

# YEAR 4 EDIBLE PLAYGROUND CURRICULUM GUIDE



A list of activities which are age and year group appropriate, linking to the National Curriculum. If your school follows your own curriculum then please use these activities as an indicator and adapt the ideas to suit the needs of your class.

YEAR 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Reading texts</b>	<b>There's a Werewolf in my Tent by Pam Butchart</b>		<b>Flotsam by David Wiesner</b>		<b>The End of the Wild by Nicola Helget</b>	
<b>Literacy</b>	Hide various books amongst the plants. Children go around and decide which one they would most like to read and why? <i>(reading)</i>  Get into groups and take turns to read a page each of their favourite book. <i>(reading)</i>	Read your class story in your Edible Playground and have a class discussion about it. <i>(reading)</i>	Take photos of 'Flotsam and Jetsam' in your Edible Playground. Children to use the photos to write the stories of how they got there. <i>(fiction writing)</i>	Write a recipe for the current produce being grown in your Edible Playground. <i>(non-fiction writing)</i>  Combine the children's recipes into a class recipe book and create a contents page. <i>(non-fiction writing)</i>	Hide a range of fronted adverbials around your Edible Playground. Have the children find them and complete an exciting sentence. <i>(grammar)</i>  Use blades of grass/thin stalks to insert where they think the commas might go. <i>(grammar)</i>	Write a school policy on organic v's non-organic vegetable growing. <i>(non-fiction writing)</i>  Create an information booklet on organic v's non-organic vegetable growing. <i>(non-fiction writing)</i>
<b>Numeracy</b>	<b>Calculations (Division), Estimating and measuring</b> Number of seeds v number of pupils. How many does each person get?  Welly wanging competition. Estimate and then measure the distance the boot has been thrown and record in a table. Can you plot a bar chart using the data collected?	<b>Geometry</b> Find examples of hexagons, triangles and other 2D shapes in the Edible Playground. Draw them and then identify which types of angles they have internally? Estimate what the internal sides might add up to. Are there any patterns emerging?	<b>Reading Scales</b> Temperature readings using a thermometer. Measuring different amounts of water to water the plant. Measure natural fertiliser and water to make a mixture.	<b>Area/Measuring</b> Plot your Edible Playground on squared paper, and then calculate the area of different raised beds and the total area.  Weigh your different produce and classify into lightest/heaviest. Can you calculate the average weight?	<b>Multiplication</b> Create multiplication sums using the raised beds: count number of seeds in a row, and how many rows. How many altogether?  Create multiplication sums using a natural object from your Edible Playground to represent the missing number. Children use inverse to find the answer.	<b>Problem Solving</b> Calculate how much paint was used to paint the shed or how much varnish used to varnish the beds. If you planted 2 rows of carrot seeds with a distance of 2cm apart how many would you plant?  Children write their own word problem linked to your Edible Playground.
<b>Science</b>	<b>Scientific Investigation</b> Investigate the impact sugary drinks can have on our teeth by leaving eggs soaking in different drink mixtures. How would you create a fair experiment? Why are eggs similar to teeth?	<b>Sound</b> Explore and compare sounds in your Edible Playground. What materials would work best to create sound screens?	<b>Plants</b> Design an improved variety of fruit or vegetable. Describe what existing plants it will be 'bred' from. Create a seed packet for the new variety.	<b>Living Things and their Habitats</b> Find an example of adaptations in mini beasts, snails vs slugs, ladybird elytra covering their fragile wings.	<b>Animals including Humans</b> Discuss the role of diet in a healthy lifestyle. Plan a meal or weekly meal planner using produce from your Edible Playground, showing how it is a balanced diet in relation to the nutrients in the food.	<b>States of Matter</b> Create mini greenhouses in your Edible Playground using cloches made from upturned plastic drinks bottles. Compare the amount of condensation over wet or dry soil, with or without a plant inside, with or without a cup of water.

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<b>History</b>	<b>Ancient Civilisations</b> Sumerians were responsible for the first written recipes, research what other links to food your chosen civilization is responsible for.	<b>Ancient Civilisations</b> Children plan their own lesson which links to their own historical time period and integrates use of your Edible Playground.	<b>Romans</b> Romans introduced garlic, onions, shallots, leeks, cabbages, peas, celery, turnips, radishes, asparagus, rosemary, thyme, bay, basil and mint, walnuts and sweet chestnuts to Britain. Apples, grapes, mulberries and cherries were also cultivated for the first time rather than grown wild. Research and create a Roman garden.
<b>Geography</b>	<b>Human and physical features on a map</b> Plot a map of the playground and Edible Playground using a key to represent different features e.g. (greenhouse, raised bed, plants).	<b>Geographical Skills and Fieldwork</b> Look at a map of your local area using Google satellite. Identify areas where you could create an Edible Playground - either in a public or private space. Think about which features would make it the most successful.	<b>Place Knowledge</b> Using a map of Europe see if you can locate which key fruit and veg are grown there, what are they famous for? E.g. Greece - olives, Italy - grapes. Make a food map which illustrates where these foods are grown and why.
<b>Art and Design</b>	<b>Mud Art</b> Explore different textures of soil and mud and create mud art using the artist/style of art you are studying.	<b>Mosaic Art</b> Create a mosaic using old tiles and ceramics. Maybe you can dig using gloves to find the materials in nearby spaces/close to river beds. Display in your Edible Playground.	<b>Artist Study - Andy Goldsworthy</b> Using Andy Goldsworthy as inspiration, create your own nature inspired art.
<b>Design and Technology</b>	<b>Weaving</b> Using willow (maybe grown on school grounds) design and make a variety of woven projects such as mini dens and dream catchers.	<b>Structures</b> Which structures are the sturdiest? Using long matchsticks and a variety of transparent materials, make your own mini greenhouse. Which is the most robust?	<b>Food Tech</b> Select some of the produce from your Edible Playground and in groups come up with a recipe using some/part of the produce. Research the nutrient value and argue why the class should cook your groups' recipe over any others.
<b>Computing</b>	<b>Search Engines</b> Research the history of one of the veg going to be grown in the garden, ensure the sources of photos and direct text are properly sourced.	<b>Data Presenting/Information</b> Using data from your Edible Playground, how many different veg plants are growing? Use spreadsheets to create graphs to represent the information.	<b>Digital Media</b> Record a story (read by a child) and using your Edible Playground create sound effects to make an audio book.
<b>Languages (MFL)</b>	<b>Numbers and Fruit</b> The Very Hungry Caterpillar – rewrite parts relating to fruit and numbers in your chosen MFL.	<b>Telling the Time</b> Play a game of 'What's the time Mr Wolf?' using taught MFL.	<b>Prepositions</b> Use a selection of crop harvest. Hide it around your Edible Playground and children have to come up with sentences when they locate the object e.g. the carrot is on the compost bin.
<b>PSHE</b>	<b>Anti-Bullying</b> What examples of plants/ insects would we say are 'bullied' in the Edible Playground? Foxes + birds, which cases are survival? Think about how the prey feel. Link it to how the bully and bullied might feel. Write a moral story using what goes on in nature as stimuli.	<b>Friendships/Relationships</b> Research companion planting and how plants support each other. Look at the work of Wohleben and the Hidden Life of Trees. How does this link to our own understanding of friendship/relationships?	<b>Growth Mindset</b> Using the life cycle of a plant, how can we link this to how we develop a growth mindset? What do we need to do to nourish ourselves, like a plant might need to do too?