How Does Your Garden Grow?



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How Does Your Garden Grow?

Key vocabulary

spade, wheelbarrow, rake, hand fork, hand trowel, bulb planter, gloves, secateurs, clippers, compost, nutrients, micro-organisms, propagate/propagation, pruning, mulching, fertilising.

Grammatical conventions

- Action verbs: tap, use, place, fill
- Use of adverbial phrases, e.g. 'cut the stem *just below the last node*'
- Use of apostrophes (contraction and possessive): don't, I've, you'll, worms'

Spelling

- Suffixes – adding 's', 'ed', 'ing'
- Compound words: wheelbarrow, themselves, outside, anywhere
- Syllabification: pro/pa/ga/tion, nu/tri/ents
- Investigate origins of words: bacteria, micro-organism, microscopic, millipedes, recycle

Creative thinking task – Knowledge



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Introduction

Daniel, Ismini and Natasha sat eating their lunch outside their classroom. They looked around the yard. It was very bare. There were no shady trees to sit under. Only a few weeds grew here and there.

Erica came past them pushing a wheelbarrow. Erica was the school gardener. She maintained the gardens around the school and taught the children about caring for the environment. She was helping to **landscape** the front of the school. It now had a grassed area and shrubs.



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As Erica pushed the wheelbarrow towards the front gate, Natasha had an idea. "Erica said you can make a garden anywhere with the right tools and plants. Perhaps we could make one here at school."

Daniel and Ismini thought this was a fantastic idea.

"My mum made her own garden," said Daniel. "We all helped her."

They talked about Daniel's garden and who did the different tasks to create it. It wasn't very hard if you knew what to do.

They decided to ask Erica to help them make a garden in the school grounds.



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Design a Garden

Erica really liked the children's idea. "Why don't you design the garden yourselves?" she asked them. "Start by planning it on paper. Add the plants you would like, and other things such as paths or rocks."

The children had lots of great ideas for the garden.



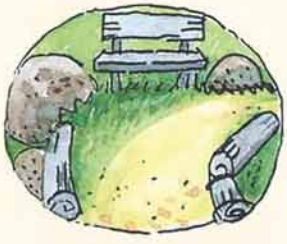
Favourite plants and labels



Animal life — butterflies, bees, birds



Shade



Non-living things — paths, rocks



Flowers and leaves



Patterns

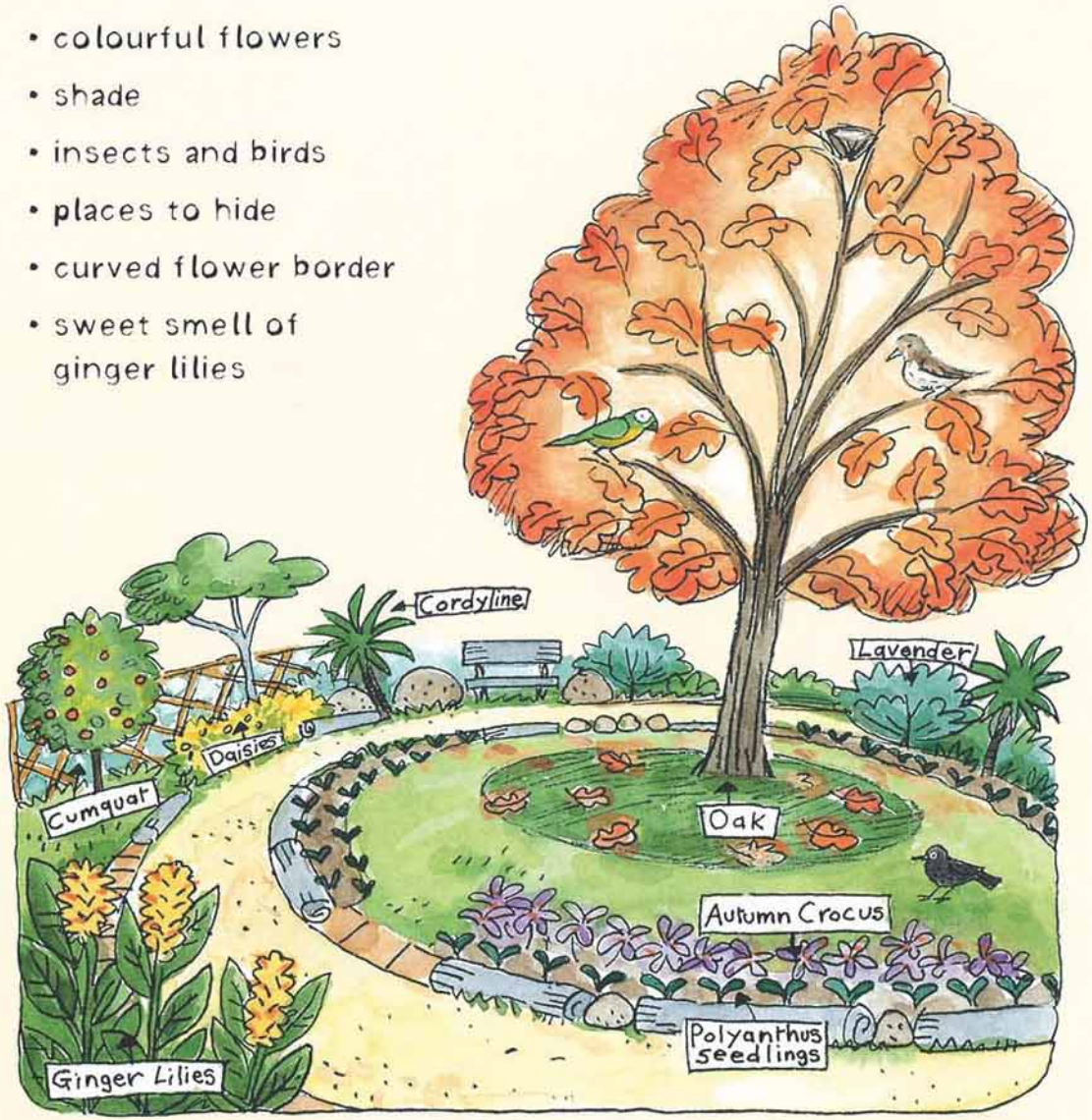
The children eagerly told Erica their ideas. Erica was impressed! She suggested using a list of these ideas to plan the new garden.

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The children made a list of the things they liked most, and with Erica's help they agreed on a design for the garden.

Our garden and what we like

- colourful flowers
- shade
- insects and birds
- places to hide
- curved flower border
- sweet smell of ginger lilies



Chapter 3

1st Month

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Tool Shed

"Working in a garden is much easier when you use the correct tools," explained Erica, as she opened the shed door. The children stared at the range of tools. "We need to get the soil ready for planting," she said. "I've drawn some tools that we need to use, to perform different jobs. I've written some information about each tool."

Erica's list of tools

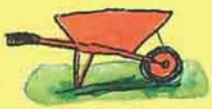
spade a flat blade with a handle for digging and cutting through soil



garden fork a short handle with teeth to break up the soil and make holes



wheelbarrow a wheeled vehicle for carrying things easily



rake a long handle with teeth, for smoothing the soil







hand fork a short handle with tines for breaking up soil



hand trowel a short handle and blade for making holes for plants



bulb planter a cylinder with a handle for cutting soil, making holes and planting bulbs



gloves worn to protect your hands

