### Early Years Learning Framework Outcomes*

<table>
<thead>
<tr>
<th>Outcome 1: Children</th>
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<th>Outcomes 2: Children</th>
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<tbody>
<tr>
<td>• develop their emerging autonomy and inter-dependence by planting and growing their own seed.</td>
<td>• become socially responsible and show respect for the environment, by caring for their own plant.</td>
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<td>• Learn to interact in relation to others and their environment with care, empathy and respect, by gaining an appreciation of how important plants are for many reasons.</td>
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<th>Outcome 3: Children</th>
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<td>• become strong in their social and emotional wellbeing by taking part in a shared group gardening experience.</td>
<td>• develop dispositions for learning such as curiosity and cooperation, by exploring and learning about seeds, and working alongside others to plant their own seed.</td>
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<td>• become aware of fairness through sharing the tubs, soil and seeds.</td>
<td>• transfer what they have learned in discussions and stories, and use this information to grow their own seed.</td>
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<th>Outcome 5: Children</th>
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<td>• engage with a range of texts and gain meaning about seeds and plants through these texts.</td>
<td>• taste different types of seeds eg. sunflower, poppy, sesame, nuts, peas and beans. (Be mindful of any food allergies children might have.)</td>
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<td>• are able to discuss what they can see, hear, touch and smell.</td>
<td>Make a collage picture of a flower in the style of Eric Carle.</td>
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### Key Learning Areas, Skills and Knowledge

#### Pre Numeracy (Mathematics)
- Sort, group and order seeds by: type, colour, size.

#### Literacy/Vocabulary (English)
- Speech: discussing observations, asking questions.
- Vocabulary: seeds, trees, plants, flowers, grass, grow.
- Stories: gaining meaning from the spoken and written word.

#### Health and Physical Education
- Fine Motor Skills: scooping soil into a pot, picking up small seeds, planting a seed, hand-eye coordination.
- Seeds are very healthy for us, but we have to be careful around those who may be allergic to some seeds, especially nuts.

#### Science
- What does a seed need in order to grow? It needs, sunshine, water and soil.
- How do seeds travel? (Some like dandelion, blow in the wind, others drop to the ground when the surrounding fruit is eaten).

#### SOSE (Studies of Society and Environment)
- Food comes from a variety of sources. The seeds that we can eat come from plants.

### Extensions Ideas
- Taste different types of seeds eg. sunflower, poppy, sesame, nuts, peas and beans. (Be mindful of any food allergies children might have.)
- Make a collage picture of a flower in the style of Eric Carle.
- Keep a seed diary. Draw pictures to record growth.

### Instructions
1. Read a story about seeds and plants.
2. Discuss plants and seeds with children. Include such things as:
   - Where do seeds come from?
   - How do they travel?
   - What does a seed need in order to grow?
3. Explore some real seeds, both large and small (eg a mango or avocado stone for large seeds, and grass seeds for very small seeds.)
4. Give each child their own plastic tub to fill with soil, plant their seed, and water.

### Materials required
- A small plastic container for each child (eg. yoghurt, butter or margarine tubs).
- Fertile soil. (potting mix or from your garden!)
- A variety of seeds (some to explore and some to plant).
(Alfapha, broad bean and snow pea seeds work well)

### Linking Activities
- Nature Walk and Collage
- Letter F (Flower)
- Feely Walk
- Seed Measurement

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