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

YEAR ONE

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. • Use and discuss different types of words (nouns, adjectives, verbs and adverbs) that can be used when discussing different aspects of the Project.
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. • Make short presentations to familiar audiences to share observations and knowledge gained throughout the duration of the Project. • 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. • Use skip counting to count collections of plants, seedlings, flowers, insects, birds, etc. more efficiently. • 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. • Discuss and represent the idea of half when measuring plants, water etc. in relation to the Project.
Measurement and Geometry	• Measure and compare the length and capacities of objects associated with the Project using uniform informal units. • 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	• Identify outcomes of familiar events involving chance and describe them using everyday language. Chance events associated with the Project might include; the chance of it raining, which plant will grow the fastest or the tallest, etc. • Ask simple questions and gather responses. For example; which plant is your favourite? Which Project job do you like doing the most? • Represent collected data using pictures, tables, tallies and simple graphs.
SCIENCE	
Science Understanding	• Recognise common features of animals. • Describing the use of animal body parts for particular purposes such as moving and feeding. • Identify common features of plants. • Describe the use of plant parts for particular purposes such as making food and obtaining water. • Exploring different habitats in the local environment. • Recognising that different living things live in different places. • Exploring what happens when habitats change and some loving things can no longer have their needs met. • Exploring how materials (such as water) can be changed when warmed and cooled. • Exploring the local environment to identify and describe natural features. • Recording weather and season changes and patterns. • Identifying the sun as a source of light and heat and how it is necessary for the survival of living things,

Science as a Human Endeavour	• Constructing questions about the features and changes of the Project. • Observations and descriptions should be recorded to identify change. • Consider how science is used in the care of plants.
Science Inquiry Skills	• Consider questions related to the Project. • Participate in teacher guided investigations. Ideas include; how the amount of sunlight or water affects the growth of the plants? Adding different types of fertilisers to plants and observing what happens. Adding substances such as sugar, salt, etc. to the water used for watering the plants and observing differences in plant growth. • Use informal measurements in the collection and recoding of observations. • Sort and organise observations and information using drawings and tables. • Compare predictions and observations through discussion. • Represent observations and findings in a variety of was such as using oral and written language, drawings, role plays, graphs, etc.
HISTORY	
Historical Knowledge and Understanding	• Use and understanding of terms indicating time such as; today, tomorrow, yesterday, next week, last month, etc. • Differences and similarities between the care of plants and the environment today and in the past.
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	• Identify and describe natural and constructed features in the local environment. Link to Nursery in a Box. • Use observations and photos to identify changes in the local environment. Link to Nursery in a Box. • Describe local features people look after and discuss how and why these features are cared for. Link to Nursery in a Box.

	• Describe the daily and seasonal weather.
Geographical Inquiry and Skills	• Ask questions about what students observe in the local area (and in their Nursery in a Box). • Collect and record geographical data and information by observing, interviewing and from sources such as photos, plans, books and films. • Represent data and location of places and their features using tables, plans and maps. • Draw conclusions based on the interpretation of geographical information sorted into categories. • Communicate observations and findings to others using a range of communication methods. • Discuss ways in which important places (including the Nursery in a Box) can be cared for and the importance of caring for such places. Suggest ways of improving care.

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! ☺