

Wincanton Growing Together Primary School Sessions

Session 1 What does a garden mean to you?

Gardens can have different roles, including somewhere to relax and spend time together, to attract wildlife and to produce food for us

Resources

- Selection of plants, including ones that look nice, smell nice, taste good, feel interesting, attract wildlife (check for any allergies first)
- Tray of turf, clear container of soil (wash hands after handling soil)
- Garden tools, e.g. trowel, fork,
- Other stimulus resources linked to, for example, relaxing, playing games, wildlife spotting, eating and drinking in the garden
- Books and photographs of plants and gardens

Activities

Exploring ideas around gardens - Discussion and sensory practical work
Ideas onto chalkboard roll using chalk pens
Sharing ideas with the other schools and Carrington House residents

Initial ideas around which vegetables to grow

[Discussing choices and feasibility](#)

[Simple year planner for growing vegetables](#)

Session 2 Soil, Seeds and pots

What makes a good plant pot?
How do we sow seeds
What are soil and compost?

Science learning outcomes

describe the simple physical properties of a variety of everyday materials
observe and describe how seeds and bulbs grow into mature plants



find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Resources

Seed tray (Grow Wild)

Fibre pots (sunflowers)

Compost and scoop

Paper potters, cardboard tubes, newspaper, labels

Activities

Making pots using potters / Explorify activity <https://explorify.wellcome.ac.uk/en/activities/problem-solvers/unusual-plant-pots> (need to register first) / using fibre pots / plastic pots

Sowing sunflower seeds in pots and wild flowers in trays / outdoors (What does a seed need to grow?) <https://www.growwilduk.com/wildflowers/how-grow-wildflowers/planning/using-my-seed-kit/school>

Sharing what we have done

More activities

Soil and compost

This activity considers what you already have and how you can improve it for growing crops.

[Introductory activity about soil as a limited resource](#)

(This also touches on fractions, pie charts and percentages, so could be used for some numeracy enrichment)

What is our soil like?

Science - Rocks Activity where pupils find the soil type by kneading a sample of soil from the beds into a ball (gloves or hand washing afterwards - check soil first for sharps etc).

They can use the [Flow diagram for soil type](#)

Making soil profiles - with soil and also 'edible' version

Why should we add compost and how do we make it?

Discussion about [Making great compost](#)

CSI soils



Session 3 Edible garden What shall we grow ?

How and why should we grow a range of edible plants?

Science learning outcomes

identify and describe the basic structure of a variety of common flowering plants
Potatoes and strawberries to show asexual reproduction

Resources

Seeds: Sweetcorn, courgette / squash / pumpkin, climbing beans, carrots, *chard*
Fibre pots
Potatoes, GYOP kit
Strawberry.
Compost
Labels

Activities

Exploring different edible plants:

Parts of plants - which part do we eat? What is its role in the plant?

Seasonal, local foods, food miles

Seed sowing and labelling

Planting potatoes <https://growyourownpotatoes.org.uk/>

More activities

How do different conditions affect plant growth?

Other GYOP activities

Making seed packets or labels

Garden in a glove.

Sowing instructions

Carrots

Sow thinly, 1cm deep in rows 30cm apart in April (indoors or outdoors)
Thin seedlings to 2cm apart when large enough to handle.
Keep well water
Ready to harvest 12 weeks after sowing.

Sweetcorn

Sow individually, 2cm deep in pots of compost in April (indoors)
Plant out from late May (after risk of frost)
Grow in a block, with 40 cm between plants
Ready to harvest late July.

Dwarf beans

Sow individually 4cm deep in pots of compost in April (indoors)

Squash / courgettes / chard

Sow individually, 2cm deep in pots of compost in April (indoors)
Plant out from late May (after risk of frost)
Ready to harvest July.

Session 4 Sensory Garden What shall we grow ?

How do different plants appeal to our different senses and how do we use these plants?

Resources

Plants: Chives, Lavender, Mint,
Seeds: Calendula (pot marigold) or nasturtium, Helichrysum (Straw flower)
Wooden labels
Seed trays
Compost

Activities

Explore Let nature Feed Your Senses poster

Investigation of the five plants - which senses do they appeal to?

Which part of each plant do we eat?



Sow the seeds

Make labels for the plants

<https://schoolgardening.rhs.org.uk/resources/info-sheet/plants-for-a-sensory-garden>

Growing for the senses

Smell Lavender, Mint, *Sweet peas*

Sound Helichrysum (Straw flower) *Nigella*

Touch Stachys (Lamb's Ears)

Taste Chives Strawberry *Salad*

Sight Calendula (Pot marigold) or Nasturtium

Session 5 Wildlife Garden: What shall we grow ?

Why might we want to create a wildlife garden?
What plants should we include?

Science learning outcomes

recognise that living things can be grouped in a variety of ways

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

recognise that environments can change and that this can sometimes pose dangers to living things

construct and interpret a variety of food chains, identifying producers, predators and prey

Resources

Trowel and fork

Activities

Planting out Grow Wild and Calendula or nasturtium seeds

Use images (or direct observation outside) of wild flowers and other wildlife to classify and make food chains

Measure the growth of the sunflowers

[Make a bug home](#)

[Making a nestbox](#)

[Wildlife Trust info on encouraging bats](#)



Session 6 Designing the plots

How should the three plots look?

Activities

Designing the three plots / containers e.g. using chalkboard and pens / posters

Three Sisters planting (legend, science, uses)

Creative work around designing edible, wildlife or sensory gardens

If you want different groups to have their own choices, pupils could design and create [a square foot garden](#)

Many more Science, Maths, Art, English ideas.....

Follow on ideas

