

Playful Pollinators



Story Spark: 'The Littlest Bee'

Disaster strikes when Collette's whole hive suddenly comes down with a terrible flu. Without them to pollinate, how will the flowers seed or the trees bear fruit? Can our 'littlest bee' prove herself mighty and save the day?

Invitation to play: Can you make your own 'littlest bee'... and help Collette to save the day?

Resources Required:

Air-drying clay

A selection of materials found in nature e.g. sticks, leaves, seeds, pine cones

Pipe cleaners (3 per child)

Googly eyes/marker pens

Glue sticks

Photos of flowers (3 per table)

Yellow powder paint



Making your bee:

Begin by using the clay and a selection of natural materials to make the head, body and wings for your bee.

Next, use the pipe-cleaners to make their 3 sets of legs.

Finally, give your bee some eyes either using marker pens, seeds or googly eyes.



Pollinating Practice:

Having made your bee, sprinkle a small amount of yellow powder paint (to represent pollen) on the wildflower pictures.

As Collette did in her story, move your bee from flower to flower, observing how the pollen sticks to their legs and body as they land on each one and how it is transferred from one flower to another as she moves between them.



What next? Take your bees outside and search for wildflowers in your local area. Can you help Collette to save the day by moving pollen from one flower to another?

Useful question prompts

Can you spot any bees, or other pollinating insects, flying around in your outdoor area?

What do you notice about the flowers they are visiting?

Why do bees visit flowers?

What do we call the yellow powder-like stuff that gets stuck to a bee's body and legs?

Do you know what bees make from the nectar that they collect?

Can you think of any ways that you can help to look after pollinators, like bees?

Key vocabulary:
Bee, wildflower, petal, pollen, pollinator, nectar



NC Links: EYFS Statutory Framework

Expressive Arts and Design - Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Make use of props and materials when role playing characters in narratives and stories.

Understanding the world - The Natural World:

Explore the natural world around them, making observations.

Understand some important processes and changes in the natural world around them.



EYFS Wildflower Activity Cards

Super Sowers



Story Spark: 'The Littlest Bee'

Disaster strikes when Collette's whole hive suddenly comes down with a terrible flu. Without them to pollinate, how will the flowers seed or the trees bear fruit? Can our 'littlest bee' prove herself mighty and save the day?

Invitation to play: Hooray! Collette has saved the day! Can you help to spread the wildflowers seeds by making these recycled paper seed bombs?

Resources Required:

Newspaper (half a sheet per bomb)

Water (enough to soak the paper)

Bowls and spoons for mixing

Wildflower seeds (1 teaspoon covers an area 1 metre squared)



Instructions:

Tear the newspaper into small pieces.

Soak them in water for approximately 30 minutes.

Once fully soaked mash until it forms a pulp.

Transfer the pulp to a bowl and sprinkle in your wildflower seeds. Give it a good mix!

Squeeze some of the mixture into a ball (approximately the size of a golf ball).
Make sure you get rid of any excess water.

Leave the balls in a warm spot to dry.



What next? Take your paper seed balls outside and scatter them in an appropriate place (bare soil) for growing wildflowers.

For more guidance, visit: [How to Grow Wildflowers in Your School](#)



Useful question prompts

How will sowing wildflowers help bees like Collette?

Do you know what bees collect from the flowers that they visit?

What do you notice about the types of plant insect pollinators like to visit? What do they all have in common?

How do pollinators, like bees, help to make more plants?

Do you know any other animals that help plant to pollinate plants?

Which other pollinating insects can you spot in your outdoor area?

Key vocabulary:
Pollinate,
pollinator,
flower, seed,
sow

NC Links: EYFS Statutory Framework

Expressive Arts and Design - Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Understanding the world - The Natural World:

Explore the natural world around them, making observations.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them.



EYFS Wildflower Activity Cards

Seed Sorters



Story Spark: The Tiny Seed by Eric Carle

Follow the journey of one tiny seed as it navigates its way through the seasons. Will it beat the odds and survive all of the dangers that it meets along the way? Will it be able to grow into a beautiful flower?

Invitation to play: In the story we heard about the journey of a 'tiny' seed but, do all seeds look and feel the same? Look carefully at a collection of wildflower seeds. What similarities and differences can you see? How many different ways can you find to sort them?

Resources Required:

Tuff tray

A selection of wildflower seeds ([available here](#))

Magnifying glasses/hand lenses

Tweezers

Sorting hoops (if available)

Instructions:

Begin by scattering a selection of wildflower seeds in the tuff tray.

Provide learners with magnifying glasses/hand lenses and ask them to carefully study the seeds.

Learners should use all of their senses (**except taste**) to explore the selection of seeds. As they explore, prompt them to describe the different seeds and think about their similarities and differences.

Next, ask the learners to use tweezers to sort the seeds into different groups. How they sort is up to them (this may be by colour, size, shape or texture or anything else that they think of!)

Challenge learners to sort them in different ways.

When they have finished sorting, ask learners to have go at drawing the seeds, paying attention to size, colour, texture and shape.



What next? Why not sow the seeds in an appropriate outdoor space (guidance for 'how' can be found [here](#)). Use [Eden's Wildflower Sowing Calendar](#) to know what to expect at different points in the growing process, and watch them grow into beautiful wildflowers- just like the tiny seed in the story!

Useful question prompts

- What do you notice about these seeds?
- What is the same about them, and what is different?
- Can you find all the colour/shape ones?
- Why did you put these seeds together?
- What makes this one different?
- How else could we sort these seeds?
- Why are some seeds harder to sort than others?

Key vocabulary:

Wildflowers, seeds, similar, different, colour, shape, texture, size, sort, group.



NC Links: EYFS Statutory Framework

Communication and Language - Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Physical Development - Fine Motor Skills

Use a range of small tools, including scissors, paint brushes and cutlery.

Understanding the world - The Natural World:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them.

