

Timing: 1 to 2 hours

What is a pollinator?

level: EYFS/KS1



Differentiation by (outcome/task/teacher input)

Learning objectives

Children should learn:

- * Names of common pollinators like bees, butterflies and flies.
- * The importance of pollination to plants and their lifecycles.

Resources

Bee picture book (see suggested list below):

- * clipboards.
- * pencils.
- * pollinator scavenger hunt worksheets.

National Curriculum links

EYFS

Knowledge and understanding of the world.

KS1 Science

Yr1: Identify and name a variety of common animals:

- * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- * Identify and describe the basic structure of a variety of common flowering plants, including trees.

Previous knowledge expected from students

Some knowledge of plants and flowers.

Key words/concepts

Pollinator, flower, pollen, pollination.

Aims

- * To learn that pollination is the movement of pollen from one flower to another.
- * To learn that pollinators are animals that carry pollen.
- * To learn that plants need to be pollinated to make seeds and fruit.



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Session activities (suggested order)

Activity 1

What is a pollinator? – PowerPoint presentation (15 to 20 minutes)

Key teaching points

- * Names of key pollinator species groups.
- * That many plants need pollinators to reproduce.
- * How we can help pollinators.

Assessment

Group questioning

Resources

What is a pollinator?
PowerPoint presentation

Activity 2

Bee story time reading (15 to 20 minutes)

Choose a book to read the class from those suggested below.

Key questions

- * Why do bees visit flowers?
- * What would happen if there were no bees?

Assessment

Group questioning

Resources

Story book

Activity 3

Pollinator scavenger hunt (15 to 30 minutes)

Best done on a sunny day from April to September

Take the class to a local pollinator hotspot – a garden with flower beds, a wildflower meadow or local park.

Use the scavenger hunt sheets to tick what they can find. As the children look for the items, encourage them to observe the pollinators closely. Ask questions like, “What kind of flower is the bee visiting?” or “What colour are the butterfly wings?”

After the hunt, gather the children together and discuss their findings. Talk about why pollinators are important for plants, trees, and the environment.

Assessment

Paired work – checking correct identification and filling in of worksheet.

Group discussion and questioning.

Resources

Pollinator scavenger hunt worksheets, clipboards, pencils.

Key health and safety points

- * Bees and wasps – no touching in case of stings and allergies.
- * Reminders over not eating plants/berries etc and keeping hands away from mouths when out and about.

Session activities continuation

Extension work

- * Create a finger puppet of a bumblebee or other pollinator – see the “Make a pollinator finger puppet” PowerPoint.
- * Plant pollination – look at trees and plants, think about whether they are wind or insect pollinated.
- * Growing flowers from seeds and plant lifecycles.

Story time suggested reading – bee picture books

- * Bees in the City, Andrea Cheng
- * Bee, Nature’s Tiny Miracle, Britta Teckentrup and Patricia Hegarty
- * The Last Honey Bee, Wayne Gerard Trotman
- * The Honeybee and the Robber, Eric Carle
- * Ant and Honey Bee: What a Pair!, Megan McDonald
- * The Bee Tree, Patricia Polacco