KS4 Grow It

The purpose of Grow It is to develop the skills, confidence, independence and creativity through practical lessons. The pupils will learn about recycling and upcycling to help support insects and wildlife, how to sow seeds and grow plants and how to maintain a garden area. Pupils will be able to see the process seeds go through to grow a variety of plants.

Lessons are structured so they are practical to equip students with the skills they can use in a garden environment and they promote participation and teamwork encouraging students to work co-operatively.

RRS Articles: This unit of work is linked **Article 6** of the UN Convention on the Rights of the Child.
"I should be supported to live and grow."
RRS Articles: This unit of work is linked **Article 29** of the UN Convention on the Rights of the Child.
"I have the right to an education which develops my personality, respect for others' rights and the environment."

	OU P Steps P5-6	OU P Steps P7-8	OU NC step 1	OU NC Steps 2-3
Theme-Safety				
Subject specific knowledge	Can identify where hands need to be washed. Can identify pictures of dangers in the garden i.e. tools not stored correctly, rubbish on paths, thorns on plants. Knows that gloves go on hands before gardening. Can identify that tools are stored in a specific place.	Can identify where hands are washed and what is needed to wash hands i.e. soap, water, and paper towels. Can identify and sort dangers i.e. sharp tools, water spillages, rubbish, thorns, tools carried downwards. Can identify that gloves should be worn before gardening. Can identify that tools need to be stored safely.	Understand why we need to wash our hands when gardening and can identify some reasons why. Identifies and understands dangers and safety rules in the garden Can identify why gloves should be worn before gardening. Can identify why gardening tools must be stored safely.	Understand why we need to wash our hands and can give relevant examples of why we wash hands and the risks if they are not washed properly when gardening. Understands dangers in the garden and preventative measures to minimise the dangers. Understands why gardening gloves must be worn and dangers of not wearing them. Can explain why gardening tools must be stored safely.
Subject specific skills	Is able to wash hands with verbal prompts for each step i.e. wet hands, put soap on, wash hands, dry hands. Is able to follow key safety rules when modelled. Is able to put gardening tools back to the correct place with verbal support.	Is able to wash hands once directed with some verbal prompts. Is able to follow key safety rules when given verbal instructions. Is able to locate and put away key gardening tools away when prompted.	Is able to wash hands safely and hygienically. Is able to follow basic safety rules when gardening. Is able to locate and store gardening tools safely. Is able to use the correct equipment to ensure safety.	Is able to demonstrate excellent hygiene throughout lessons. Is able to follow and understand safety rules when gardening. Is able to independently locate, and store gardening tools safely. Is able to independently use the correct equipment to ensure safety i.e. gloves, bin, and shovel.

	Is able to pick up gardening gloves and attempt to put them on.	Is able to stay away from dangers in the allotment. Is able to put on gardening gloves.	Is able to stay away from dangers in the garden and work safely minimising the risk of dangers i.e. storing tools correctly when not in use.	Is able to independently stay away from dangers and work safely minimising the risks of dangers and explain the reasons why.
Theme- garden skills				
Subject specific knowledge	Identifies key parts of a garden / allotment i.e. soil, plants, water, path. Can identify a familiar piece of gardening equipment. Can identify what a plant needs to grow using a choice of 3 pictorial answers. Can identify at least two parts of a flower. Knows that insects and animals can live in the garden / allotment. Can identify tidy and untidy beds. Can identify rubbish in the environment.	Identifies that recycle means reuse again. From a choice can identify the correct equipment needed to complete a familiar task. Can identify that a seed needs to be planted in soil and that a plant needs water and sunlight to grow. Can name some of the key parts of a flower; flower, leaf. Can identify the common animals and insects that live in a garden / allotment. Can identify that beds need to be looked after by picking litter and watering. Can identify that rubbish is bad for the environment.	Identifies what recycle and upcycle mean and can identify some ways it can help the environment. Can identify equipment needed to complete a task and discuss the steps to use. Can identify how a seed needs to be planted and can identify what plants need to grow. Can name parts of a flower seed, flower, leaf, stem, and root. Can identify insects and animals that live in a garden / allotment and identify some reasons why they are good for a garden / allotment. Can identify how to maintain a bed i.e. pick litter, leaves, water, trowel soil, weed. Can identify issues rubbish causes on the environment i.e. injuries animals. Can identify how animal and insects houses help i.e. keeps animals safe.	Understand what recycle and upcycle mean and can explain why it is important to recycle and upcycle. Understand what equipment is needed to complete a specific gardening task and discuss the steps to use. Can explain how to plant a seed and what a plant needs to grow. Can identify a range of insects and animals live in a garden / allotment and explain why they are good for a garden / allotment. Can name the different parts of a flower using the correct terminology and explain the different functions. Can understand why beds have to be maintained and explain the steps for doing so. Can understand the negative effects of litter on the environment. Understand the positive effects of having insect / animal houses for the environment.
Subject specific skills	Is able to correctly recycle materials into clearly symbolised containers using a choice of two. Is able to use a piece of gardening equipment	Is able to recycle materials into clearly symbolised containers. Is able to use gardening equipment after a staff demonstration.	Is able to recycle materials and suggest a way an item can be upcycled. Is able to identify and use gardening equipment safely.	Is able to recycle materials correctly and suggest a range of ways an item can be upcycled. Is able to confidently identify and use a range of gardening equipment safely.

	after demonstration and with verbal support. Is able to plant a seed after demonstration and using symbolised steps to support. Is able to follow a simple symbolised step to help build an insect / animal house. Is able to move soil to help fill a raised bed. Is able to identify and pick litter. Is able to pour water on to the soil using a watering jug with some staff support.	Is able to plant seeds after a demonstration by staff identifying the correct tool needed. Is able to follow a 2 step symbolised instructions to build an insect / animal house. Is able to identify what a plant needs to grow from a choice of answers. Is able to follow verbal instructions to help maintain and build beds. Is able to identify pick litter after demonstration. Is able to fill a watering jug up to the top.	Is able to plant seeds using tools and ensure plants have the correct resources to grow i.e. water. Is able to build an insect / animal house following 4 step written instructions. Is able to maintain beds using the correct equipment. Is able to pick litter using the correct equipment. Is able to fill a watering jug to a specified ml in increments of 100ml.	Is able to plant seeds using the correct tools and ensure plants have the necessary resources to grow i.e. water, planted in sunlight. Is able to follow 6 step written instructions to build an insect / animal house. Is able to maintain beds to a high standard using the correct equipment independently. Is able to lead a small team to build a raised bed and fill with compost. Is able to pick litter using the correct equipment and disposing of appropriately i.e. compost, recycle, bin. Is able to accurately fill a watering jug to a specified ml in increments of 50ml i.e. 550ml, 1500ml,
Personal development	**Problem solving-** Linked to resolving any issues encountered, finding a way to solve the problem when gardening. . **Communication skills-** Using full sentences/signs appropriate, to communicate instructions and ideas, listening and responding appropriately to other peoples ideas. **Self-belief-** Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions. **Self-management-** Linked to managing equipment safely and managing behaviours. **Team-work-** Linked to working in small groups and realising a goal as a group, cooperating with a group and working together effectively.			
Suggested activities Planting seeds. Maintaining beds. Watering flowers. Picking the harvest.				

Washing picked vegetables.
Investigating the herbs in the sensory garden.
Sampling a herb a week through cookery, tasting raw (where possible) and in food/teas.
Dead heading flowers to encourage new buds.
Maintaining vegetables patches,
Researching vegetables and the pests they attract. Research and test natural remedies to eradicate the pests
Rainfall measurements
Collecting and identifying bugs.
Worm counts
Making bird feed.
Build a bug house.
Scrap book of the wildlife found in the school playground.
Make a mini wormery using a large glass jar.
Building birdhouses.
Attracting the right bugs to the vegetable patch. Researching which plants will attract bees & relevant bugs to help pollinate and spread seeds. Sowing and planting these out.
Calculating plant numbers from seed packs and keeping a log of the info. How many were sown? How many germinated? How many were pricked out? How many healthy plants survived outside?
Measuring and marking appropriate distances when planting out.
Creating a calendar of time sown and expected harvests.
Breaking down original costs of seeds, pots etc & how much we would sell our vegetables for. Create a spreadsheet.

Online resources

https://littlebinsforlittlehands.com/bee-house/
https://www.gardenersworld.com/how-to/grow-plants/10-gardening-projects-for-kids/
https:// https://www.rhs.org.uk/advice/health-and-wellbeing/children-getting-them-interested-in-gardeninggardeningforkids.co.uk/
https://www.saga.co.uk/magazine/home-garden/gardening/advice-tips/reusing-single-use-plastic-in-the-garden
https://www.recyclenow.com/local-recycling
https://www.pinterest.co.uk/pin/235876099206963324/
https://handsonaswegrow.com/free-recycling-activities-kids/

Evidencing Work

Practical evidence sheets, research work, gardening work. All picture and teacher evidence needs to be formatted within the ASDAN booklet.