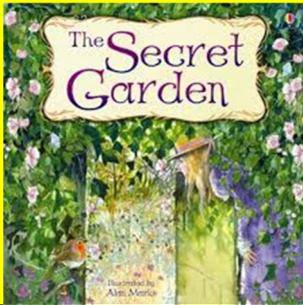


## Year 4 - 'THE SECRET GARDEN'



### Rationale

During the Autumn term 2014, Year 4 used Frances Hodgson Burnett's story, *The Secret Garden*, as a springboard for a variety of creative activities linking into different areas of the curriculum, in particular : Science, Literacy, Art & Design, DT and IT.

Creativity	Independence	Aspiration
<p>The project led to some really creative thinking and activities. The joy of being outside, inspired by the story, led us to explore our own school garden and the wider world at Rutland Water. We used the beauty of nature to generate exciting, descriptive writing and poetry in Literacy. Collecting and identifying mini-beats led to snail racing and was a springboard for newspaper articles in literacy and sculpting of our own clay snails. Our trip to Rutland Water gave us opportunities for developing our pop up story books and our watercolour landscapes.</p>	<p>Our project involved lots of independent research work using both books and online resources to support our self-guided learning. Whilst using the internet we considered our search terms carefully and took steps to ensure we stayed safe online. Many of our independent homework activities were linked to the project and we took the opportunity to showcase our knowledge in our gallery area and explore particular areas of interest further by creating leaflets and PowerPoint presentations.</p>	<p>Throughout our project we aspired to create as many outdoor learning opportunities as possible. We wanted to become experts in several aspects of nature: tree identification, butterfly identification, digestion in owls. We wanted to raise our school profile in the local community. To this end the children set about letter writing in order to gain significant donations and support for our gardening plans. Planting is now underway with the aspiration being to grow vegetables to cook and eat later in the year.</p>
<p><b>Spark</b></p> <p>In July, we watched the film of the Secret Garden and became excited about the prospect of creating our own secret garden at school. We contacted the Woodland Trust and received 30 free trees. We researched these trees and came up with designs of where to plant them. When the children returned to school in September we explored the overgrown garden with great excitement before contractors came in to tame it. We picked all the fruit from the school's apple and pear trees to cook and eat fruit crumble.</p>		<p><b>Learning Celebration</b></p> <p>We celebrated all the learning we had enjoyed in ways which involved engaging with our school community:</p> <p>Firstly, we invited our parents to take part in our science learning with our 'Who wants to be a Millionaire ' quiz. Plus pupils were able to share their own individual PowerPoint presentations with parents.</p> <p>Secondly, we displayed our work in the gallery area for parents to share. This included our creative writing from the overgrown garden as well as work inspired by our trip to Rutland Water.</p> <p>We took our trip to Pizza Express to find out more about where our food comes from. This also linked to our digestion work of course!</p>

	<p>Finally we shared our pop up stories with Year 1 at the end of term around a Christmas campfire with carols, marshmallows and plenty of snacks and hot chocolate.</p>
<p><b>Role Playing/Life Skills/Real Learning</b></p> <p>Our project allowed us to develop some really useful skills including:</p> <ul style="list-style-type: none"> <li>- Letter writing to local companies</li> <li>- Garden designs and scale drawings</li> <li>- How to use the internet safely</li> <li>- How to identify trees</li> <li>- How to identify mini-beasts</li> <li>- How to identify butterflies</li> <li>- How to use the internet effectively for research purposes</li> <li>- How to make a pizza</li> <li>- How to make crumble</li> <li>- How to dissect owl pellets in order to find out about food chains</li> </ul>	<p><b>Community Cohesion</b></p> <p>Our parents were involved in both our learning celebration activities at the opening of the gallery. This included our medley of French songs. Plus we really enjoyed showcasing our learning. In addition, we wrote thank you letters to various companies waterside garden centre for their £100 seed donation and to Northfield tyres for their donation to support our purchase of seed potatoes and the tyres in which to grow them.</p> <p>We also contacted the local newspaper who ran an article on our garden project and as a result we have a water butt on the way from a local energy company.</p> <p>We invited Simon Dudhill, Chairman of the East Midland's Hawk and Owl Rescue Centre, to give a whole school assembly on the work the centre does to raise awareness of the positive impact humans can have on wildlife. He also gave a workshop to Year 4 with practical dissection of owl pellets.</p> <p>Finally we finished off the term with two carol singing trips to Morrison's, the first being to assist Morrison's with their Text Santa campaign and the second being to raise funds to launch our garden renovation. We raised £80!</p>
<p><b>Out of Classroom Opportunities</b></p> <ul style="list-style-type: none"> <li>- We took a trip to Rutland Water to fly our home made kites and use the 'pooters' to catch and identify mini-beasts. We used our knowledge and identification keys to identify trees</li> <li>- We spent time in our school garden</li> <li>- We visited Waterside Garden Centre to collect the £100 of seeds kindly donated</li> <li>- We went to Pizza Express to learn about where fresh ingredients come from. This also tied in with our digestion topic.</li> </ul>	<p><b>Home Learning Activity</b></p> <p>Lots of our homework was based around our Creative Curriculum project including: writing about digestion in owls and writing a recount of ur trip to Rutland Water.</p>
<p><b>Computing and E-safety</b></p> <p>When carrying out research into the trees and butterflies, pupils used the internet to search for websites effectively. There was a strong focus throughout on the need to stay safe online and how to deal with any situations which gave cause for concern.</p>	

### **Links to discrete subjects:**

**English/Literacy** – the children produced a variety of fiction/non-fiction writing arising from our collective enjoyment of exploring the outdoors. For example, we wrote a piece entitled, 'The Attack', where children wrote about the fruit picking from the apple tree's perspective. We re-enacted the action in order to build a collective word bank to ensure a lively response. Similarly our piece entitled, 'The Prisoner' was a dramatic recount of the children pulling the wheelbarrow out from amongst the weeds; again this was re-enacted to write it from the perspective of the wheelbarrow.

We collected snails and mini-beasts which lead to snail racing in the classroom which in turn resulted in the class watching the trailer for 'Turbo'. This then gave rise to making clay snails and producing a story. Our pop up story books resulted from our photographs at Rutland water and we shared these with Year 1.

**Drama.** We re-enacted fruit picking and hot seated pupils in the role of the wheel barrow in order to write from different points of view.

**Science-** we learnt to identify mini-beasts, tress and butterflies using identification keys. We looked at the classification system created by Karl Linneaus and used this to help us create our own branching data bases. We found out about the digestive system in humans and used a hands-on practical to create our own 'waste' much to the delight of the children. We then used our visit from Jojo the owl and Simon Dudhill from the Hawk and Owl rescue centre to compare the digestive system of an owl with that of humans. We also took great delight in dissecting owl pellets and examining them under the microscope in order to identify and classify the remains. We linked this to our work on food chains. In addition we discussed the work of the rescue centre and the impact it has on the number of barn owl around our local area. Our visit to Rutland Water also allowed us to talk to a tree expert about the management of the trees.

**Art & Design** – we created our own designs for our garden and drew them to scale. We also took a look at Mrs Thomas's professional garden designs and enjoyed a super talk from her about her scale drawings. We made and flew our own kites at Rutland water and used photographs taken by members of the class to produce watercolours. We linked our work to the artist Van Gogh and found out about his life. We then used this to produce our own Van Gogh style landscape paintings. We produced clay snails to link with our literacy work. We also made bark rubbings and used Goldsworthy's influence to create our own ephemeral art at Rutland Water.

**Maths** – Maths played a role in our visit to Rutland Water. We used our information from tree spotting and mini-beast spotting to create tallies and bar charts. We also needed to use our maths skills to make accurate measurements of the school garden and calculate perimeter and area.

**PSHE** – We linked our work on anti-bullying to the artist Banksy. We discussed how messages in art can be powerful and created outdoor anti-bullying graffiti messages with chalk on our playground.

### **British Values**

As part of an anti-bullying policy review discussion, we talked about the need not to discriminate against people due to the differences. We also linked our learning about protecting barn owls and other animals in order to respect our world and environment.

### **Steps to success**

Our project grew largely from our interest being outside and developed according to the interests of the children and having started with a strong focus on

- 1.) Literacy focus: letter writing, descriptive writing, instructional writing, recounts. Writing to real companies with a purpose was a strong motivator. Receiving responses from companies to share with the children was very rewarding.
- 2.) Science focus: identification and classification, food chains, digestion, teeth. The hands-on digestive work was a powerful learning tool. A live owl and information from a visiting expert was motivating.
- 3.) Art and design focus: Goldsworthy, Banksy, watercolours, landscapes, sculpture. Group work on Goldsworthy style ephemeral art worked well against the backdrop of Rutland Water. Children's own photographs of landscapes helped to inform our watercolour painting. Making kites to fly on the dam was exciting.
- 4.) ICT: e-safety, PowerPoints, research, creating leaflets, combining text and graphics, creating bar charts.

### **Project evaluation**

The children engaged with being outdoors. They enjoyed finding out about British butterflies and they enjoyed the freedom of being able to explore areas of individual interest. They loved researching their chosen trees and sharing their knowledge on butterflies in their own assembly. Having a real owl in our classroom for the afternoon was a real motivator, especially being able to hold it and feel the feathers. The hands-on dissection of the owl pellets proved incredibly popular and the children's enthusiasm was second to none. Their behaviour was impeccable. They were independently using identification charts and microscopes to investigate their findings. The amount of information gained and retained on the human digestive system, including peristalsis was very satisfying! The children enjoyed sharing their science knowledge at the opening of the gallery. The display of high quality descriptive writing is testament to the power of the outdoors and experiential learning : feeling the wind on our faces , zigzagging in and out of the trees, scrunching through the leaves, picking our own fruit and pulling the wheelbarrow out of the weeds together with loud cheers were all important parts of our writing process. Our collective poem called 'I remember' was a real joy as it was created by the children's individual favourite lines chosen from their own poems. Their writing was powerful and the photographs captured the energy of the project.