

## Why grow food?

- Provides rich, authentic learning experiences
- Gardening together strengthens ties between school and community
- Getting their hands dirty helps connect children and young people with nature
- Gardening strengthens children and young people's immune systems
- Working in a school garden helps children and young people stay active, reducing obesity
- Gardening moderates mood and eases anxiety
- Children and young people who garden at school develop empathy and practice risk
- Teaching and food gardens improve children and young people's diets

## What you need:

- *Wet weather clothing and gardening gloves*
- *Gardening tools – including hand tools, spades, rakes etc*
- *Plant pots and containers – variety of sizes and different materials*
- *Re-used transparent plastic cups allowing children and to see root systems*
- *Soil, turf, compost – if it is not possible to provide a 'digging patch' for children and young people, soil should be provided in large pots or trays to encourage exploration and investigation*
- *Vegetable patch – provides opportunities for first-hand experiential learning. Children will have a better understanding of food sources and may even experiment with new foods as a result of growing their own vegetables*
- *An assortment of seeds, plants, herbs – it is important to check that these are child-friendly*
- *Buckets, brooms and brushes*
- *Outside tap and hosepipe*
- *Watering cans and spray bottles – will ensure that plants are never short of water!*
- *A water butt – provides easy access for children to a water supply and is eco-friendly*
- *Wheelbarrows – always popular among children, particularly in the autumn when there are leaves to clear and transport and produce to harvest*
- *Compost heap – provides opportunities for children to understand scientific concepts and become more ecologically aware*
- *Magnifiers*
- *Canes and trellis*
- *Cord/twine or plastic ties and fasteners*
- *Labels and markers suitable for outdoor weather*
- *Non-fiction picture books, posters, information cards etc. in a box/ basket that can be easily transported outside*



# GROWING FOOD



**Key Concepts** Growth, Change, Seasons, Weather

## Key Questions

Is it possible to grow our own food?  
 What do plants need to grow?  
 When should we plant our seeds?  
 Do all plants like a sunny spot?  
 How much water should we give them?  
 How long will it be before we can harvest our food?  
 What can we do with the food we have grown?

## Things to grow

**Herbs** Mint, Chives, Sage, Thyme, Parsley



**Salads** Lettuce, Radish, Cucumber, Cherry Tomatoes, Spinach

**Vegetables** Green Beans, Carrots, Potatoes, Peas, Onions

**Fruits** Strawberries, Blueberries, Gooseberries



## Possible learning experiences

- Find out when and where to plant herbs, fruits and vegetables
- Prepare the soil for planting
- Plant a variety of seeds in pots, patio containers, raised beds, school garden
- Find and use recycled containers to plant seeds in
- Use string to mark out a straight line for planting in raised beds/vegetable plots
- Use a spacer to make sure individual plants have enough space to grow
- Grow vegetables and observe the 'seed to plate' process. You may need to build a scarecrow to protect your plants
- Label the plants. Find out the Welsh names for things you see or use in the garden too
- Photograph them at regular intervals to record their growth
- Take care of your plants providing them with the best growing conditions
- When your produce is ready begin to harvest it
- Make some close observational drawings/paintings of the fruit and vegetables you have grown. These can be used on packaging for your produce
- Use the produce you have grown to prepare healthy snacks - wash, prepare, chop and present it in inviting ways
- Sell some of your herbs, fruits and vegetables in the Big Bocs Bwyd
- Use some of your produce to cook with both in school and at home

## Useful websites

<https://schoolgardening.rhs.org.uk/home>  
<https://www.growveg.co.uk/guides/how-to-set-up-a-school-garden/>  
<https://learn.eartheasy.com/guides/how-to-start-a-school-garden-your-complete-guide/>



## Four Purposes

### Ambitious, capable learners

Can explain the ideas and concepts they are learning about

### Healthy, confident individuals

Take part in physical activity

### Enterprising, creative contributors

Connect and apply their knowledge and skills to create ideas and products

### Ethical, informed citizens

Show their commitment to the sustainability of the planet

## Integral Skills

### Creativity and innovation

Develop curiosity and inquisitiveness

### Critical thinking and problem-solving

Ask questions

### Personal effectiveness

Confidence and self-esteem

### Planning and organising

Manage resources

## What Matters

### Sci-Tech

The world is full of living things which depend on each other for survival

### H&WB

Our decision-making impacts on the quality of our lives and the lives of others

### M&N

Measurement focuses on quantifying phenomena in the physical world

## Descriptions of learning

I can recognise that plants and animals are living things which grow.

I have an understanding that things can be safe or unsafe.

I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'.

## Cross-curricular Skills

### Nursery

#### M&N

- Compare, sort and order two objects in terms of size, weight and capacity by direct observation
- Use words that describe temperature during everyday activities, e.g. hot/cold

### Reception

#### M&N

- Use direct comparisons with length, height and distance, weight/mass, and capacity
- Use direct comparisons when describing temperature, e.g. hot/cold

