

Outdoor Lessons	
NC Coverage and Success Criteria	Activity Outline
<ul style="list-style-type: none"> I can explore the garden area 	<p>Garden rules Talk to children about the rules for working outside. What dangers can children identify? – nettles, slippery grass, pond etc. Talk about the importance of walking around the area and washing hands at the end of the session.</p>
<p><u>Observe and describe how seeds and bulbs grow into mature plants</u></p> <ul style="list-style-type: none"> I know that plants can be grown from a bulb I can plant a bulb correctly 	<p>Planting daffodils Children look at a daffodil bulb. Explain how these bulbs are dormant in the summer months and come to life in the autumn and winter. The roots grow first in the cold months and the stem and flowers appear in the spring. Show children how to plant a bulb correctly</p>
<ul style="list-style-type: none"> I can make leaf mulch 	<p>Leaf mulch Help children to collect the leaves from around school to make leaf mulch. Children work in small teams and use brooms to fill bags with leaves</p>
<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> I can make a habitat for a minibeast 	<p>The insect hotel Children add materials to the 'insect hotel'. They work in small teams to make a minibeast habitat using a small plastic bottle and bamboo/woody waste from sunflower stems</p>
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<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> I can plot on a map of the garden where wildlife is found 	<p>Understanding habitats Ask what is a good habitat? Discuss that all creatures need food, water and shelter to survive. A good habitat provides all these things. A small habitat needs a small habitat and a large animal needs a large habitat. A fox cannot hide under a leaf!</p>
<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> I can talk about the lifecycle of a frog 	<p>A frogs lifecycle Children to look at the different stages of a frog's life: frogspawn, tadpole, froglet, adult frog. Children to stick pictures in the correct order. They will tell a partner the order of the life following their lifecycle.</p>
<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> I can talk about a simple food chain (plant-slug-frog, leaf-caterpillar-bluetit, acorn-squirrel-fox) 	<p>Food chains All food chains begin with a plant. Plants make their own food using energy from sunlight. Animals cannot do this and have to eat plants or other animals which may in turn be eaten by another creature. Children work in teams to make a paper cup food chain stack which is then discussed with another team.</p>
<p><u>Art and Design: To improve mastery of art and design techniques</u></p>	<p>Christmas Art Robins, Holly, evergreen fir trees, Norway spruce Children to study robins. What is their habitat? What are their features? What do they eat? Etc Children to sketch then paint in watercolours a detailed painting of a robin. They look at holly leaves.</p>
Project Work	
<p>Potatoes mini project</p> <ul style="list-style-type: none"> I explain how potato plants grow I explain why we eat potatoes I explain how we eat potatoes I design my own Mr Potato Head 	<p>Potatoes Children look at a potato with chits. Explain that this is a seed potato and the chits are tiny shoots where new growth begins. Children think about plants and how they grow. A potato plant has all the parts of a plant we know but what do we eat? – tubers which grow under the ground from the roots. Children label the parts of the potato plant. Children consider other root plant foods – carrots, parsnips. Discuss why potato is eaten. Discuss how it is cooked. Children to bring in packaging from potato products for a display. Children design a Mr Potato head.</p>

Year Two: Spring Term

Outdoor Lessons

NC Coverage and Success Criteria	Activity Outline
<p><u>Living things and their habitats: Find out and describe that plants need water, light and a suitable temperature to grow and stay healthy</u></p> <ul style="list-style-type: none"> • I plant a seed • I know what a seed needs to germinate • I know what a plant needs to grow 	<p>Planting seeds Children plant flower seeds e.g. marigolds in a recycled container. Children find out about the conditions needed for the plants to grow water, sunlight and temperature</p>
<p><u>Living things and their habitats: Identify and name a variety of plants and animals in their habitats including micro-habitats</u></p> <ul style="list-style-type: none"> • I can find and identify a daisy and a dandelion plant 	<p>Dandelions Children look at the area around them and notice where plants are growing. Children to notice that some plants grow in the grass of the playing field. Children to name daisies and dandelion. Discuss that the dandelion was imported from the UK to America/across Europe – How could this have happened (Titanic link) Learn interesting dandelion facts: the name comes from the French dents de lion (lions teeth) because of the leaf shape. The petals spread to maximum sunlight. The root is a tap root that stores food (like a carrot). Tiny seeds travel by parachute</p>
<p><u>Animals including humans: Notice that animals, including humans, have offspring which grow into adults</u></p> <ul style="list-style-type: none"> • I can talk about what I learnt before • I observe the life cycle of a frog 	<p>Experiencing the garden Children walk around the garden throughout the term. Remind children about previous learning about life cycles. Children watch the different stages of the frog life cycle in the pond.</p>

Indoor Lessons

NC Coverage and Success Criteria	Activity Outline
<p><u>Plants: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow</u></p> <ul style="list-style-type: none"> • I know a seed can grow into a plant (germinate) if it is given the right conditions • I know the conditions a seed needs • I know which items are suitable for composting 	<p>Germination Look at the process of germination and what is required for a plant to grow. Children to plant a bean seed ready to plant out later. Children think about the weather, especially night frosts, what could happen to the plant if we put it outside in cold weather? What else does it need? Where shall we leave our beans to grow?</p>
<p>I make a mothers day card</p>	<p>Composting posters Children to sort a variety of items that are suitable/unsuitable for composting. Children to produce a poster to share this knowledge.</p>
<p><u>H Local Area</u></p>	<p>Mothers day cards Flower hammering, seed cards</p>
<p><u>Leaves</u></p>	<p>Food in cities How did people in cities grow food? Look at allotments and historical news report of produce show at Yardley Wood. Draw map of the garden and what is grown.</p>
<p><u>DT ???</u></p>	<p>Leaves Collect leaves and see how many points each leaf has. Look at the differences and similarities. Name the plants and trees the leaves came from.</p>
<p><u>Art and Design: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</u></p>	<p>Seed Packets Children to look at seed packets and the important information on them. They then use a template to make a seed packet with information on how to grow the plant. They will add seeds collected earlier in the year.</p>
<p><u>Art and Design: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</u></p>	<p>Daffodils Look carefully at daffodil plants. Children to name parts of the plant. From careful observation children sketch then complete with watercolour or pastels.</p>

Year Two: Summer Term

Outdoor Lessons	
NC Coverage and Success Criteria	Activity Outline
<p><u>Plants: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</u></p> <ul style="list-style-type: none"> • I know what conditions are needed for a plant to grow 	<p>Planting out Plant bean seedlings outside. Children discuss the conditions needed for the plant to grow. What other problems or dangers may there be for the plant? Remind children about food chains – what is likely to eat the plant? Talk about different ways gardeners can protect the plant – eggshells, beer or milk traps. Set up a trap</p>
<ul style="list-style-type: none"> • I can measure and record plant growth 	<p>Measuring plants Children measure the height of a plant e.g sunflower, bean or amaryllis. Children choose the best way to record the growth (table, list...)</p>
<p><u>Living things and their habitats: Identify and name a variety of plants and animals in their habitats including microhabitats</u></p> <ul style="list-style-type: none"> • I can identify and name a pinecone • I know the pinecone is a seed from the pine tree • I can identify a pine tree and know it is an evergreen tree 	<p>Pinecones Children collect pinecones. Think about the difference in the trees (deciduous/evergreen) and look at the different leaves. Hold a pinecone challenge: Estimate the number of pinecones collected – give a prize for the nearest estimate.</p>
<p><u>Enterprise Project</u> <u>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</u></p> <ul style="list-style-type: none"> • I know what conditions are needed for a plant to grow 	<p>Recycled container project – children to bring in an interesting container for planting flowers in. Children will plant the young flowering plants that have been grown by Year 4. They will name the conditions needed for plants to grow. Containers will be used to decorate the school playground and will be sold as part of the plant sale at the end of the summer term</p>
Indoor Lessons	
NC Coverage and Success Criteria	Activity Outline
<p><u>Animals including humans: Describe the importance for humans of exercise, eating the right amount of different food and exercise</u></p> <ul style="list-style-type: none"> • I understand that fruit and vegetables are an important part of my diet 	<p>5 a day Share a 'Five a day plate'. Children will talk about fruit and vegetables and how they are vital as part of a healthy diet. They will draw or cut and stick their favourite fruit or vegetable onto a paper plate. Children will be encouraged to draw combination of both fruit and vegetables. Challenge children to keep a diary for a week at home: Can they manage to eat their 5 portions a day?</p>
<p><u>DT: To understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes</u></p> <ul style="list-style-type: none"> • I understand where food comes from • I eat food that I have grown 	<p>Potatoes Harvest and weigh the potatoes we have grown. Count the amount of potatoes. Discuss different ways we can cook potatoes. Cook the potatoes and taste them.</p>
<ul style="list-style-type: none"> • I can name a variety of fruit and vegetables 	<p>Naming fruit and vegetables Play the fruit and vegetables game: Children match pictures and names of different fruit and vegetables.</p>
<p><u>Sci Animals including humans: Notice that animals, including humans, have offspring which grow into adults</u></p> <ul style="list-style-type: none"> • I observe and talk about the life cycle of a frog 	<p>Life cycle of a frog Many of the frogs in the pond will be reaching froglet or adult frog stage. Hopefully children will come across a frog in the garden or pond. Children can also look at pictures and use this to carefully draw a frog. Note the strong back legs for jumping and the markings on the skin.</p>

