

HIAS REMOTE LEARNING CURRICULUM PACK

Great Gardeners

Remote learning curriculum pack Key stage 1 (Years 1 and 2) Pack 9

HIAS Teaching and Learning Team
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Final version

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HIAS Remote Learning Curriculum Pack

Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

Great Gardeners



Key theme:

This theme is linked to the science curriculum for Key Stage 1 where children can use their local environment and explore and answer questions about plants living in their local habitat.

Pupils should be taught to:

Year 1:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Year 2:

- identify and name a variety of plants and animals in their habitats, including *microhabitats.

*A **micro-habitat** is a small-scale, specific habitat which supports the survival of certain animals or plants.

Seasonal changes

Year 1 Pupils should be taught to:

- observe changes across the four seasons.
- observe and describe weather associated with the seasons and how day length varies.

Useful websites:

www.rhs.org.uk

www.kidsgardening.org

www.woodlandtrust.org.uk

www.nhm.ac.uk

Key Stage 1

The big idea

Create a flower collage and label the parts



Key learning

Children in Key Stage 1 need to name different plants and identify the structure of plants.

Useful questions

- Can the plants be named by the child?
- Can the simple parts of the plant be named and are they clear in the collage?

How to do it

This activity can be based around one specific type of plant or a range of plants that are commonly grown or grow in the wild. The collage can be enhanced by labelling the different parts of the flowers.

A collage is when you create a piece of art by sticking different materials onto a backing paper. The materials used could be coloured paper, photos, or pictures. *(Make sure permission is given before pictures are cut out of magazines).*

Think about:

- looking at a different range of common wild and grown plants and flowers before starting the activity. This could be through books or the internet and include flowers such as roses, daffodils, tulips, daisies etc.
- seeing if the main flowers and plants can be named by the child.
- choosing the flowers and plants that will be used to make the collage. It would be useful for the child to have pictures of the plants in front of them when they make the collage.

Completing the collage:

- Find some paper or card that can serve as the background. This can be of any size but consider how many pictures there will be on the collage.
- Gather different materials together.

Materials to use:

Various materials could be used such as: tissue paper, coloured card, silver foil, paper, magazines, lolly sticks and coloured straws.

- Consider how the materials are going to be placed on the background to make the collage interesting and to give the correct information about the flowers. An outline could be drawn where the pictures are fitted inside.
- Draw the flowers or plants by copying the pictures and colour them in using the correct colours. Make sure that the parts of the plant are clear.
- Carefully cut out the plants and stick them onto the background paper.
- Make some labels and write the key parts of the plant. This could include petals, leaves, stem, anther, and roots. It would be useful to talk to the child about what the different parts of the plant does (see below).

Parts of a plant:

Petals - attracts insects and birds to the plant.

Leaves - carry out photosynthesis, which provides the plant with the food it needs to survive.

Stem - supports the plant.

Anther - makes the pollen for the birds and insects.

Roots - absorb water and minerals from the soil and creates an anchor to keep the plant upright.

Key Stage 1

The big idea



Design and make a garden in a box



Key learning

Children in Key Stage 1 need to name different plants and identify the structure of plants. Children in Year 2 learn about plants in different habitats.

Useful questions

- What different plants can be made and put in the garden box?
- Can I name the different plants and their parts?

How to do it

This activity is all about creating a garden in a box where children can name the different plants and their parts.

Getting started:

- Look at different pictures and diagrams of common and wild plants.
- Discuss with children which plants they like and why. Where have they seen these plants grow?
- Decide on the plants that will be made to go in the 'garden' box.

Materials to use:

The following may be useful in creating the box:

- A shoe box or small cardboard box
- Thin coloured card to make the plants and flowers (if coloured card isn't available then use white card to paint or colour in)
- Paints for the background
- Straws for the stems
- A pencil to draw the outline
- Glue or sticky tape to attach the plants
- Sticky labels for the information labels

Creating the garden box:

The garden box can be created in different ways. Here are some ideas:

- Make sure the lid is off the box and paint the inside of the main box as a background. Leave this to dry while the paints and flowers are being made. Alternatively use the lid as part of the design (see below).
- Use pictures of flowers to copy.
- Draw the outline of the flower heads carefully using a pencil.
- Colour in or paint the flower head if needed, making sure the colours are accurate to the flowers.
- Cut out leaf shapes to add to the flowers.
- Use the straws or cut out thin paper to form the stems of the flowers and then attach them to the flower.
- Arrange the completed flowers in the box to form the garden.
- Use the sticky labels to write the main parts of the flower e.g., stem, leaves, petals.
- Insects or small animals could be drawn and added to make the garden look even more realistic!



Key Stage 1

The big idea

Go planting...!

Plant a window box or small garden patch



Key learning

Children in Key Stage 1 need to explore their environment and ask questions about plants. This activity will allow them to grow their own plants and to see the different conditions that are needed to grow them successfully.

N.B: this activity will need some resources and some adult supervision.

Useful questions

- What plants will grow well in a small area?
- What different resources will be needed to grow the plants successfully?
- How will the plant survive and grow in a healthy way?

How to do it

This is the time of year to get planting! Ideally, seeds will need to be bought to undertake this activity, but seeds could also be used from food that is eaten, such as tomatoes and apples.

A small container could be used to act as a window box or plant pot and if there is no outside space then the planter can be placed on a windowsill for the plants to grow.

Planting a window box or planters

Resources needed:

- Some small pots to plant the seeds into, a window box or a small area of the garden. A useful tip is to use yoghurt pots that have had fruit or vegetables in them (make sure they have small holes at the base – this will need adult supervision).
- Some soil.
- Some seeds.

- Something to water the plants with.
- Something to scoop the soil, like a trowel or an old spoon.
- Some gardening or plastic gloves to protect the fingers.

Tip: *Wear old clothes as this task is quite dirty and make sure that children wash their hands after using soil.*

Planting tips:

- Place the soil into the pots so it is nearly at the top.
- Carefully take a seed and put it into the soil so that it is covered over.
- Water the seeds with a light spray if possible.
- Place the pots somewhere light, but not where they will get direct sun all day.
- Water the seeds once a day but be careful not to overwater them.

Extra activities:

- Make a seed diary to track the progress of the plants.
- Make some plant labels so it is easy to remember what the plant is (lolly sticks are useful for this).
- Plant the plants into a larger space when they start to get bigger.

Creating a cardboard window box

Resources need:

- A long cardboard box (a shoe box is ideal)
- Some coloured or white card
- Some felt tip pens or paints
- Some strips of card or string
- Sticky tape

1. Research the types of flowers that could go in the window box.
2. Draw the outline of the flowers on card and colour them in in bright colours.
3. Cut out the flowers, making sure they have stalks that can be attached.
4. Attach the flowers to the string or strips of card using sticky tape.
5. Tightly suspend the strips of card or string across the top of the box so that the flowers stand up in the box.

Once the window box is made it can be put somewhere where everyone can enjoy it!

Creating a small patch in the garden:

Permission may be needed before children use any part of the garden to make their own gardening patch. Once a patch has been agreed then children may need help to mark it out and buy some seeds or plants to go into it.

Think about:

- designing the garden before starting. Look on the internet or in magazines for interesting plant designs. If the garden is against a wall, then make sure the taller plants are nearer the back, so the small plants do not get 'lost'.
- marking the patch out using string and small canes before starting.
- making sure the soil is of a good enough quality - planting compost may need to be bought from a garden centre.
- buying some seeds or plants to plant in the patch. Seeds will need to be planted in small pots first so that they germinate before they are planted out. This means that they will start to develop from a seed into a fully grown plant.
- planting the plants carefully, making sure that they are looked after by watering and dead heading. This means taking off the heads of flowers when they have died and will encourage new growth.

The activity could be made extra special by photographing the final 'display' so that it is clear what has grown well. This will help when planting in the future.



Key Stage 1

The big idea

Make a season on a plate



Key learning

Year 1 pupils should be taught to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies. This activity will consolidate this learning for Year 2 pupils.

Useful questions

- What happens in nature at different times of the year?
- Can the child name the different seasons in order?
- What is the weather commonly like in summer, winter etc.?

How to do it

It is important to know what happens in each season so that planting in a garden or outdoor space is successful. This activity is all about designing an attractive paper plate design that shows the weather in the four seasons. Remember that this is just a design and food can't be eaten off the plate if it has been coloured in!

Materials needed:

- Some paper for the plan
- A pencil
- A paper plate or some circular, plain card
- Some colouring pencils, or pens

Completing the activity:

- Discuss the different seasons with the children and research the weather at different times of the year. Can the child name the different seasons in order and describe the weather?
- Plan out the design by drawing a circle on a piece of paper and drafting some ideas within it.

- Divide the plate into four parts to represent the four seasons and draw the designs within it. It might be a good idea to base the design around one object such as a tree or plant. This can then show the changes to the object at different times of the year.
- Finish the design by colouring in carefully.

Key Stage 1

The big idea

Go on a plant hunt Draw the findings



Key learning

Children in Key Stage 1 need to explore their environment and ask questions about plants.

Useful questions

- Can the child predict how many different plants they might see before the hunt?
- Can they name the different plants on the plant hunt?
- How accurate are their drawings and can they name the different parts of the plants?

How to do it

Completing the activity:

The child will need supervision to go on the walk. Plan the route so that there are safe stopping places.

- Decide on the route that will show the greatest number of plants. Walking past gardens or a local park would be ideal.
- Find paper, pencils, and something to lean on before starting the walk.
- During the walk, stop and try to identify the different trees and plants. If they cannot be identified, then make notes so that they can be researched on the return.
- If possible, sketch what is seen but make sure it is in a safe place, away from busy traffic.

Completing your sketch:

'Sketching' means to make a rough drawing of something. The rough drawing can be completed during the walk and then turned into a more detailed and finished piece of on the return home.

Think about:

- drawing the outline carefully in pencil.
- using careful shading if there is colour in the drawing. This could be completed on the return home when there is a better surface to lean on. Encourage the child to use the realistic colours of the objects that have been seen.
- Research any plants that were unknown and label the pictures using careful spelling of the names.

HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.