



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

ENGLISH

Language

- Developing, asking and answering questions about different aspects of the Project.
- Working with partners and small groups during the Project.
- Reading and constructing texts such as narratives, procedures, reports, descriptions, poems, journals and persuasive texts, etc. that explore different aspects of the Project.
- Use online texts to gather further information on topics linked to the Project.
- 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.
- Compare opinions associated with 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.
- Gather information associated with the Project from a range of spoken and written texts, including online texts.
- 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.
- Examine the point of view of others regarding the Project and other associated issues such as; conservation, pollution, etc.
- Create texts such as narratives, procedures, reports, descriptions, poems, journals that explore different aspects of the Project.



MATHS

Number and Algebra	<ul style="list-style-type: none">• Practice writing numbers and naming numerals in relation to counting plants, seedlings, flowers, insects, birds, etc.• Basic addition, subtraction, multiplication and division problems relating to observations made during the Project.• Discuss and represent the idea of halves, thirds, quarters, fifths and eighths when measuring plants, water etc. in relation to the Project.• Investigate the cost and financial side associated with the Project.
Measurement and Geometry	<ul style="list-style-type: none">• Measure and compare the length, area, capacity and mass of objects associated with the Project using standard units of measure.• 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.• Create and interpret simple maps, path, plans and grids.• Discuss symmetry and other geometric patterns. Use items such as leaves from the Nursery to investigate these ideas.
Statistics and Probability	<ul style="list-style-type: none">• Conduct chance experiments, identify and describe possible outcomes and recognise variation in results. Chance experiments associated with the Project might include; the chance of it raining, which plant will grow the fastest or the tallest, etc.• Ask questions, identify data sources and plan methods of data collection and recording. For example; which plant is your favourite? Which Project job do you like doing the most?• Collect, check and classify such data.• Represent collected data using pictures, tables, tallies and simple graphs.• Compare data displays.

SCIENCE

Science Understanding	<ul style="list-style-type: none">• Recognising characteristics of living things such as growing, moving, sensitivity and reproducing.• Recognising the range of different living things.• Sorting living and non-living things based on characteristics.• Exploring differences between living, non-living and once living things.• Investigating how liquids and solids respond to changes in temperature.• Exploring how changes from solids to liquids and liquids to solids can help us
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	<p>recycle materials.</p> <ul style="list-style-type: none"> • Recognising the sun as a source of heat and light. • Constructing sundials and investigating how they work. • Describing time scale for the rotation of the Earth. • Modelling the relative sizes and movements of the sun, Earth and moon. • Describing how heat can be produced. • Identifying changes that occur in everyday situations due to heating and cooling. • Exploring how heat can be transferred through conduction. • Recognising that we can feel heat and measure it using a thermometer.
Science as a Human Endeavour	<ul style="list-style-type: none"> • Making predictions about change and events in our environment. • Considering how posing questions can help us plan for the future. • Considering how heating affects materials used in everyday life. • Considering how materials including solids and liquids affect the environment in different ways. • Deciding what characteristics make a material a pollutant. • Researching Aboriginal people's knowledge of the local natural environment such as the characteristics of some plants and animals.
Science Inquiry Skills	<ul style="list-style-type: none"> • Respond to and pose questions and make predictions associated with the Project. • Suggest ways to plan and conduct investigations to find answers to questions. These questions might be along the lines of; 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. • Safely use appropriate materials, tools and equipment to make and record observations using formal measurements. • Use a range of methods including tables and graphs to represent data and identify patterns and trends. • Compare results with predictions, suggesting possible reasons for findings. • Reflect on investigations, suggesting whether a test was fair or not. • Represent and communicate ideas and findings in a variety of ways.
HISTORY	
Historical Skills	<ul style="list-style-type: none"> • 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

	<p>to successfully complete the project.</p> <ul style="list-style-type: none"> • 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.
<h2 style="color: red;">GEOGRAPHY</h2>	
Geographical Knowledge and Understanding	<ul style="list-style-type: none"> • The main climate types of the world and similarities and differences between the climates of places. Investigate how this affects the types of plants and animals that live in different areas of the world.
Geographical Inquiry and Skills	<ul style="list-style-type: none"> • Ask questions about locations and their characteristics. • 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. • Interpret geographical data to identify distributions and patterns and draw conclusions about the similarities and differences between locations and their characteristics. • Communicate observations and findings to others using a range of communication methods, using geographical terminology. • Students reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.

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! 😊