

Year 3 Progression map – The Bee Project		
National curriculum objectives:	Scope:	Coherence:
<ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Misconceptions:</p> <ul style="list-style-type: none"> • That all bees make honey • That honey is vomit • That only bees can make honey • That a bee is not a type of insect • That pupae and larvae are a different animal to an insect 	<p>HEP science lesson titles</p> <ol style="list-style-type: none"> 1. What is a bee? 2. What is inside a hive? 3. What do bees make? 4. How do bees communicate? 5. Who makes honey? 6. What is happening to bees? <p>Working scientifically skills used:</p> <ul style="list-style-type: none"> • Exploring, talking about, testing and developing ideas about everyday phenomena, modelling, observing changes over time, pattern-seeking, finding things out using secondary sources of information, comparative testing – crystallised honey, (Pupils can construct a bar chart) draw simple conclusions and use scientific language, evaluating and suggesting improvements 	<p>English:</p> <p>sentence starter, sentence frame (cloze), word wheel, research task (scaffolded)</p> <p>Key vocabulary:</p> <p>Abdomen, antennae, mandible, proboscis, stinger, thorax, venom, bee bread, cells, colonies, drone, hexagonal, larva, pupa, royal jelly, social bees, honey stomach, propolis, swarm, waggle dance, honeydew, solitary, sugarbag, beekeepers, insecticide</p> <p>Maths:</p> <p>Taking accurate measurements matching, sequencing, taking measurements, scale.</p> <p>Art:</p> <p>Scientific drawings/ diagrams, labelling, model-making,</p>
Builds on:	Future learning:	Further reading:
<p>Year 2: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animal and plants, and how they depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different</p> <p>Year 3: Plants, Animals including humans</p>	<ul style="list-style-type: none"> • Animals including humans (Y4) • Animals including humans (Y5) • Animals including humans (Y6) • Living things and their habitats (Y4) • Living things and their habitats (Y5) • Living things and their habitats (Y6) 	<p>Bees - National Geographic Kids' Readers (Level 2), by Laura Marsh</p> <p>The Bee Book, by Charlotte Milner</p>