Outdoor Learning Plans

Year Two Summer Term 1 2024

Plants

 Statutory requirements Pupils should be taught to: ♣ 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.

Notes and guidance (non-statutory) Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | ScienceDT | To plant seeds in the correct environment for them to grow. To plant seeds in the correct environment for them to grow. DT - design purposeful, functional, appealing products for themselves and other users based on design criteria | Whole school letter and resources to classes…Introduce class sunflower growing and runner bean competitions and class potato competition to whole school. Introduce the area which is going to be our gardening area and discuss what their criteria is for the design and what has to be included. Designing the new garden area in pairs on design sheets on their clipboards. Planting seeds in pots – starting sunflower growing and beanstalk competition.Plant sweet peas ready for teepees. Planting other veg seeds ready for new area.  | DesignGardenVegetable patchSensory gardenPlant climbing areaWild flower areaFruit treesGreenhousesSeedsPots CompostSoilWaterWarmthSunlight | Garden design sheetsSeedsPots CompostSoilWater |
| 2 | Science | To be able to identify weeds. To know what seeds need to be able to grow healthily. |  Demonstration of which are weeds and which are plants. Demo of how to weed the garden area and compost the weeds. Weeding ready for planting in existing plantersPutting soil in empty planters to top them up ready for planting. Making green houses using the kits. Planting more seeds and planting class potatoes.Watering seeds from last week. | WeedsPlantsWeedingPlanting seedswatering |  TrowelsPots SeedsCompostGreenhouse kits |
| 3 | Science, DT and PSHE | To know how to create a no dig garden and why this is good for the environment. DT - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |  Helping to create new garden area – learning about ’no dig’ gardening and why this is important. Arrange extra helpers for this week.  | BuildingJoiningScrewingHammering‘no dig’ | WoodHammersScrewdriversScrewsDrillsSpadesCardboardSoilWire |
| 4 | REScience | DT - develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion and annotated sketches. | Bible story of the seeds and where they landExperiments with seeds – exploring their roots etc, seeing how tall they have grown etc. | Parable StonesSeedsWeedsSoilGrowStrangleDieHealthy | PotsSoilSeedsWeedsStonesetc  |
| 5 | Science | Observe and describe how seeds and bulbs grow into mature plants | Making runner bean and sweet pea teepeesLook at the growth of all of our plants so far and label each area so everyone knows what the plants are. | Runner beansSweet peasClimbersRootShootStemLeavesFlowersetc | Bamboo canesSeedlingsTwineWirePlants trowels |

Links to PSHE which are integral in all outdoor learning sessions: Year 2 SCARF ‘I can’ statements:

I can be kind and use kind words to my friends.

I can tell you why it is important to show good listening to people who think differently to me.

I can name and suggest strategies to someone who feels left out.

I can say what I do and don't like and who to ask for help.

I can make choices that help me play and work well with others.
I can use some strategies when I feel upset or angry.

I can ask for help from a trusted adult.

I can name some ways I can look after my environment.

I can explain how hand hygeine stops virus' and germs from spreading