How to use the Nursery in a Box project to achieve Curriculum Outcomes

FOUNDATION LEVEL

ENGLISH

Language	• Developing, asking and answering questions about different aspects of the Project. • Reading and constructing texts such as narratives, procedures, reports, descriptions, poems, journals that explore different aspects of the Project. • Examining pictures and photos associated with the project and using them as tools for describing, sequencing, writing, etc. • Discuss and use words associated with the Project to extend the vocabulary of students.
Literature	• Compare stories about plants and nature with what students experience during the Project. • Create texts such as narratives, procedures, reports, descriptions, poems, journals that explore different aspects of the Project.
Literacy	• Examine the types of texts that may be needed in the successful completion of the Project such as; instructions, procedures, information reports. Discuss the features of such texts and their purposes. • Communicate questions, observations and findings about the project to others using verbal, written and other forms of communication. • Create texts such as narratives, procedures, reports, descriptions, poems, journals that explore different aspects of the Project.

MATHS

Number and Algebra	• Counting plants, seedlings, flowers, insects, birds, etc. • Practice writing numbers and naming numerals in relation to counting plants, seedlings, flowers, insects, birds, etc. • Basic addition and subtraction problems relating to observations made during the Project. • Sort and classify plants, seedlings, flowers, insects, birds, etc. and explain the basis for these classifications.
Measurement and	• Use direct and indirect comparisons to decide which plant, flower, etc. is

Geometry	longer, wider, heavier etc. and explain reasoning in everyday language. • Compare and order the duration of time taken for plant growth, etc. during the Project. • Connect the days of the week, months of the year and seasons to the care routine and growth and change observed during the Project. • Describe the position and movement of plants, seedlings, flowers, insects, birds, etc. observed during the project.
Statistics and Probability	• Collect and represent data from the project (such as plant growth, flower colours, insects and birds observed) using pictures, tallies, tables and graphs.
SCIENCE	
Science Understanding	• Recognise the needs of living things. • Compare the needs of plants and animals. • Sorting and grouping objects on the basis of observable properties. • Thinking about how different materials (such as shade cloth, plastic pots, etc.) are suited the environment. • Observing and discussing changes in daily weather and how this affects our behaviour, animals and plants. • Observing the movement of different living things and how this often depends on their size and shape.
Science as a Human Endeavour	• Recognise that observation is an important part of exploring and investigating the things and places around us. • Sharing observations with others. • Exploring and observing use our five senses.
Science Inquiry Skills	• Consider questions related to the Project. • Use our fives sense to collect information related to the Project. • Take part in discussions relating to students' observations of the Project. • Use drawings to represent observations and ideas.
HISTORY	
Historical Skills	• Sequence the different observable stages of the Project. • Distinguish between the past, present and future stages of the Project. • Ask questions about the use of different tools and pieces of equipment needed to successfully complete the project. • Compare and contrast pictures and photos of gardens and garden tools from the past and present. • Ask different family or community members their opinions on the Project and

	discuss point of view. • Develop narratives and stories about the Project.
GEOGRAPHY	
Geographical Knowledge and Understandings	• Describe the features of places in the local area (such as their Nursery in a Box or other gardens) • Discuss how places provide people with their basic needs (link to how people use plants to meet their basic needs).
Geographical Inquiry and Skills	• Ask questions about what students observe in the local area (and in their Nursery in a Box). • Draw basic maps, pictures and plans of familiar places (including the Nursery in a Box). • Record observations of what can be seen in the local area using pictures, words and other simple recording methods. • Communicate observations and findings to others using a range of communication methods. • Describe location and direction in relation to the Project. • Discuss ways in which important places (including the Nursery in a Box) can be cared for and the importance of caring for such places.

We trust that you have found this resource useful.
We strive to constantly improve, and all feedback is very much appreciated.
Think we can do it better? Got something to add?
Drop us a line at hello@thegreeningproject.org and let us know what you think.
We look forward to hearing from you! ☺