

LANGUAGES, LITERACY AND COMMUNICATION CURRICULUM GUIDE



AUTUMN	SPRING	SUMMER
<p>Listening to garden stories. Jack and the Bean Stalk, the Giant Turnip, The Very Hungry Caterpillar. Learning rhymes and actions linked stories.</p> <p>Observing the garden, look for garden visitors: birds, bugs and other wildlife. Have a go at listening, looking deeply at the garden. Sit and discuss what you have found and enjoyed in the garden.</p>	<p>Sign spring songs and make up the actions. (Plant a little seed, The Ugly Bug Ball etc.).</p> <p>Create a spring spotters guide using images of spring flowers, leaves, seedlings or bugs. Go out into the garden and match the photos with things you can see.</p>	<p>Encourage a group discussion through circle time, listening and learning from others. Observe and discuss how the garden has changed over the year. Use photos of the garden to remind children how it looked in autumn and spring. Take new photos and make new observations.</p> <p>Think about the different seasons. Can pupils explain the types of clothes they need and the things they can do to keep them cool in summer?</p>
<p>Names of foods Label the plants in your Edible Playground in the additional language you are learning.</p>	<p>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)</p>	<p>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!</p>
<p>Be a market stall seller and convince a customer why they should buy one of your vegetables. (speaking and listening)</p>	<p>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)</p>	<p>Create an advert for your Edible Playground and what grows there. (non-fiction writing)</p>
<p>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)</p>	<p>Write an information sign detailing the wildlife that lives in your Edible Playground. Write it as if it was being displayed in a public space. (non-fiction writing)</p>	<p>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)</p> <p>Act out the scene you have created in your Edible Playground. (speaking and listening)</p>
<p>Hide various books amongst the plants. Children go around and decide which one they would most like to read and why? (reading)</p>	<p>Hide a range of fronted adverbials around your Edible Playground. Have the children find them and complete an exciting sentence. (grammar)</p>	<p>Write a piece of persuasive poetry for one of the vegetables - choose a negative or positive viewpoint. (fiction writing)</p>
<p>Prepare a presentation on the ecological benefits of locally grown food and present to your audience. (speaking and listening)</p>	<p>Write an opening passage based on an insect living in your Edible Playground, using figurative language to describe their setting. (fiction writing)</p>	<p>List the plants in your Edible Playground and identify any plural forms which are irregular, e.g. tomatoes, broccoli, garlic. (spelling)</p>
<p>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)</p>	<p>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</p>	<p>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)</p>

could talk. What would they say? Submit your work to Trees for Cities so we can share it! (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)

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 naturalist 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)

