

Year Four: Autumn Term

Outdoor Lessons

| NC Coverage and Success Criteria | Activity Outline |
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| | <p>Using tools and weeding Introduce children to the garden area and to safety rules. Learn the names of tools: rake, spade, trowel and fork. Children will weed the beds using appropriate tools. They will identify plants and discuss the difference between weeds and plants and why weeding is important. Children will be introduced to the process of composting. Ask the children what items they think would be suitable for composting.</p> |
| | <p>Planting Children will prepare the soil and plant broad beans, leeks, onion and garlic. They will look at the difference in the seeds, broad beans, leeks onion sets and garlic bulbs.</p> |
| | <p>Pond maintenance Remind children about the rules for working around the pond. Children will identify minibeasts and plants in the pond. They will maintain the pond by removing pondweed and duckweed with fishing nets. Ask the children why it is important to place the weeds near to the pond (to enable any wildlife to return to the pond)</p> |
| | <p>Feed the birds (ongoing winter project) Ask children why it is necessary to feed the birds in winter and spring. What do birds eat? Children will feed the birds with a variety of suitable food. Discuss how some types of birds prefer to feed from a bird table, others prefer a hanging feeder and others are ground feeders. What are the dangers to birds while they are feeding?</p> |
| I explain how a plant disperses its seeds | <p>Seed collecting and seed dispersal Children to examine plants that have come to the end of their growing season. Ask the children if they can name any ways in which seeds are dispersed naturally – wind, animal, water, explosion. Discuss how seeds can be collected dried and stored for another year. Children will then collect seeds from plants and look at the differences between seeds from different plants.</p> |

Indoor Lessons

| NC Coverage and Success Criteria | Activity Outline |
|---|---|
| <p><u>Living things and their habitats: Recognise that living things can be grouped in a variety of ways</u> WS: Gather, record, classify and present data in a variety of ways to help answer questions I can name and categorise a variety of British birds</p> | <p>British Birds Children look carefully at pictures of common British birds. How many birds can they name? Can they group any birds – birds of prey, garden birds, water birds? Children to sketch/paint a bird</p> |
| <p>DT <u>Use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups</u></p> | <p>Design and make a seed packet Children to look at a variety of real seed packets. Discuss what information do you find on a seed packet? (name of plant, planting instructions, price etc) Children to design their own seed packet and fill with seeds to sell in the school sale. * Complete this task late autumn OR early spring</p> |
| <p>Sci <u>Living things and their habitats: Recognise that living things can be grouped in a variety of ways</u> I can name and categorise a variety of plants that grow around our school</p> | <p>Identifying plants in our school grounds Ask children if they can name any of the plants we see growing around school. Children work in teams to match names of plants to photographs. Encourage children to sort the plants into categories – vegetables, trees, flowers, weeds. Can they give reasons for their choices?</p> |
| <p>AD <u>To improve mastery of art and design techniques</u></p> | <p>Christmas Gifts Children to produce a painted item as a Christmas gift e.g. a painted nature tile or a pot planted with winter bulbs. Make wrapping paper printed with repeated pattern.</p> |
| <p>H <u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> I know what food was imported from Rome to the UK | <p>Romans: Food from Rome Ask where are Britain and Rome located on the world map? Children to look at the limited variety of food available in the UK before Roman times</p> |

Year Four: Spring Term

Outdoor Lessons

| NC Coverage and Success Criteria | Activity Outline |
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| <ul style="list-style-type: none"> I can use tools appropriately | <p>Preparing beds for planting Remind children of the safety rules in the garden. Recap on the names of tools and encourage correct vocabulary when working. Children weed beds using appropriate tools. They will learn how to dig and rake to prepare the soil for planting. Discuss why it is important to get rid of weeds and stones and the effect of these on plant growth.</p> |
| <p><u>Sci Living Things and their Habitats: Recognise that environments can change and this can sometimes pose danger to living things</u></p> <ul style="list-style-type: none"> I know we can change the environment by removing the dangers for plant growth | <p>Planting Seeds Children to plant a variety of seeds that will be kept indoors ready for planting out later. Discuss the process of germination and why the tender seedlings are susceptible to changes in temperature (frosts). Children plant seeds in a variety of containers, modules and pots. They will make pots from newspaper. Plant: beetroot, beans, chard, peas, courgette, pumpkin, carrot, sweet peas, sunflower</p> |
| <ul style="list-style-type: none"> | <p>Experiencing the garden Children walk around the garden making observations</p> <ul style="list-style-type: none"> Look at the pond and identify the different stages of the life cycle of a frog Observe plant growth and name plants Continue to compost weeds, grass cuttings and paper shredding Consider food chains and make slug/snail traps to protect young plants |

Indoor Lessons

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| <p><u>Sci Animals, including humans: Construct and interpret a variety of food chains, identifying producers, predators and prey</u></p> <ul style="list-style-type: none"> I can construct a food chain I name the producer, predator and prey I can use the correct vocabulary | <p>Food Chains Children to look at food chains. Introduce them to producers, predators and prey. Relate food chains to gardening e.g. lettuce, slug, frog. Discuss food chains that are beneficial to gardeners.</p> |
| <ul style="list-style-type: none"> I say why we compost I know what we can put in the compost bin | <p>Composting Children to produce a poster of items that are suitable for composting</p> |
| | <p>Mothers Day Card Children to produce mothers day cards – flower hammering, seed cards</p> |
| <p><u>H Local Area</u></p> | <p>Food in the city How did people in cities grow food in the past? Look at allotments and historical news report of produce show at Yardley Wood. Draw a map of our garden and what is grown.</p> |
| <p><u>Sci Revision of Y3 Plants and the conditions needed for growing</u></p> | <p>Potting On Look at a selection of plug plants. These plants need more space to grow so we have to plant them in larger pots. This process is called potting on. This will not be the final place where it is planted – they will be replanted in bigger (recycled) containers again. Children to pot on plug plants. Revise what the seedlings will need to continue growing – water, light and a suitable temperature</p> |

Year Four: Summer Term

Outdoor Lessons

| NC Coverage and Success Criteria | Activity Outline |
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| <p>Sci <u>Living Things and their Habitats: Recognise that environments can change and this can sometimes pose a danger to living things</u></p> <ul style="list-style-type: none"> I know I can change the environment by removing dangers for plant growth | <p>Using tools and weeding Children will weed the beds using the appropriate tools. They will identify plants, discuss the difference between weeds and plants and why weeding is important. Children will be introduced to the process of composting – ask children what items are suitable for composting</p> |
| <p>Sci <u>Animals, including Humans: Construct and interpret a variety of food chains, identifying producers, predators and prey</u></p> | <p>Planting seeds and caring for seedlings Recap food chains in the garden. Ask children to plant seeds and seedlings. In the context of food chains, talk about the dangers to the plants.</p> |
| <p>Sci: <u>WS:???</u></p> <ul style="list-style-type: none"> I can measure and record a plants growth | <p>Measuring plant growth Children to measure the height of a plant (bean, sunflower, amaryllis). They will choose the best way to record its growth e.g. table, list</p> |
| <p>DT <u>Prepare and cook a variety of predominately savory dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</u></p> <ul style="list-style-type: none"> I can prepare and taste food that is grown in season | <p>Grow your own lunch picnic Children will harvest some of the food that they have grown. Children will prepare vegetables and make dips, min infused ice cubes and garden cakes for a picnic tasting session.</p> |

Indoor Lessons

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| <p>Sci <u>Living things and their Habitats: Recognise that living things ca be grouped in a variety of ways</u></p> <ul style="list-style-type: none"> I can use a key to identify wild flowers and leaves | <p>Wild flowers Examine a selection of picked wild flowers and leaves. Can children use a key to identify the plants by answering a series of questions</p> <ul style="list-style-type: none"> How many petals does it have? What shape are the petals etc |
| | <p>Garden Journal Children stick photographs, drawings and picture into the journal as an ongoing record of activities in the garden. Children will add captions and descriptions to the journal.</p> |

Project Work

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| <p>Enterprise</p> <ul style="list-style-type: none"> I can design an advert I can set up a stall <p>Maths <u>Estimate, compare and calculate different measures including money in pounds and pence</u></p> <ul style="list-style-type: none"> I can take money and give change | <p>Plant and Vegetable Sale Children will harvest surplus vegetables. These will be sold in a plant sale. The flowers planted in recycled containers will also be included in the sale. Children to design and produce posters for their plant sale including the important information: date, time, place and making it appealing to the audience (parents and pupils) Children will set up the stall and handle money. All proceeds to be used to finance gardening for the following year.</p> |
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