

# YEAR 5 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 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Reading texts</b>	<b>Earth Verse by Sally Walker</b>		<b>The Lorax by Dr Seuss</b>		<b>The Wonder Garden by Jenny Bloom</b>	
<b>Literacy</b>	<p>Hide facts and opinions in your Edible Playground linked to the garden. Children find and sort. <i>(reading)</i></p> <p>Write Haikus based on one of the vegetables. Children to guess what plant, veg is being described. <i>(non-fiction writing)</i></p>	<p>Prepare for your planting season by creating labels for your Edible Playground, experiment by using a variety of fonts. <i>(handwriting)</i></p>	<p>Write a letter to the council asking for your Edible Playground to be opened up to the community. <i>(non-fiction writing)</i></p> <p>Prepare a presentation on the ecological benefits of locally grown food and present to your audience. <i>(speaking and listening)</i></p>	<p>Write a list of instructions for seed packets using a selection of brackets, dashes, commas and parenthesis. <i>(grammar)</i></p> <p>Write an opening passage based on an insect living in your Edible Playground, using figurative language to describe their setting. <i>(fiction writing)</i></p>	<p>Write a persuasive piece of text for a travel brochure with reasons why your Edible Playground is a place to visit. <i>(non-fiction writing)</i></p> <p>List the plants in your Edible Playground and identify any plural forms which are irregular, e.g. tomatoes, broccoli, garlic. <i>(spelling)</i></p>	<p>Conduct a silent reading session in the Edible Playground. <i>(reading)</i></p> <p>Write a piece of persuasive poetry for one of the vegetables - choose a negative or positive viewpoint. <i>(fiction writing)</i></p>
<b>Numeracy</b>	<p><b>Place value to 1,000,000</b> Angles length, perimeter, and area.</p> <p>Using leaves and fallen plant matter to represent 100,000, create addition and subtraction sums to secure place value. Record as photos.</p> <p>Calculate the area of the Year 5 growing bed. Compare and contrast with other year groups raised beds.</p>	<p><b>Fractions and decimals,</b> 2D and 3D shapes. Tables and bar charts.</p> <p>Create tables and pie charts with estimated FDP of vegetable cover.</p> <p>Using a table of average height growth of different plants, create a bar chart to represent the figures.</p>	<p><b>Negative numbers, reflections</b></p> <p>Take a selection of leaves and cut in halves to recreate their line of symmetry</p> <p>Create number lines using negative numbers. Using soil to show increase and decrease in amounts. Create your own sums using what you have found.</p>	<p><b>Addition and subtraction: comparative graphs</b></p> <p>Create a comparative line graph of the height of different vegetables over a 3 week period then create a comparative line graph.</p> <p>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.</p>	<p><b>Roman numerals, word problems involving angles volume, time and money</b></p> <p>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.</p> <p>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?</p>	<p><b>Addition and subtraction of money Multiplication and division of money</b></p> <p>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.</p>
<b>Science</b>	<p><b>Living Things and their Habitats</b></p> <p>List an example of a mammal and an insect found in your Edible Playground and compare and contrast their life cycles.</p>	<p><b>Living Things and their Habitats</b></p> <p>Find a plant growing in your Edible Playground and identify the different parts of the plant by creating an annotated diagram.</p>	<p><b>Animals -including Humans</b></p> <p>Identify the different animals living in your Edible Playground and create different classifications, e.g. mammals, invertebrates.</p>	<p><b>Properties and Changes of Materials</b></p> <p>Conduct an experiment in your Edible Playground to investigate the changing states of different materials: separating soil matter, sieving, filtering, evaporating etc.</p>	<p><b>Earth and Space</b></p> <p>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.</p>	<p><b>Forces</b></p> <p>Collect seeds from your Edible Playground and other nature areas and identify different mechanisms for dispersal.</p>

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YEAR 5	TERM 1	TERM 2	TERM 3
<b>History</b>	<b>Anglo-Saxons or Vikings</b> Research and plan a vegetable plot which incorporates the types of produce grown during the Anglo-Saxon or Viking eras.	<b>Ancient Greece</b> Collect old bits of pottery, paint them in the style of Ancient Greece and create an archaeological dig in your Edible Playground.	<b>The Tudors</b> 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?
<b>Geography</b>	<b>Direction</b> Investigate the direction the school and your Edible Playground face. How does this impact on growing patterns?	<b>OS/Coordinates Work</b> Locate your school and plot the layout of the playground. Read and record coordinates.	<b>Resource Distribution</b> 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!
<b>Art and Design</b>	<b>Architecture</b> Research ecologically sound buildings, and then design your own environmentally friendly shed or greenhouse. Use collage and different natural resources in your design.	<b>Sculpture</b> Using recycled bottle tops, create a recycled bottle top curtain.	<b>Chalk and Charcoal</b> Choose one aspect of your Edible Playground and using charcoal, experiment sketching this using shading and different amounts of pressure on the paper.
<b>Design and Technology</b>	<b>Design and Evaluation</b> Design your own tool for use in your Edible Playground and evaluate your own against others.	<b>Food Technology</b> Make pesto and other raw food mixes using a selection of herbs from your Edible Playground.	<b>Textiles</b> Project: Fruit and vegetable designed clothing range using recycled clothing (series of lessons).
<b>Computing</b>	<b>Programming</b> Project: Using Scratch, create a game to locate different ingredients to make a salad.	<b>Internet Research</b> Research which vegetables are best to grow in spring and summer. Discuss the reliability of sites.	<b>Communication and Collaboration</b> Create a class blog on your Edible Playground. Write about what is growing, techniques being used to be 'good growers', and more.
<b>Languages (MFL)</b>	<b>Likes and Dislikes</b> Express likes and dislikes of particular fruit and veg (you can use seed packets) when identifying any produce growing.	<b>Names of foods</b> Label the plants in your Edible Playground in the foreign language you are learning.	<b>Making Requests</b> 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.
<b>PSHE</b>	<b>New Beginnings</b> 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?	<b>Democracy/Rights and Responsibilities</b> Using the Lorax text, conduct a P4C (philosophy or debate) using ideas raised from the text.	<b>Communities</b> 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?