Edible Playgrounds
by Trees for Cities

EDIBLE PLAYGROUNDS CURRICULUM GUIDE - KS1 & KS2

YEAR 1 EDIBLE PLAYGROUND CURRICULUM GUIDE

Edible Playgrounds

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 1	AUTUMN	SPRING	SUMMER
Reading texts	**Where the Wild Things Are by Maurice Sendak**	**Stanley's Stick by John Hegley**	**Tadpoles Promise by Jeanne Willis**
Literacy	ABC hunt - hide the alphabet in your Edible Playground. Groups have to find their letters and lay out the alphabet in the correct order. *(phonics)* Story Hunt - hang/hide different characters, settings and objects in your Edible Playground. Children have to choose one and then take it in turns to tell different stories using their chosen character, setting and object. *(speaking and listening)*	Put out plant pots in the Edible Playground with different digraphs labelled on the front. Give out a selection of objects found in your Edible Playground to match with the correct digraph sound. *(phonics)* Collect an object from the Edible Playground and then write down words that describe how it looks, smells, feels and sounds. *(writing)*	Use coloured chalk on the playground floor to mark out a huge hopscotch or a long snake with the letters and sounds that you are focusing on that day/week. Children can have fun hopping along and shouting out the sounds as they land on them. *(phonics)* Lay out the alphabet. Children have to go on an alphabet hunt to find natural/outdoor objects in the Edible Playground that match each letter, e.g. S = stick W = watering can. *(phonics)*
Numeracy	**Number and Place Value** Collect different natural materials in groups of tens. How many groups of tens can you make? Each child gathers 10 leaves/sticks etc. Teacher calls a number (e.g. 5), and they have to organise themselves into groups of that number. They then have to count in tens to tell you how many leaves they have altogether as a group.	**Addition and Subtraction** Play a game of snakes and ladders on the playground floor using chalk and seeds as counters. Practice counting forwards and backwards.	**Fractions/Measurement** Create a mandala and divide it into halves and quarters. Fill it in using natural materials. Using different coloured string, children identify which plants are more or less than one metre. E.g. blue string = more than a metre, red string = less than a metre.
Science	**Plants** Collect a variety of leaves in your Edible Playground and identify which ones are deciduous and which are evergreen.	**Animals** Using spoons, magnifying glasses and petri dishes, go on a bug hunt. Can you find different types of invertebrates?	**Working Scientifically** Make a pile of natural materials from your Edible Playground and school grounds. Children have to sort them into different hoops based on different criteria. Can they come up with their own criteria for sorting?

YEAR 1 EDIBLE PLAYGROUND CURRICULUM GUIDE

YEAR 1	TERM 1	TERM 2	TERM 3
History	**The Great Fire of London** Make a series of cardboard houses and stage a great fire of London in your Edible Playground (if you're allowed and you have a Forest School leader to help).	**Historical Events** Give an outside performance. Act out a scene from a historical event that you are studying in your Edible Playground.	**Castles** Build a castle using plant pots and decorate it with natural materials. Create a living castle for the bugs in your Edible Playground.
Geography	**Physical Geography** Using a weather chart, record the weather out in your Edible Playground.	**Geographical Skills and Fieldwork** Choose a sunny day. Mark out a giant compass in your Edible Playground. Can you work out the direction the sun is moving across the sky?	**Geographical Skills and Fieldwork** Give the children a map of the school. They have to find clues marked on the map by going to the correct part of the school.
Art and Design	**Sculpture** Make leaf sun catchers using willow, a leaf (laminated) and wool to thread in the laminate. Display in your Edible Playground.	**Painting** Collect a variety of crops from your Edible Playground and using finger paint make a picture of your favourite one. Explain why it's your favourite.	**Food Artists** Using some of the crops you have grown, serve your food on a plate in a creative way. Make a food picture with the food!
Design and Technology		**Technical Knowledge** Create and build a structure out of eco-bricks.	**Design and Make** Look at the shapes of the crops and plants in your Edible Playground and use them as vegetable stamps.
Computing	• Take pictures of your Edible Playground, save and print them to make a collage. • Use the Garage Band app to record then loop natural sounds to make music. • Take photos of bugs and write notes about them.		
PSHE	• Read the 'Tadpoles Promise' in your Edible Playground and then discuss what is a promise, and is it ever okay to break one? • The carrot or a chocolate bar. What would you save and why? • Discuss how an Edible Playground/outdoor space could be used to help make playtimes happier.		
RE/PE/Music	• Vegetable yoga, vegetable dance moves, dance inspired by the growth of a plant from seed to tree. • Food with religious significance, recording a soundscape, making seed shakers using different sized seeds. • Write a song about your Edible Playground and how it makes you feel.		

YEAR 2 EDIBLE PLAYGROUND CURRICULUM GUIDE

Edible Playgrounds

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 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reading texts	**Here we are by Oliver Jeffers**		**House Held Up by Trees by Ted Kooser**		**The Giant Turnip by Tolstoy**	
Literacy	Describe the veg you have grown using interesting adjectives. *(fiction writing)* Make a field guide of any of the animals/insects you can find in your Edible Playground. *(non-fiction writing)*	Write 3 basic instructions of how to plant salad or another autumn crop. *(non-fiction writing)* Using a blindfold, describe the noises, smells, textures you can find in your Edible Playground. *(speaking and listening)*	Create a step by step simple guide for growing one of the produce in your Edible Playground. *(non-fiction writing)* Be a market stall seller and convince a customer why they should buy one of your vegetables. *(speaking and listening)*	Create an advert for your Edible Playground and what grows there. *(non-fiction writing)* Create story stones for others to enjoy in your Edible Playground. Each stone has a different part of the story. Can others tell the story from what you have drawn? *(speaking and listening)*	Write an acrostic poem about one of the veg you have grown. *(fiction writing)* Perform your piece of vegetable poetry using sound, drama and performance techniques. *(speaking and listening)*	The headteacher wants to take away your Edible Playground and build a classroom. Write a letter arguing why it should be left as an Edible Playground using basic conjunctions. *(non-fiction writing)* Write a letter from the perspective of one of the bugs in the Edible Playground describing your day. *(fiction writing)*
Numeracy	**Number and Place Value** Number hunt and sort them into tens and ones. Create different tens, using a leaf as a 10 and stones as a one. e.g. 2 leaves + one stone = 21	**Addition and Subtraction** Create addition and subtraction sums using a range of natural materials from your Edible Playground. Word problems inspired by your Edible Playground. E.g. There were 7 tomatoes growing, and I picked 4. How many are left?	**Multiplication and Division** Dividing out an equal number of seeds to plant from a seed packet. Count number of plants in a row and how many rows. Write down the X sum.	**Fractions** Using string see if you can split the raised beds into halves and quarters. Cut your produce into halves and quarters to investigate fractions.	**Measurement** Weigh your harvest, who has the heaviest? Lightest? Longest? Shortest? Measure the length of the longest carrot/another vegetable, can you find the difference?	**Position and Direction** Go outside and using different landmarks in your Edible Playground, direct your partner to one using clear directions. Have a game of 'battle 'veg' ships' by drawing a big grid using chalk. Use simple coordinates to get insects to attack the veg.
Science	**Everyday Materials** Collect a range of materials from your Edible Playground and sort them into natural and man-made and look at their properties.	**Plants** Investigate growing the same type of plant in different areas of the garden. Make predictions and conclusions based on what you have found.	**Animals** Make bird feed balls to hang in your Edible Playground.	**Living Things** Identify the weeds in your Edible Playground and create an ID guide for the class.	**Habitats** Compare and contrast animals in a harsh environment (e.g. Antarctica) and animals in your garden. Do you think they would they be able to survive in each other's habitats?	**Working Scientifically** Create a potato clock and discuss what is happening and why the clock can still work.

YEAR 2 EDIBLE PLAYGROUND CURRICULUM GUIDE

YEAR 2	TERM 1	TERM 2	TERM 3
History	**Historical Events** Antarctica/Exploring Compare and contrast animals in Antarctica and animals in your garden. Would they be able to survive in each other's habitats?	**Historical Figures** Research the work of Wangari Maathai and present why she was important for trees and nature.	**Historical Events** What is wheat used for? Can you grow some? Look at the evolution of wheat growing and how it changed farming practices in massive ways.
Geography	**Location Knowledge** Split your Edible Playground into 7 continents and see if you can match countries to the continents, or other features.	**Human and Physical Geography** Map the direction of the sun over the garden. Which is the sunniest spot/ shadiest?	**Geographical Skills** Using Google maps, draw a bird's eye view of the school and where your Edible Playground is located.
Art and Design	**Drawing** On a sunny day, make shadows of the vegetable plants and then copy the shapes you can see.	**Painting** Finger paint one of the vegetable plants or weeds growing in your Edible Playground.	**Sculpting** Collect recycled plastic bottle tops and thread them together to make colour screens, or make them into sculptures for your Edible Playground.
Design and Technology	**Design, Make and Evaluate** Design, make and evaluate wind chimes for your Edible Playground using materials including old keys, tin cans, painted sticks and plastic bottle tops.	**Cooking and Nutrition** Identify the different vitamins from different vegetables growing in your Edible Playground. Why are the vitamins in those vegetables important?	**Cooking and Nutrition** Vegetable verses fruit smoothies. Make your own smoothie recipes.
Computing	• Write and present a Gardeners' Question Time radio show. • Make a variety of veg labels to stick onto spoons/sticks to go in your Edible Playground. • Create a PowerPoint presentation which explains how you grew your courgettes/other vegetables.		
PSHE	• Create a skeleton using a variety of sticks and identify different parts of the body. • Using the 'Here We Are' text, conduct a PSHE lesson in your Edible Playground discussing how we treat animals and people. • Use the Edible Playground as a tool to discuss how we can make positive choices to look after ourselves and others (e.g. eating healthily).		
RE/PE/Music	• Vegetable yoga, vegetable dance moves, dance inspired by the growth of a plant from seed to tree. • Food with religious significance, recording a soundscape, making seeds shakers using different sized seeds. • Write a song about your Edible Playground and how it makes you feel.		

YEAR 3 EDIBLE PLAYGROUND CURRICULUM GUIDE

Edible Playgrounds

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YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reading texts	**The Street Beneath My Feet by Yuval Zommer**		**The Giving Tree by Shel Silverstein**		**The 13-Storey Treehouse by Andy Griffiths**	
Literacy	Create a storytelling scenario by fixing up openings, characters, settings, problems, endings around your Edible Playground. Children choose one from the Edible Playground and then retell their stories using the prompts given. *(speaking and listening)* Write a variety of words on pebbles and stones, children to make sentences using them. *(grammar)*	Using two colours, hide root words (near the roots of your plants!) and prefixes/suffixes around the rest of your Edible Playground. What words can the children make using the root words and the prefixes/suffixes? *(grammar)* Make your own character out of sticks and write a story about them (fiction writing)	Re-write own version of the 'Giving Tree' using another metaphor in nature. E.g. picking roses. *(fiction writing)* Take one of your favourite quotes from 'The Giving Tree' and paint it on to recycled bits of wood to make inspiring signs around your Edible Playground. *(handwriting)*	Write an information sign detailing the living beasts that live in your Edible Playground. Write it as if it was being displayed in a public space. *(non-fiction writing)* Use willow wands to tell stories by passing it around and each child adding to the story. Hold up different tools to represent when a conjunction, fronted adverbial, powerful adjective has been used. *(speaking and listening)*	Provide a seed packet full of emotive and descriptive language. The class have to edit and rewrite it in the correct style. *(non-fiction writing)* Create, design and publish your own seed packet - put some seeds in them! *(non-fiction writing)*	Make a storyboard from your class text using natural materials from your Edible Playground and see if the class can tell which part of the story it is. *(fiction writing)* Act out the scene you have created in your Edible Playground. *(speaking and listening)*
Numeracy	**Multiplication and Division** Games in your Edible Playground: children throw balls and count in multiples, the teacher asks children to get different groups of multiples, children collect objects and find a partner and then multiply or divide by the number of objects they have.	**Geometry** Identify the different 2D and 3D shapes you can see in your Edible Playground. Find examples of reflective symmetry in the plants/ insects you find.	**Estimating and Measuring, Data Collection** Estimate the height and width of the plants. Measure and record results in a table. Using leaves/seed/stones create repeated addition tables to show how multiplication works.	**Mental Maths Games** Shout out a range of sums and children race to the correct answer hidden in the veggies. Set up a market and sell your produce practicing a variety of mental Maths skills such as adding and taking away. Take orders from customers and calculate the potential costs.	**Number Sequences** Create number sequences using fruit and other natural materials in your Edible Playground. Open seed packets and then make a number sequence out of the number of seeds in each packet. Can yours be solved?	**Factors and Telling the Time** Using natural materials and chalk,, create natural factor bugs. Which bugs are prime numbers? Children draw giant clocks on the playground and using sticks to represent the hour and minute hands, answer questions relating to time.
Science	**Human Bodies: Skeletons** Using twigs and sticks create a skeleton and identify the correct bones.	**Plants** Carry out an autumn harvest of fruit, nuts and seeds. Can you sort them into groups?	**Rocks** Experiment with the different types of stones and rocks you can find in your Edible Playground/outside space.	**Light** Experiment the impact of light on plant growth by setting up an experiment which gives different plants varying amounts of light. Extend to vary the amount of water.	**Forces and Magnets** Investigate the forces at play in your Edible Playground. E.g. flat wheel on a wheelbarrow, pulling up weeds, pushing a trowel into the soil.	**Working Scientifically** Set up an experiment with celery and food colouring to demonstrate how water and nutrients are transported to the leaves.

YEAR 3 EDIBLE PLAYGROUND CURRICULUM GUIDE

YEAR 3	TERM 1	TERM 2	TERM 3
History	**Stone Age** Collect stones/bricks and create your own set of stone age tools with their own uses. Create a stone age raised bed displaying the objects you have found with laminated labels.	**Iron Age** Design an iron age inspired edible garden. What would have been growing there?	**Ancient Egypt** Using a stick and mud write some hieroglyphics out in your Edible Playground. The Egyptians grew cumin, dill, coriander, vinegar, lettuce and mustard, cinnamon and rosemary. They were among Ramses III's gifts to the temples. Can you grow any of these in your Edible Playground? Which ones and at what time of year?
Geography	**Playground Mapping** Map out the height of the trees/shrubs in the playground using the pencil and thumb technique. Label your trees and create a whole class map of the playground.	**Geographical Skills** Use a compass and thermometers to collect data from the Edible Playground. What's the difference in temperature in and outside of the greenhouse?	**Physical Geography** Sit in your Edible Playground and observe what different clouds you can see. Create a cloud map over the course of a week. How do the clouds link to the water cycle?
Art and Design	**Mosaics/Tiles** Create a selection of animal and bug themed mosaic tiles to decorate your bug hotel or seating areas.	**Pointillism** Create a picture of one of the plants growing in your Edible Playground using pointillism techniques.	**Water Art** Look at different buckets of water in a variety of containers and create water-based art using David Hockney as inspiration.
Design and Technology	**Materials and their properties** Plan and design a perfect bug hotel. Collect the materials needed and combine all the ideas bringing it to life.	**Food Nutrition** Select some of the cooking techniques you could use to make something with the produce from your Edible Playground.	**Miniature Gardens** Design your own perfect garden, then using small plant clippings from your Edible Playground, fill trays with soil and make a model of your garden.
Computing	**Computer Programmes** Create an information/educational poster using PowerPoint or Word to be displayed in your Edible Playground.	**Animation** Using plasticine and a series of drawings or photos, create a short animation of a frog going in and out of hibernation, or the life cycle of a butterfly.	**Internet Safety/Online Bullying** Create a poster which compares how you treat the wildlife in your Edible Playground to how we treat others online.
Languages (MFL)	**Nouns (linked to the natural world)** Label your Edible Playground in the studied language. Play a game where children must go to the place called out.	**Direction (simple)** In pairs, with one blindfolded, children use basic language to direct their partner from raised bed A to raised bed B. E.g. left 2, right 3.	**Nature Themed Song** Learn and perform an Edible Playground themed song in the language you are learning or even make up your own. Perform it in the outdoor space!
PSHE	**New Beginnings** What new beginnings can you find in your Edible Playground? E.g. winter shoots, spiders laying eggs. Link this to your current new beginning.	**Receiving** Using 'The Giving Tree' as your stimulus, discuss acts of kindness, making others happy. Link it to impacts on our environment.	**Giving** Organise a visit to a local elderly centre and take some produce you have grown. Can you make nature inspired art to share with them too?

YEAR 4 EDIBLE PLAYGROUND CURRICULUM GUIDE

Edible Playgrounds

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
Reading texts	**There's a Werewolf in my Tent by Pam Butchart**		**Flotsam by David Wiesner**		**The End of the Wild by Nicola Helget**	
Literacy	Hide various books amongst the plants. Children go around and decide which one they would most like to read and why? *(reading)* Get into groups and take turns to read a page each of their favourite book. *(reading)*	Read your class story in your Edible Playground and have a class discussion about it. *(reading)*	Take photos of 'Flotsam and Jetsam' in your Edible Playground. Children to use the photos to write the stories of how they got there. *(fiction writing)*	Write a recipe for the current produce being grown in your Edible Playground. *(non-fiction writing)* Combine the children's recipes into a class recipe book and create a contents page. *(non-fiction writing)*	Hide a range of fronted adverbials around your Edible Playground. Have the children find them and complete an exciting sentence. *(grammar)* Use blades of grass/thin stalks to insert where they think the commas might go. *(grammar)*	Write a school policy on organic v's non-organic vegetable growing. *(non-fiction writing)* Create an information booklet on organic v's non-organic vegetable growing. *(non-fiction writing)*
Numeracy	**Calculations (Division), Estimating and measuring** 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?	**Geometry** 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?	**Reading Scales** Temperature readings using a thermometer. Measuring different amounts of water to water the plant. Measure natural fertiliser and water to make a mixture.	**Area/Measuring** 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?	**Multiplication** 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.	**Problem Solving** 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.
Science	**Scientific Investigation** 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?	**Sound** Explore and compare sounds in your Edible Playground. What materials would work best to create sound screens?	**Plants** 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.	**Living Things and their Habitats** Find an example of adaptations in mini beasts, snails vs slugs, ladybird elytra covering their fragile wings.	**Animals including Humans •** 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.	**States of Matter** 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.

YEAR 4 EDIBLE PLAYGROUND CURRICULUM GUIDE

YEAR 4	TERM 1	TERM 2	TERM 3
History	**Ancient Civilisations** Sumerians were responsible for the first written recipes, research what other links to food your chosen civilization is responsible for.	**Ancient Civilisations** Children plan their own lesson which links to their own historical time period and integrates use of your Edible Playground.	**Romans** 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.
Geography	**Human and physical features on a map** Plot a map of the playground and Edible Playground using a key to represent different features e.g. (greenhouse, raised bed, plants).	**Geographical Skills and Fieldwork** 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.	**Place Knowledge** 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.
Art and Design	**Mud Art** Explore different textures of soil and mud and create mud art using the artist/style of art you are studying.	**Mosaic Art** 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.	**Artist Study - Andy Goldsworthy** Using Andy Goldsworthy as inspiration, create your own nature inspired art.
Design and Technology	**Weaving** Using willow (maybe grown on school grounds) design and make a variety of woven projects such as mini dens and dream catchers.	**Structures** Which structures are the sturdiest? Using long matchsticks and a variety of transparent materials, make your own mini greenhouse. Which is the most robust?	**Food Tech** 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.
Computing	**Search Engines** 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.	**Data Presenting/Information** Using data from your Edible Playground, how many different veg plants are growing? Use spreadsheets to create graphs to represent the information.	**Digital Media** Record a story (read by a child) and using your Edible Playground create sound effects to make an audio book.
Languages (MFL)	**Numbers and Fruit** The Very Hungry Caterpillar – rewrite parts relating to fruit and numbers in your chosen MFL.	**Telling the Time** Play a game of 'What's the time Mr Wolf?' using taught MFL.	**Prepositions** 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.
PSHE	**Anti-Bullying** 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.	**Friendships/Relationships** Research companion planting and how plants support each other. Look at the work of Wohlleben and the Hidden Life of Trees. How does this link to our own understanding of friendship/relationships?	**Growth Mindset** Using the life cycle of a plant, how can we link this to how we develop a growth mind-set? What do we need to do to nourish ourselves, like a plant might need to do too?

YEAR 5 EDIBLE PLAYGROUND CURRICULUM GUIDE

Edible Playgrounds

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YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reading texts	**Earth Verse by Sally Walker**		**The Lorax by Dr Seuss**		**The Wonder Garden by Jenny Bloom**	
Literacy	Hide facts and opinions in your Edible Playground linked to the garden. Children find and sort. *(reading)* Write Haikus based on one of the vegetables. Children to guess what plant, veg is being described. *(non-fiction writing)*	Prepare for your planting season by creating labels for your Edible Playground, experiment by using a variety of fonts. *(handwriting)*	Write a letter to the council asking for your Edible Playground to be opened up to the community. *(non-fiction writing)* Prepare a presentation on the ecological benefits of locally grown food and present to your audience. *(speaking and listening)*	Write a list of instructions for seed packets using a selection of brackets, dashes, commas and parenthesis. *(grammar)* Write an opening passage based on an insect living in your Edible Playground, using figurative language to describe their setting. *(fiction writing)*	Write a persuasive piece of text for a travel brochure with reasons why your Edible Playground is a place to visit. *(non-fiction writing)* List the plants in your Edible Playground and identify any plural forms which are irregular, e.g. tomatoes, broccoli, garlic. *(spelling)*	Conduct a silent reading session in the Edible Playground. *(reading)* Write a piece of persuasive poetry for one of the vegetables - choose a negative or positive viewpoint. *(fiction writing)*
Numeracy	**Place value to 1,000,000** Angles length, perimeter, and area. Using leaves and fallen plant matter to represent 100,000, create addition and subtraction sums to secure place value. Record as photos. Calculate the area of the Year 5 growing bed. Compare and contrast with other year groups raised beds.	**Fractions and decimals,** 2D and 3D shapes. Tables and bar charts. Create tables and pie charts with estimated FDP of vegetable cover. Using a table of average height growth of different plants, create a bar chart to represent the figures.	**Negative numbers, reflections** Take a selection of leaves and cut in halves to recreate their line of symmetry Create number lines using negative numbers. Using soil to show increase and decrease in amounts. Create your own sums using what you have found.	**Addition and subtraction: comparative graphs** Create a comparative line graph of the height of different vegetables over a 3 week period then create a comparative line graph. Hide mental Maths sums in and around your Edible Playground. Children find the sums and match them with the correct answers. Colour code depending on ability.	**Roman numerals, word problems involving angles volume, time and money** Using Roman numerals, write how old your plants are in days or months, or predict (using seed packets to help) how long it will be before you have produce. Create a set of word problems. E.g. I sold 5 salads at 33p and a cabbage at £1.68, what was the total cost and what change did I get from £5?	**Addition and subtraction of money Multiplication and division of money** End of term project – setting up a community allotment. Budget of £50,000-£100,000 (differentiated). What would you spend on building the garden, crops, and wages etc.? Consider the cost of entry and profit you could make to support your project.
Science	**Living Things and their Habitats** List an example of a mammal and an insect found in your Edible Playground and compare and contrast their life cycles.	**Living Things and their Habitats** Find a plant growing in your Edible Playground and identify the different parts of the plant by creating an annotated diagram.	**Animals -including Humans** Identify the different animals living in your Edible Playground and create different classifications, e.g. mammals, invertebrates.	**Properties and Changes of Materials** Conduct an experiment in your Edible Playground to investigate the changing states of different materials: separating soil matter, sieving, filtering, evaporating etc.	**Earth and Space** Create a sundial in your Edible Playground - research the day length required for growth by different plants and monitor changes in day length and changes in temperature to predict growing patterns.	**Forces** Collect seeds from your Edible Playground and other nature areas and identify different mechanisms for dispersal.

YEAR 5 EDIBLE PLAYGROUND CURRICULUM GUIDE

YEAR 5	TERM 1	TERM 2	TERM 3
History	**Anglo-Saxons or Vikings** Research and plan a vegetable plot which incorporates the types of produce grown during the Anglo-Saxon or Viking eras.	**Ancient Greece** Collect old bits of pottery, paint them in the style of Ancient Greece and create an archaeological dig in your Edible Playground.	**The Tudors** Research and plant a new food which was introduced during the Tudor Period (e.g. potatoes). Turn your vegetable patch into a Tudor vegetable patch; what spices would have been imported, where from?
Geography	**Direction** Investigate the direction the school and your Edible Playground face. How does this impact on growing patterns?	**OS/Coordinates Work** Locate your school and plot the layout of the playground. Read and record coordinates.	**Resource Distribution** Design a renewable energy element for your Edible Playground. Present idea to Trees for Cities to see if we can help you bring it to life!
Art and Design	**Architecture** Research ecologically sound buildings, and then design your own environmentally friendly shed or greenhouse. Use collage and different natural resources in your design.	**Sculpture** Using recycled bottle tops, create a recycled bottle top curtain.	**Chalk and Charcoal** Choose one aspect of your Edible Playground and using charcoal, experiment sketching this using shading and different amounts of pressure on the paper.
Design and Technology	**Design and Evaluation** Design your own tool for use in your Edible Playground and evaluate your own against others.	**Food Technology** Make pesto and other raw food mixes using a selection of herbs from your Edible Playground.	**Textiles** Project: Fruit and vegetable designed clothing range using recycled clothing (series of lessons).
Computing	**Programming** Project: Using Scratch, create a game to locate different ingredients to make a salad.	**Internet Research** Research which vegetables are best to grow in spring and summer. Discuss the reliability of sites.	**Communication and Collaboration** Create a class blog on your Edible Playground. Write about what is growing, techniques being used to be 'good growers', and more.
Languages (MFL)	**Likes and Dislikes** Express likes and dislikes of particular fruit and veg (you can use seed packets) when identifying any produce growing.	**Names of foods** Label the plants in your Edible Playground in the foreign language you are learning.	**Making Requests** Work on the language used in food markets. Set up a food stall in your Edible Playground and put your language to good use in role play market-based scenarios.
PSHE	**New Beginnings** Notice the changes that are taking place in your Edible Playground. How has it changed since the end of the summer holidays? What changes are you going to experience in Year 5? What changes will we see in the Edible Playground?	**Democracy/Rights and Responsibilities** Using the Lorax text, conduct a P4C (philosophy or debate) using ideas raised from the text.	**Communities** Discuss the benefits of community gardens and projects. What examples do you know in your area? If your Edible Playground was a community garden, what different people could in help/support? How/why?

YEAR 6 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 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reading texts	**Lost Words by Robert McFarlane**		**The Secret Garden by Frances Hodgson Burnett**		**The Island by Armin Greder**	
Literacy	Ordering (using time and place conjunctions) the cycle of Edible Playground from autumn to summer. *(comprehension and grammar)* Take an image from 'Lost Word's and write your own piece of acrostic poetry. What natural world word would you have included? Why? *(fiction writing)*	Synonyms – Label parts of your Edible Playground with 'boring' adjectives. Children to choose an adjective and in groups to come up with more powerful synonyms. *(grammar)* Create a conscience alley in your Edible Playground of different plants and animals. *(speaking and listening)*	Write a play script based on two creatures or veg living in your Edible Playground. Imagine they could talk. What would they say? Submit your work to Trees for Cities so we can share it! *(fiction writing)*	Play a game of relative pronoun relay. Stand in your Edible Playground and describing what you can see, walk around making sentences using relative pronouns. E.g. This is the greenhouse where you can find the tools. *(speaking and listening)* Conduct a silent reading session in your Edible Playground. *(reading)*	Write a class recipe book using directional language and using a range of punctuation such as bullet points, semi-colons, and brackets. *(grammar and non-fiction writing)* Research non-native plant species and write a diary account of how it would feel being that non-native species in your Edible Playground. *(fiction writing)*	Research a naturist or famous Ecologist (David Attenborough, Charles Darwin). Write a biography on their life. *(non-fiction writing)* Using 'The Island' as inspiration, collect (temporarily) different bugs and insects from your Edible Playground. Put them in containers and write a poem based on their perspective. Remember to release them! *(fiction writing)*
Numeracy	**Identify common factors, common multiples and prime numbers** Write out a big 100 square using chalk in the playground. Groups are given their own criteria: common factors, common multiples, prime numbers, square numbers and see if they can find examples of them in your Edible Playground. Record where they have found them in the 100 square.	**Calculate, estimate and compare volume and area.** Investigate the volume of wood needed to build your Edible Playground. Using the same amount of wood, how could you have designed the space? Map the Edible Playground on squared paper and cut out the raised bed shapes to investigate alternative layouts.	**Ratio** Design plant plans that require pupils to demonstrate their understanding of ratios and proportions, e.g. dividing up a raised bed for seeding or planting including angles Create recipes using produce from your Edible Playground that involve solving problems with ratios of different ingredients.	**Recording and measuring standard units of measure to 2 and 3dp.** Using the formula: Circumference 1.5m from ground ÷ growth rate of the tree, calculate the age of any trees in your Edible Playground or nature space. Use the answers to round to nearest whole number or convert to fractions to work out how many years and months!	**Algebra/Data** Use plants, fruit and vegetables to introduce the use of symbols and letters to represent variables and unknowns in mathematical situations e.g. 2 apples (a) + 2 pears (b) = 2b = 2a Create a comparative bar graph of the different classes' favourite vegetable. Create questions and conclusions using the data. Create a comparative line graph using data you have collected.	**Problem Solving** What is the same and what is different? How many different ways could I show this? Write your own Maths investigation using ideas from your Edible Playground. Use some of the questions above. Share your investigation with your classmates and put up the best one in your Edible Playground for other children to read and solve.
Science	**Living Things and their Habitats** Identify birds in your playground. Design your own food chain with the chosen bird at the top. Can you see where the plants in your Edible Playground fit into this food chain? Research and observe the role of worms and mini-beasts in digesting organic matter and helping to create a nutrient rich soil.	**Electricity** Make solar panels and place in your Edible Playground. Design a scientific experiment to record where the panels work best. Provide equipment and leave groups to work out how to make a potato clock. Investigate with other vegetables. Will it work? Why? Why not?	**Forces** Design an experiment using a selection of leaves from your Edible Playground. Which leaves have the least/most air resistance? Why? How could this help seed dispersal? E.g. sycamore v's oak. Explore which fruits are rich in iron by conducting an apple (and other fruit) magnet experiment.	**Light and Shadows** Create light boxes from cardboard boxes lined with tin foil for growing seeds indoors (reflects light from all directions for better growth). Power an LED light using almost any fruit in the world. Explain what is happening	**Evolution and Inheritance** Look at different varieties of fruit and vegetables in your Edible Playground and research breeding for resistance to pests. Find examples of adaptations in your Edible Playground and how they are an advantage to the plant, e.g. climbing tendrils on beans and peas.	**Health and Lifestyle** Create a healthy 'Green Man' made of fruit and vegetables for a harvest festival celebration Collect snails from your Edible Playground and give them a carrot purge to record the speed of their digestive systems (they will eventually have orange faeces).

YEAR 6 EDIBLE PLAYGROUND CURRICULUM GUIDE

YEAR 5	TERM 1	TERM 2	TERM 3
History	**Benin/Mayan Study** Using natural resources in your Edible Playground (seeds, weeds, grass cuttings, sticks) and nature spaces, create a Benin mask or a Mayan temple structure.	**The Victorians** Explore making a Victorian diet of the poor and make your own vegetable gruel. What are the most nutritious/least nutritious gruels you can make?	**WW2 /Local Study** Project: Create your own Dig for Victory Edible Playground and design a propaganda leaflet to encourage others to grow their own fruit and vegetables at home.
Geography	**Map Work (global)** Create a spice map of the world. Locate different spices around the world and where they are grown. Choose two spices and see if you can create the conditions to grow them in your Edible Playground (e.g. lemongrass, turmeric, basil).	**Natural Environment** Research what a biome is and see if you can identify any features of different biomes existing in your Edible Playground and outdoor spaces.	**Coordinates** Using an ordinance survey of the local area – identify potential areas for food growing. Use examples of food growing in your school to analyse what conditions work well/not so well (shade, pollution, nearby inhabitants etc.). Record as OS coordinates.
Art and Design	**Sculpture** Create a sculpture using recycled products and display in your Edible Playground.	**Artist Study – William Morris, Warhol etc.** Create a poster for your Edible Playground in the style of one of the artists you are studying.	**Screen Printing** Using card or sugar paper stencils or ink rollers – print onto bunting using nature inspired images and display in your Edible Playground.
Design and Technology	**Design and Build** Design and build a solar-powered oven which you can put in your Edible Playground. See which ones are best at heating up water or wait until you have made soup from your own produce and see which ones heat up the quickest.	**Food Technology** Project: Learn how to make an autumnal soup using produce from your Edible Playground. Explore different types of bread and learn how to make bread to accompany your soup. Make and use a solar powered oven to heat your soup.	**Textiles** Using screen printing skills, sew and create a series of bunting to display in your Edible Playground with nature-inspired images.
Computing	**Web Design** Create a simple webpage about your Edible Playground. Provide background information on your Edible Playground, what it is used for, and what will be growing when.	**App Research** Research and design an App around healthy food eating/identifying different types of fruit and veg.	**Video Editing** Take a series of pictures/videos over the course of the term documenting the growth and presenting as a documentary how a plant grows.
Languages (MFL)	**Weather and Signs** Create a weather map for your Edible Playground in a foreign language. Make enter, exit and other signs for the Edible Playground and school grounds.	**Plant Names** Study the Latin names of plants and why we often have Latin names for plants. Can you label the plants in your Edible Playground with their Latin names?	**Money/Social Interactions** Put together all the language you have learnt and act out role plays in your Edible Playground. Use real produce to buy and sell using foreign currency: at the market, asking for directions, making a request.
PSHE	**Differing Opinions** Discuss the opinion of 'Lost Words' by Robert Macfarlane. Is it right that words representing the natural world such as fern, willow and conker have been replaced in the dictionary by tech vocabulary such as broadband and app? Which words describing the natural world would you keep in the Oxford Junior Dictionary?	**Healthy Me** Research and observe the role of worms and mini-beasts in digesting organic matter and helping to create a nutrient-rich soil. Compare and contrast with how you digest food.	**Changing Me** What changes would you like to see in the Edible Playground in the future? How does change impact on nature? Ourselves? What changes have you experienced/will experience when you move to secondary school? What lessons from your Edible Playground can you take with you?