



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

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.
- 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.
- 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

- 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, subtraction, multiplication and division problems relating to observations made during the Project.

	<ul style="list-style-type: none"> • Discuss and represent the idea of halves, quarters and eighths when measuring plants, water etc. in relation to 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 uniform informal units. • 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. • 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"> • Identify practical activities and everyday 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? • Collect, check and classify such data. • Represent collected data using pictures, tables, tallies and simple graphs.

SCIENCE

Science Understanding	<ul style="list-style-type: none"> • Recognising that living things have predictable characteristics at different stages of development. • Exploring different characteristics of life stages in animals such as caterpillars/butterflies. • Observing that all animals have offspring, usually with two parents. • Identifying the Earth's resources including water, soil and minerals and describing how they are used in the school • Describing how a resource such as water is transferred from its source to its point of use. • Identifying actions at school such as turning off taps that can conserve resources.
Science as a Human Endeavour	<ul style="list-style-type: none"> • Describing everyday events and experiences and changes in our environment using knowledge of science. • Identifying and describing sources of water. • Monitoring information about the environment and Earth's resources such as rainfall, water levels and temperature • Identifying ways humans manage and protect resources. • Recognising that any living things rely on resources that may be threatened and that science understandings may contribute to preservation of such resources.

Science Inquiry Skills	<ul style="list-style-type: none"> • Respond to and pose questions and make predictions associated with 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	<ul style="list-style-type: none"> • Differences and similarities between the care of plants and the environment today and in the past.
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 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 Inquiry and Skills	<ul style="list-style-type: none"> • Ask questions about what connections students have to places. • 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. • Communicate using terms such as north, south, near, far, opposite, etc. • Discuss what students know and have learned about connections with 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! 😊