



# Honey

## Objectives

- Strand 7: Use knowledge of different organisational features of texts to find information effectively.
- Strand 10: Organise text into paragraphs to distinguish between different information, events or processes.

## Differentiation

### Support

- Children work in pairs to sequence the set of pictures and describe the sequence orally.

### Extend

- More confident learners can work independently, without the support of the photocopyable sheet.

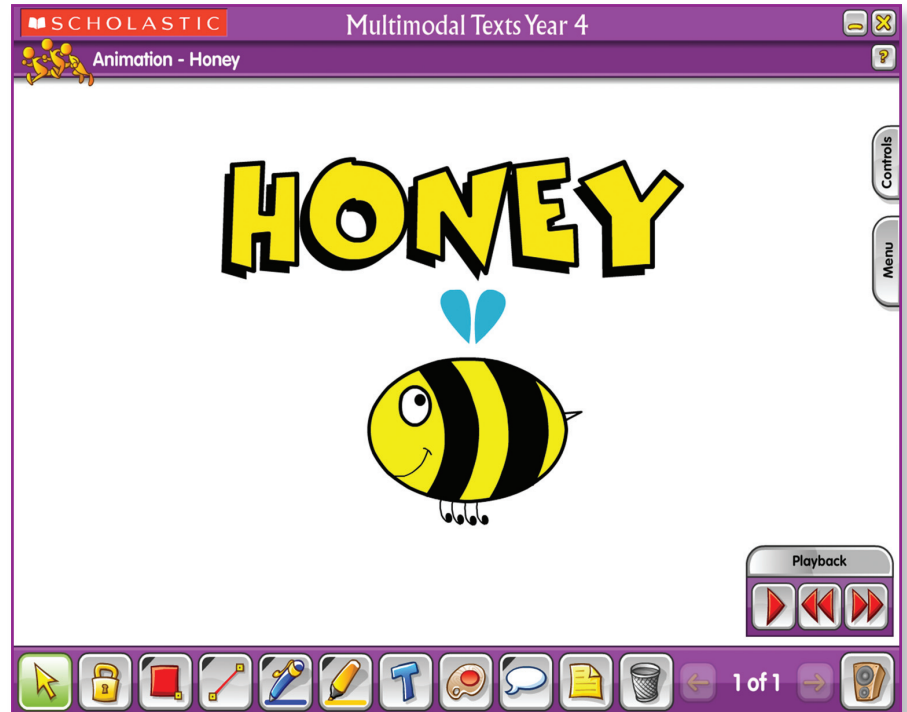
## Cross-curricular activities

### Science Unit 4B Habitats

- Children can create a flow chart illustrating the honey-making process.

## How the text works and responding to the text

- Ask: *What do you already know about bees and how honey is made?* Explain to the children that they are going to watch an animation about how honey is made.
- Show the children the animation without the sound (click on the speaker button and then click on the speaker icon so it has a cross through it).



- Ask them to work in pairs and take turns to explain orally what they are seeing and to jot down a few notes about it.
- Replay the animation with the audio narration. Compare the children's ideas with the narration. Check the children's understanding with questions such as: *Do you know what nectar is? Why is the bee collecting it?* (Nectar is a sugary liquid from flowers that bees turn into honey.) You may need to pause it in places to give children time to explain their ideas. How did their initial pair explanations differ from the narration?



- Ask: *What sort of non-fiction text is this?* (An explanation of a process.) Ask the children to work with a partner and talk together about how the animation differs from a written explanation. Encourage them to think of features that would be needed if they were to write the explanation about honey bees as a text on paper.
- Gather the children together and ask them to share their ideas with the class.
- Discuss the typical language features