

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning



Course Title: Family vegetable growing		Level of Learning: E3, Level 1	Length of Session: (2 hours, allotment visit 4 hours)
Course length: 20 hours		Start Date:	End Date:
Date & Time: Within the main growing season February to August	Location: Primary school, children's centre, community centre	Age range of children: 4 - 9	
ECM Outcome:	Stay safe <input type="checkbox"/> Be healthy <input checked="" type="checkbox"/> Enjoy & achieve <input checked="" type="checkbox"/> Make a positive contribution <input checked="" type="checkbox"/> Achieve economic well-being <input checked="" type="checkbox"/>	Curriculum Focus: (WFL)	Sustainable development: <input checked="" type="checkbox"/> Community cohesion: <input type="checkbox"/> Arts & culture: <input type="checkbox"/> Health & well-being: <input checked="" type="checkbox"/>

Aims of the course:

- To learn the basics of cultivation and growing vegetables
- To increase knowledge of recycling
- To increase ideas for a healthy diet

Differentiation:

Activities will have a range of possible outcomes to allow learners to achieve at their own level and reach their potential

Health and safety

Risk assessments should be carried out as necessary and advice for home activities included.

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Literacy and numeracy

Speaking and listening activities are integrated into the course. There are also opportunities to develop numeracy skills through data collection and recording and money handling

Assessment and IAG

Course to include IAG, skills and knowledge check relevant to course content and SfL screening as appropriate to individual learners using e.g. Smart Move Skills Check

<http://www.toolslibrary.co.uk/standard.htm>

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Session	Activity	Learning outcome	Home activity (if any)	Resources	Assessment	Generic outcome
1.	<p>Introduction to course aims, objectives and activities</p> <p>Assessment of existing skills and knowledge relevant to the course. Identification of different vegetables and where they come from</p> <p>Share existing experiences of gardening</p> <p>Look at and discuss the make-up of the Eatwell plate</p> <p>Make a 3D paper collage plate to show the fruit and vegetables eaten in the last 7 days</p> <p>Discuss where these come from and implication of air miles.</p> <p>Find countries of origin in atlas</p> <p>Discuss what vegetables can be grown locally and easily</p> <p>Sow cress/sprouting bean seeds on paper plates to take home</p>	<p>Greater awareness of where fruit and vegetables are grown and what vegetables can be grown locally</p>	<p>Tend the cress/sprouting bean seeds</p> <p>Make list of all the vegetables eaten in a week and where they come from</p>	<p>Assessment quiz sheet/pictures/realia</p> <p>Paper plates</p> <p>Coloured tissue paper</p> <p>Scissors, glue</p> <p>Eatwell plate illustration</p> <p>atlas</p> <p>Cress seeds</p> <p>flannel</p>	<p>Q and A using quiz sheet and/or realia/pictures depending on age of children involved</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Build relationships within the family/community</p>

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2	Share vegetable lists prepared at home Visit garden centre to choose and buy vegetable seeds including a guided visit to the plant nursery sheds and input from centre staff on cultivation	Greater awareness of how to care for plants Seeds chosen for sowing	Tend the cress/sprouting bean		Q and A, Discussion, Observation Successful completion of task	Explore new ideas Build-confidence and self-esteem Develop oral communication skills Build relationships within the family/community
3	Share and handle a variety of different seeds to compare size etc e.g. peas, beans, lettuce, parsnip, cornflower, cress Recap from last week on what seeds need to grow well. Discuss and demonstrate how to find information from the seed packet instructions Make a “silly”giant seed packet following the instructions layout of a real packet e.g “plant at a depth of 1 metre” “ready to harvest after 1 day” Pot up the containers and sow a variety of quick maturing seeds, e.g. leaf salads labelling as appropriate Organise where the containers will kept and cared for between sessions	Understand how to read instructions on a seed packet Follow instructions to sow seeds in containers	Tend the cress/sprouting bean Organise food for picnic including bringing cress/bean sprouts if ready	Different varieties of seeds Seed packets Containers Potting compost http://www.allotment.org.uk/container-growing/growing-vegetables-containers.php http://www.vegetable-garden-guide.com/starting-seeds.html http://www.bbc.co.uk/gardening/basics/techniques/growfruitandveg_index.shtml	Q and A, Discussion, Observation Successful completion of task	Explore new ideas Build-confidence and self-esteem Develop oral communication skills Develop reading skills Develop skills for working in a group Build relationships within the family/community

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4 (4 hours)	<p>Visit local allotment (pre-arranged with input from an allotment holder)</p> <p>Take part in clearing and cultivation activities including using tools for digging etc. including bonfire if permitted</p> <p>Share a picnic</p> <p>Investigate how allotments are organised, how to apply for an allotment, special events etc,</p>	<p>Enjoyment in working in the garden</p> <p>Greater understanding of how allotments are organised and maintained</p>	<p>Make a map of garden or identify outside space at home (e.g. window sill) for vegetable growing</p>	<p>http://www.allotments-uk.com/</p>	<p>Q and A</p> <p>Discussion</p> <p>Observation</p> <p>Successful completion of tasks</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Develop oral communication skills</p> <p>Develop skills for working in a group</p> <p>Develop contact with local community groups</p> <p>Build relationships within the family/community</p>
5	<p>Share ideas of possible areas for growing vegetable at home</p> <p>Bug quiz to check existing knowledge</p> <p>Bug hunt outside with identification. Check usefulness or not for the garden</p> <p>Learn rhyme “Ladybird, ladybird , fly away home”</p> <p>Read Eric Carle’s “The very angry ladybird” and “Very hungry caterpillar”</p> <p>Tend seeds</p>	<p>Identification of insects which are good and bad for the garden</p>	<p>Make up story at time about a troublesome insect</p>	<p>http://www.dgsgardeninq.btinternet.co.uk/insects.htm</p> <p>Bug boxes</p>	<p>Q and A, discussion, observation</p> <p>Successful completion of task</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Develop oral communication skills</p> <p>Develop skills for working in a group</p> <p>Build relationships within the family/community</p>

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6	<p>Share stories made up at home</p> <p>Make class bug tree or individual bug mobiles, with different coloured background for good or bad for the garden.</p> <p>Discuss ways of encouraging the useful insects eg. areas for overwintering ladybirds, compost rich earth for worms</p> <p>Discuss and look at instructions for making compost</p> <p>Tend seeds</p>	<p>Follow oral instructions and contribute ideas to make a bug tree/mobile</p> <p>More ideas for encouraging useful insects in the garden</p>	<p>Make a survey of what bugs and where they are in your garden or greenspace near you</p>	<p>Card, coloured paper, string, paints, coloured pencils, scissors, glue, Coat hangers (mobile) or bare branch (tree)</p> <p>http://www.envocare.co.uk/makingcompost.htm</p>	<p>Q and A, discussion, observation</p> <p>Successful completion of task</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Develop oral communication skills</p> <p>Develop skills for working in a group</p> <p>Build relationships within the family/community</p>
7	<p>Introduce the 3 Rs – reduce, recycle, reuse. Complete recycling quizzes and discuss family's recycling</p> <p>Follow instructions to make a group scarecrow from recyclable materials</p> <p>Tend seeds</p>	<p>Greater understanding of the 3 Rs</p> <p>Make a scarecrow out of recyclable materials</p>	<p>Make a bird scarer from recyclable rubbish</p>	<p>Items of recyclable rubbish</p> <p>www.biggreenswitch.co.uk</p> <p>www.recyclezone.org.uk</p>	<p>Q and A, discussion, observation</p> <p>Successful completion of task</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Develop oral communication skills</p> <p>Develop skills for working in a group</p> <p>Build relationships within the family/community</p> <p>Develop skills for making choices</p>

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8	<p>Read/tell the story “Stone Soup” discussing what additional vegetables the old lady might have in her garden for the soup</p> <p>Follow instructions to make vegetable soup with local vegetables. Garnish soup with home grown salad leaves</p> <p>Discuss where to buy good value local vegetables</p> <p>Tend seeds</p>	<p>Listen and contribute ideas to a story</p> <p>Follow instructions to make vegetable soup</p> <p>Identify where to buy good value vegetable locally</p>	<p>Make a vegetable soup at home from local vegetables</p> <p>Take photo on mobile phone of soup</p> <p>Prepare food for celebration</p>	<p>http://www.stonesoup.com/about/folktale/</p> <p>http://resources.sparklbox.me.uk/501-999/sb720.pdf</p>	<p>Q and A, discussion, observation</p> <p>Successful completion of task</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Develop oral communication skills</p> <p>Develop skills for working in a group</p> <p>Build relationships within the family/community</p> <p>Develop skills for making decisions</p>
9	<p>Share soup photos and feedback on home activity</p> <p>Celebration and shared food, including using vegetables grown on the course if possible</p> <p>Share stories from the course</p> <p>Discuss plans for future cultivation</p> <p>Advice and guidance on further learning opportunities for the adults</p> <p>Assessment of learning on the course</p> <p>Share larger seedlings e.g. beans, peas between participants for transplanting at home</p>			<p>http://www.allotments-uk.com/</p> <p>National Trust – growing spaces for information on finding allotments; The Woodland Trust ; your local council website for local outdoor spaces and allotment associations</p>	<p>Quiz questions from start of course</p> <p>Feedback from learners adult and children to ascertain what they will do differently as a result of the course</p>	<p>Explore new ideas</p> <p>Build-confidence and self-esteem</p> <p>Develop oral communication skills</p> <p>Develop skills for working in a group</p> <p>Build relationships within the family/community</p> <p>Widen aspirations for self and family</p>

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