



## Butterflies Class Medium Term Planning for DT Summer 2024 Birdfeeders

### Topic: Minibeasts

Explore a range of bird feeders and bird food

Design and make a bird feeder.

Topic will be expanded to incorporate making a bug hotel to use in the science project.

Children will be able to regularly observe their creations to see if they are being visited by birds. Bird identification charts will be available. Each week the children will photograph their feeders and monitor visits so that they can evaluate the success of each project.

There will be opportunities to explore the resources independently.

These activities all assist: with fine motor skills, increase awareness of food chains, encourage species identification, increase an awareness of the natural world around them, give sensory diet opportunities, be calming by allowing outdoor exploration and use of wild spaces.

Over the weeks the children will consider:

- **User** - birds and insects
- **Purpose** - providing homes and food
- **Functionality** - how the birds can get the food/ nesting materials
- **Design decisions** - what foods to use, how to stuff their shoe/boot
- **Innovation** - thinking about feeding different animals
- **Authenticity** - seeing the feeders being used by birds

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
<b>Nesting materials in an old shoe</b>	<b>A bug hotel</b>	<b>Cheerio and blueberry bird feeders</b>	<b>Cardboard tube and peanut butter bird feeders</b>	<b>Citrus bird feeders</b>	<b>Taking and displaying photos - evaluation of projects</b>
Observe and discuss birds and bird's nests. Collect twigs and dried leaves from allotment. Stuff old wellies and shoes with the nesting materials as well as some sheep's wool. Place the nesting material dispensers outside or hang from the fence.	Linking back to science and Geography lessons about minibeast homes - make a bug hotel in a wooden vegetable crate, filling it with found natural items, garden canes, bricks etc.	Look at the feeding habits of birds. Threading Cheerios and blueberries onto pipe cleaners. Loop and hang from a place they can be observed by the children.  Children are likely to explore the smells and tastes of the healthy snacks involved in this activity	Think about what birds eat. Cover a cardboard tube in peanut butter then roll in bird seed. Hang outside.  Observe to see which of the bird feeders is more popular with the birds  <b>There are no peanut allergies in class</b>	Review bird diets. Make juice with the oranges first. Children make a mixture of peanut butter and birdseed and then stuff it into the hollowed fruit. Poke holes and add thread to hang. Can also be placed on the bird table in the sensory garden.  <b>ALC possible sensitivity to citrus. Can she wear gloves or stuff a different fruit?</b>	Children will take photos of their projects. Photos will be printed and displayed. This will give the opportunity to reflect on the success of the projects, identify the creatures that used their creations and possibly identify ways in which they could have improved upon their feeders.

<u>Substantive Knowledge (Content)</u>	<u>Disciplinary Knowledge (Skills)</u>
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Technical knowledge</b> Children build structures, exploring how they can be made stronger,</p>	<p><b>Planning</b></p> <p><b>a</b> with support, follow a simple plan or recipe;</p> <p><b>b</b> begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p> <p><b>c</b> select from a range of materials, textiles and components according to their characteristics</p> <p><b>Practical skills and techniques</b></p> <p><b>d</b> learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p><b>e</b> use a range of materials and components, including textiles and food ingredients;</p> <p><b>f</b> with help, measure and mark out;</p> <p><b>g</b> cut, shape and score materials with some accuracy;</p>

<p>stiffer and more stable.</p>	<p><b>h</b> assemble, join and combine materials, components or ingredients;  <b>i</b> demonstrate how to cut, shape and join fabric to make a simple product;  <b>j</b> manipulate fabrics in simple ways to create the desired effect;  <b>k</b> use a basic running stitch;  <b>l</b> cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;  <b>m</b> begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>
---------------------------------	--

**Progression of Learning**

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
<p>Links to the creatures we are learning about in science and geography</p>	<p>Learn about bird's food and nests</p>	<p>Follow instructions to create</p>	<p>Explore and create independently</p>	<p>Observe and evaluate the end products</p>