PS3

GROWING FOOD

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 ensures availability of water all year round*
- *Water butt – provides easy access for children to a water supply and is eco-friendly*
- *Plant pots and upcycled containers for growing herbs*
- *Re-used plastic bottle to provide protection for seedlings*
- *Biodegradable cultivation pots for seedlings.*
- *MiniPolytunnel/Greenhouse/Polytunnel*
- *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*
- *Compost bin/heap – provides opportunities for children to understand scientific concepts and become more ecologically aware*
- *Secateurs, pruning saw, shears for pruning*
- *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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GROWING FOOD

The Learning Partnership Wales

Big Bocs Bwyd

Key Concepts Growth, Change, Seasonality, Life Cycles, Decay, Sustainability

Key Questions

Is it possible to grow food throughout the year?
What are the conditions needed for growing different foods?
What impact does weather and climate have on the type of foods we can grow?
How can we protect plants from the weather?
What can we cook with the foods we grow?
How can we grow food in limited spaces/urban environments?
What are the sustainability issues we need to consider when growing food?

Things to grow

Herbs Flat Leaf Parsley, Coriander, Basil, Dill

Salads Variety of Salad Leaves, Cucumber, Tomatoes, Spinach

Vegetables Pumpkins, Broad Beans, Aubergines, Swede, Sweet Potatoes, Cabbage, Sprouts

Fruits Blueberries, Cherries, Apples, Pears

Possible learning experiences

- Find out how, when and where to plant herbs, fruits and vegetables
- Research 'seasonal food'. What factors influence this?
- Plan the annual cycle for growing food. Consider ways to ensure food availability throughout the year
- Prepare the soil for planting. Improve its quality using eco-friendly methods
- Find out which seeds/plants need the protection of a greenhouse/polytunnel
- Plant a variety of seeds in pots, patio containers, raised beds, vegetable patch
- Plant foods that need protection in the greenhouse/ polytunnel
- Find and use recycled containers to plant seeds in. Identify ways to protect plants in Winter months. Consider innovative ways to reuse and recycle, for example, using the tops of plastic bottles to cover seedlings
- Draw a scaled design/plan for planting in raised beds/ vegetable gardens. Measure perimeter and area accurately to inform your plan
- 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
- Build structures to support plants that need it, for example, tripods to support green beans
- Record the 'seed to plate' process in different ways. Make detailed notes of observable changes
- Observe the plants at regular intervals and record their growth using labelled drawings, photographs and writing
- Keep a daily record of temperature, rainfall and general weather conditions
- Create labels and care instructions for the plants. Add the date of planting and expected date of harvest
- Make your labels multi-lingual with Welsh, English, and community languages
- Take care of your plants providing them with the best growing conditions. Know when and how to prune
- 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
- Sell surplus herbs, fruits and vegetables in the Big Bocs Bwyd
- Provide the school kitchen with produce to use for school meals
- Promote a blog/website to keep your community informed about your garden produce

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/

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GROWING FOOD

Four Purposes

Ambitious, capable learners

Question and enjoy solving problems

Healthy, confident individuals

Have the skills and knowledge to manage everyday life as independently as they can

Enterprising, creative contributors

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

Ethical, informed citizens

Understand and consider the impact of their actions when making choices and acting

Integral Skills

Creativity and innovation

Act upon opportunities and ideas and transform them into value

Critical thinking and problem-solving

Challenge perceptions

Personal effectiveness

Independence
Leadership

Planning and organising

Responsibility and reliability

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 describe how living things compete for specific resources and depend on each other for survival.

I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.

I can estimate and measure length, capacity, mass, temperature and time, using appropriate standard units.

Cross-curricular Skills

	M&N	LLC	DCF
Year 4	Select and use appropriate standard units to estimate and measure length/height, weight/mass, volume/capacity Take temperature readings using thermometers and interpret readings above and below 0°C	Explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs	Create and modify multimedia components using a range of software.others, e.g. websites, e-mails, blogs
Year 5	Use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation Measure and record temperatures involving positive and negative readings	Explore the layout of web pages to create material using available tools	Combine a range of multimedia components to produce an appropriate outcome. others, e.g. websites, e-mails, blogs
Year 6	Read and interpret scales or divisions on a range of measuring instruments Measure and record temperatures involving positive and negative readings	Explore different ways to present work and use them appropriately, e.g. moving image, slides, voice-over	Independently use a range of software to produce and refine multimedia components. outcome. others, e.g. websites, e-mails, blogs