



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a fun, fact-filled adventure; diary writing; job applications; persuasive leaflets; dance and movement; food chains and habitats; joining a brave bee as she searches for a new home and her place in the world!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

- English: Reading Comprehension; Creative Writing; Writing to Entertain and Inform; Poetry
- Drama, Speaking and Listening
- Science
- Physical Education and Dance

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Predict what might happen from details stated and implied. - Draw inferences, such as inferring characters' feelings. - Identify how language and structure contribute to meaning. <p>Poetry</p> <ul style="list-style-type: none"> - Perform a poem, using expression, actions and instruments to convey meaning. - Write a bee-themed poem. <p>Physical Education</p> <ul style="list-style-type: none"> - Perform a bee dance using a range of movement patterns. <p>Science</p> <ul style="list-style-type: none"> - Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ol style="list-style-type: none"> 1. Look at page 2. What kind of things do you think Honey might learn at Bee School? Make a list. 2. Who might the 'spaceman' be? (page 6) 3. Honey 'tentatively' taps on the door? What does this mean? What might she be thinking and feeling? 4. Do you notice anything interesting about the page layout on page 26? How do the words and illustrations work together? 5. Why do you think Honey's antennae droop on page 38? What might she be thinking and feeling? 6. What does 'topple the monarchy' mean? How do you think Honey will get on looking after the Queen? (page 40) 7. What do you think the smell might be and why might the bees be panicking? (page 42) 8. Can you find out what the collective noun for a group of bees is called? Perhaps you could play a vocabulary game as a class and come up with new names for a group of bees? (<i>a sting of bees, a buzz of bees and so on!</i>) 9. How do you feel when the narrator of the story talks directly to the reader? Why might they do this? Do you think it's a technique you could try when writing a story? 10. What are your first impressions of Honey? Do you like her? Does she remind you of any other story characters? 	<p>Look at the poem <i>Bluebottle</i> by Judith Nicholls. Discuss what you like and dislike about it, and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Next, write your own bee-themed poem using <i>Bluebottle</i> as a template.</p> <p>Create your own dance inspired by the honeybee's waggle dance. Use a range of twisting, turning movements. Can you perform expressively, developing different ways of travelling and moving? Create a class parade of dancing bees! You could listen to 'Flight of the Bumblebee' for inspiration.</p> <p>Create a non-chronological report about the life cycle of plants and flowers. You could include information about the parts of a flower, a diagram to show the process of pollination, and a quiz about seed dispersal. Remember to make your report engaging and informative. You could also include some observational drawings of flowers in the report!</p>



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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use dictionaries to check the meaning of words and understand words in context. - Retrieve and record information. - Explain your ideas and opinions. - Use an Emotions Graph to explore a character's thoughts. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write a letter to apply for a job as a worker bee, using paragraphs to organise your ideas. <p>Science</p> <ul style="list-style-type: none"> - Construct and interpret a food chain, identifying producers, predators and prey. 	<ol style="list-style-type: none"> 1. Use a dictionary to look up the meaning of the following words in Chapter 6: <i>replenish</i>, <i>teetered</i>, <i>pursue</i>. Now, use them in a sentence of your own. 2. What do 'exci-fear' and 'scare-sitment' mean? Can you create your own new words which combine two emotions? Why does Honey feel like this? (page 60) 3. Read up to page 71. What can you find out about carpenter bees? What might the name suggest? 4. Do you think you can ever ask 'too many questions' when you're young and learning? (page 73) 5. Can you re-tell Chapter 8 from Carl's point of view? What might he say about the events and the advice he gives Honey? 7. Use a Venn diagram to compare and contrast bees and wasps. How are they similar and different? Can you find out more information about them? (Chapter 9) 8. Use the descriptions on page 87 to draw and label a picture of the roof top garden. 9. Create a Conscience Alley to explore what Honey should do on page 89. Should she enter the hive or not? What do you think she will do? 10. Beanie calls the lift the 'moving room'. What other names might a bee have for things found in the human world? Come up with a list of fun ideas! (page 104) 	<p>Create an Emotions Graph to plot Honey's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>rescuing Beanie</i>, <i>escaping the hive</i>, <i>finding the shed</i>, <i>meeting Carl</i>, <i>the wasps...</i></p> <p>Imagine you are a student bee and are thinking about the jobs you might do. Can you write your own CV and a covering letter to apply for a position in the hive? What qualities might you need? Can you give examples of the strengths you have? Organise your letter into paragraphs and think about how you can persuade, inform and entertain.</p> <p>Create a page for a non-fiction book about bees. Find out about their appearance, diet, and how they have adapted to their environment. Remember to include subtitles! Create a food chain or web for them, making sure you identify and label the producers, predators and prey.</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create Character Profiles. - Retrieve and summarise information from a passage and use it to inform writing. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a diary about the life of a worker bee, thinking carefully about the conventions of a diary and the layout and features for this type of writing. <p>Science</p> <ul style="list-style-type: none"> - Research how climate change and pollution affect the bee population. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Rehearse and perform a scene from the story, thinking about characterisation and body language. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 12 in six sentences. Now try and summarise them in three sentences, then one. 2. Were you surprised by the Queen's reaction on page 116? 3. How do you think Honey will distract the wasps? How might she use her new surroundings? (page 124) 4. What do the verbs 'swooped' and 'zoomed' tell you about the chase? Are these words effective? Can you think of any other verbs to describe how a bee moves? (page 130) 5. What does the verb 'stormed' tell us about how the woman might be feeling? How is 'stormed' similar to 'walked'? How is it different? (page 141) 6. What does a scout bee do and why might honey be good for this role? (page 155) 7. What do you think Honey has learnt by the end of the story? How has she grown and developed as a character? 8. Do you think the character of Honey will appeal to readers? Why? Why not? Use examples from the story to support your ideas. 9. Describe the following characters in one word and explain your word choice: <i>Honey, Bella, Hex, Beanie, Miss Ivy, Bob, Fred</i>. Perhaps you could create a Character Profile about each one, including illustrations. 10. The main theme in this story is 'FREEDOM'. Do you agree? Why? Why not? What other themes are important? 	<p>Write a diary entitled 'A Worker Bee: A Day in My Life'. Imagine you are a worker bee in a large colony. How did you get there? What can you see, smell, hear, taste and touch? What different roles and jobs do you carry out? Remember to write in the first person, in the past tense and refer to your feelings. .</p> <p>There are lots of articles and videos on the Newsround website about how climate change and pollution are affecting bees. What can you find out about this? How else is habitat loss and the use of chemicals in farming impacting upon bees? What can be done about it? You could create a presentation or write a persuasive leaflet telling people how to look after bees.</p> <p>Choose a favourite scene or moment from this story and turn it into a playscript. Think carefully about how a playscript is set out and structured, and use the artwork to help inform your stage instructions. Afterwards, work in small groups to rehearse and perform your playscript, thinking about how you can use your body language and facial expressions.</p>