



**Staff Name:**  
**Zone:** Beekeeping  
**Ability Range:** NC Level 1-4  
**Target Group:** EBD

**Date:**  
**Class:**  
**Lesson Reference:**  
 Week 1 "Physical Structure of Insects"

**Learning Objectives:**

- To examine the physical structure of insects.

**Learning Outcomes:**

- To be able to identify the different body parts of a honey bee.

**Challenge:** Students look at and examine pictures of a bee to learn the nine major parts of a bee and other insects. They will compare their own body parts to those of bees.

**Differentiation:** Support from teaching assistant, visual aids, access to the internet.

**AFL:** Refer to scheme of work

**Development of Skills/Cross Curricular Links:**

**LITERACY/COMMUNICATION**

Reinforcement of key words, development of discussions through describing tasks and group activities.

**ENTERPRISE**

Communication, team work, using initiative.

**PSHE**

Development of environmental awareness.

**STARTER ACTIVITY**

Show the students the different posters of the bees explaining the differences between honey bees, bumble bees and wasps.

<http://www.britishbee.org.uk/bees4kids/index.php> (pictures and overview of bees and insects)

<http://www.deanforestbeekeepers.co.uk/?module=Pages&func=display&pageid=11#honeybees> (pictures and overview of bees and insects)

**MAIN PART OF LESSON**

Allow students to look at some dead bees under the microscope/magnifying glass.

Get the students to talk about what they have observed from looking at the bees.

Get students to label the parts of the bee on the diagram provided. <http://www.britishbee.org.uk/bees4kids/index.php>

Ask them to compare and explain the differences between their own body parts and those of insects.

**PLENARY**

Ask the students what they have learned about insects, and bees in particular.

How do they relate the bees body parts that they have learnt about to their own body parts? How many legs did the bee have?

Do bees have arms? Point out that bees and humans both have a head, eyes, etc. Discuss the advantages and disadvantages to having wings.

**Extension Tasks**

Hand out colouring activity for students who have completed work. [http://www.britishbee.org.uk/bees4kids/schools\\_pack.php](http://www.britishbee.org.uk/bees4kids/schools_pack.php)

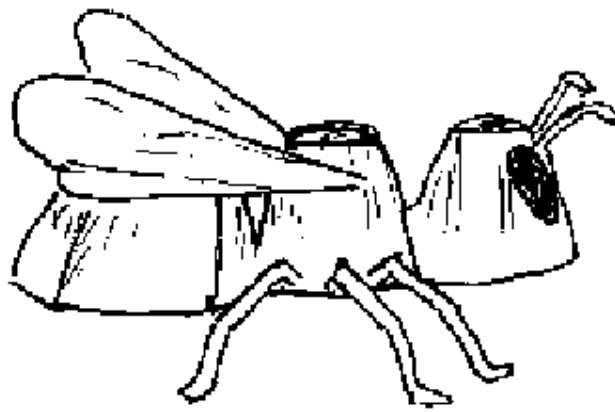
**Risk Assessment** Teacher in charge to ensure all correct and appropriate risk assessments are carried out to ensure the health and safety of all of the students.

**Disclaimer**

The template used to produce this document, is purely for guidance only and can be adapted to suit individual

requirements/standards/establishments .

|                     |  |
|---------------------|--|
| <b>VISUAL</b>       | Reference to use of pictures.                    |
| <b>AUDITORY</b>     | Direct teaching.<br>Explanation.                 |
| <b>KINAESTHETIC</b> | Looking at dead bees under the microscope.       |
| <b>SKILLS</b>       | Development of skills and knowledge.             |
| <b>SEN</b>          | Ref. to statements.<br>Behaviour/epilepsy plans. |
| <b>REWARDS</b>      | Links to school reward system.                   |



## **A model honeybee (for older children)**

Use a magnifying glass to look at a dead honeybee so you can see how it is made up. Alternatively you could find photographs of honeybees to look at.

If you look carefully you will see that the bees body has three parts, the head, thorax and abdomen. You can cut three sections from an egg box to represent these. If you feel that the abdomen is too short wrap and glue a piece of paper round to make it a little longer.

Paint the body using poster paint, and try to make the colours realistic.

Look for the large compound eyes on the bees head. Make them from circles of black paper or cloth and stick them in the right place on the head.

Make the wings from card, paper or something transparent. How many are there? Are they long or short compared with the body length? Are they veined? Where are they fixed?

Use pipe cleaners or wire plastic bag seals to make the legs and antennae. Where are they fixed? Are they straight? When the legs are bent the insects body is nearer to the ground which makes it more stable.

Making this bee should give you ideas for better designs. Try them out and tell us about them. You could also make a queen bee and some drones.