GROWING FOOD

The Learning Partnership Wales

Big Bocs Bwyd

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 a range of hand tools as well as wheelbarrows, spades, rakes, hoes, buckets, brooms and brushes*
- *Hose pipe, watering cans and sprays bottles – will ensure that plants are never short of water!*
- *Outdoor tap for easy access to water*
- *Water butt – provides easy access for children to a water supply and is eco-friendly.*
- *Plant pots and containers for growing herbs.*
- *Re-used transparent zip-lock bags to allow children and young people to see root systems*
- *Soil, turf, compost, grow bags*

- *Raised beds/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. Biodegradable cultivation pots for seedlings*
- *Compost bin/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*
- *Information books, posters, information cards etc. in a box/basket that can be easily transported outside*

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Key Concepts Growth, Change, Seasons, Life Cycles, Decay

Key Questions

Where does our food come from?
Is it possible to grow food throughout the year?
What are the conditions needed for growing different foods?
What can we cook with the foods we grow?
What kind of soil is needed to grow food?
How can we grow food in limited spaces/urban environments?

Things to grow

Herbs Rosemary, Coriander, Basil, Curry Leaves

Salads Variety of Lettuce, Radish, Cucumber, Tomatoes, Spinach

Vegetables Green Beans, Leeks, Potatoes, Peas, Red Onions, Courgettes, Cabbage

Fruits Raspberries, Rhubarb, Apples, Pears

Possible learning experiences

- Find out how, when and where to grow herbs, fruits and vegetables
- Plan the annual cycle for growing food
- Prepare the soil for optimum growth
- Plant a variety of seeds in pots, patio containers, raised beds, vegetable patch
- Find and use recycled containers to plant seeds in
- Find ways to mark out a straight line for planting in raised beds/vegetable plots
- Measure accurately to make sure individual plants have enough space to grow

- Record the weather daily - rainfall/hours of sunshine/temperature
- Record the 'seed to plate' process in different ways
- Create labels and care instructions for the plants
- Use the Welsh names for things you see, do, or use in the garden
- Observe the plants at regular intervals and record their growth using labelled drawings, photographs and writing. Compare and notice changes over time
- Take care of your plants providing them with the best growing conditions

- When your produce is ready begin to harvest it
- Use the produce you have grown to prepare snacks, soups and simple meals for friends and family
- Create your own recipe cards for the food you have grown. Publish these for the users of Big Bocs Bwyd. Match them with available and seasonal produce
- Sell surplus herbs, fruits and vegetables in the Big Bocs Bwyd
- Provide the school kitchen with produce to use for school meals

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/

https://www.quickcrop.co.uk/blog/grow-school-vegetable-garden/

https://www.wwf.org.uk/get-involved/schools/resources/food-resources

PS2 GROWING FOOD

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Four Purposes

Ambitious, capable learners

Set themselves high standards and seek and enjoy challenge

Healthy, confident individuals

Face and overcome challenge

Enterprising, creative contributors

Lead and play different roles in teams effectively and responsibly

Ethical, informed citizens

Engage with contemporary issues based upon their knowledge and values

Integral Skills

Creativity and innovation

Able to generate ideas
Ability to turn ideas into action

Critical thinking and problem-solving

Identify possible solutions

Personal effectiveness

Evaluate own learning/strengths and areas for development

Planning and organising

Set goals
Time management

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 what I do, and the things I use, can have an impact on my environment and on living things.

I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

I can estimate and measure, using non-standard units, before progressing onto standard units.

Cross-curricular Skills

Year 1

M&N
Use non-standard units to measure length, height and distance

LLC
Communicate purposefully in writing, e.g. may be supported by a drawing

Year 2

M&N
Use standard units to measure length, height and distance: metres, half metres or centimetres

LLC
Write for different purposes

Year 3

M&N
Use standard units to estimate and measure: length: measure on a ruler/tape measure to the nearest 1/2cm

LLC
Use the characteristic features of simple continuous and non-continuous texts in their own writing