

**Honey's  
Hive**

**Honey's  
Hive**



**Mo O'Hara**

ILLUSTRATED BY

*Aya Kakeda*

## **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

Artwork © 2023 Aya Kakeda. Published by Andersen Press. Used with permission.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied.</li> <li>- Draw inferences, such as inferring characters' feelings.</li> <li>- Identify how language and structure contribute to meaning.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Perform a poem, using expression, actions and instruments to convey meaning.</li> <li>- Write a bee-themed poem.</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Perform a bee dance using a range of movement patterns.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ol style="list-style-type: none"> <li>1. Look at page 2. What kind of things do you think Honey might learn at Bee School? Make a list.</li> <li>2. Who might the 'spaceman' be? (page 6)</li> <li>3. Honey 'tentatively' taps on the door? What does this mean? What might she be thinking and feeling?</li> <li>4. Do you notice anything interesting about the page layout on page 26? How do the words and illustrations work together?</li> <li>5. Why do you think Honey's antennae droop on page 38? What might she be thinking and feeling?</li> <li>6. What does 'topple the monarchy' mean? How do you think Honey will get on looking after the Queen? (page 40)</li> <li>7. What do you think the smell might be and why might the bees be panicking? (page 42)</li> <li>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>)</li> <li>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?</li> <li>10. What are your first impressions of Honey? Do you like her? Does she remind you of any other story characters?</li> </ol>	<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>

ACCESS THE FULL SCHEME OF WORK & HEAR AUTHOR,  
MO O'HARA, TALK ABOUT (AND READ FROM!)  
'HONEY'S HIVE' AT [AUTHORFY.COM](https://www.authorfy.com)

