> <li>understanding how to strengthen, stiffen and reinforce structures</li> </ul>	<b>WALT:</b> Include detail in observational drawings	
	<b>ACTIVITY:</b> Look at a range of Charles Darwin's highly detailed drawings of insects and creatures, made during his investigations. Talk about the visual elements evident in Darwin's work, including his use of line, colour, value texture and form to create realistic and detailed drawings. After looking at Darwin's work, choose a deadly minibeast to draw, with close attention to detail, adding tone and texture using pencil, or colour using watercolour paint. Encourage children to lightly sketch out their drawings before adding drawn detail or paint.	
<b>DT Session 2:</b> Objective <ul style="list-style-type: none"> <li>Generated, develop and model to communicate own design ideas</li> <li>Use a wide range of tools for cutting, shaping, joining and finishing</li> <li>investigate and analyse a range of existing products</li> </ul>	<b>WALT:</b> Plan and create a collage with a range of different media <span style="color: red;">2 Lessons</span>	
	<b>ACTIVITY:</b> Create a mixed media collage on the theme insect life cycles. Use printed images, photographs, rubber stamps, newspaper, ink washes, water colour, and experiment with enlarging, photocopying, repetition, scale and colour to create an original piece where each stage of a minibeast's life cycle is represented.	



<ul style="list-style-type: none"><li>• understanding how to strengthen, stiffen and reinforce structures</li></ul>		
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