Butterfly Feeder



**NIFSA Lesson Plan Template**

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| **Planning** | |
| **Location** | Greenwood Primary School Garden |
| **Date** | 3.6.25 |
| **Class** | P2C |
| **Classroom Management** | Whole class in the garden at one time with designated area for small group work.  Class teacher, classroom assistant and one 1:1 assistant |
| **Connected Learning/Prior Knowledge** | e.g. prior knowledge about camouflage needed  The children have prior knowledge of butterflies, their life cycle and what they eat. We are currently waiting for our caterpillars to emerge as butterflies. |
| **Health and Safety** | ensure all children are dressed appropriately |
| **Learning Intention** | Children will know what butterflies eat.  Children will use utensils safely to create a food plate for butterflies. |
| **Success Criteria** | Children will learn how to select food for butterflies. |
| **Resources** | Paper plates, wool, fruit, knives |
| **Differentiation/Target Groups** | Be aware of children who struggle with fine and gross motor skills and offer close support and guidance. |
| **Other** |  |

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| **Lesson Content** | |
| On Arrival | * Standing in a circle we will recap on the rules of Forest School (1 whistle freeze tree pose, 2 whistle return to leader, have fun) * Short game using life cycle boundary flags to set up garden limits- * Nature scavenger hunt- I’m looking for something…yellow…soft…rough…green * Whistle to return to leader- if ground is wet, chn can bring a crate to sit on and create circle, otherwise on floor. |
| Activity explained | * Recap on what butterflies eat- where do they taste etc? * We are going to create a plate of some food that can be hung for butterflies to feed on. * Other activities on rotation from previous week: - signs of spring photographers; using camera to take photographs of spring/things with wings and make a piccollage. - den building - using crates to create a plane/dragon/helicopter - nature cards - leaf mobile * Begin session allowing children to move between activities. |
| Finishing | * Whistle for children to return to the group. * Bring children together in a circle to recap what was covered during the session, show the children a happy/sad face picture and take feedback of the activities. What did they like? What could improve it? |

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| **Evaluation/Review** | |
| How did the group session go? | The session as a whole was very successful. The children enjoyed the variety of activities available and it is clear to see progress being made across all activities previously done. The children were able to work together in small groups, self selected, and created a variety of dens and things with wings. One group of boys made a helicopter from crates, tubes and planks. One group of children worked to create butterfly feeders and selected places around the garden to hang their feeders. They enjoyed the task.  All children were on task and enjoyed the opportunity to celebrate each other’s achievements! |
| Focus on individual pupils | e.g. Pupil A worked very well as part of a team  Once again, N has shown a great ability for problem solving and has grown in self confidence and self belief for the activities and being outdoors. His friendships have extended as a result of extended garden time.  H McR has shown great improvement in her den building- sticking to a same layout as the first week but making improvements each week- this is her third week!  E has shown dedication to every new task and skill introduced during forest school and gives it her best ability! |
| What would you change for next time? | I would keep the session the same. I forgot to bring our snack out with us today, so I will need to remember that next time as the children love sharing snack together in the garden. |

