

Introduction to garden horticulture – scheme of work



Tutor: Room:

Course	Students	Contact Time
Subject: Introduction to Garden Horticulture	No. of students:	No. of weeks: 4
Level: Entry Level 3	Background: Entry level learners with mixed abilities and different needs.	Lessons per week: 1
Qualification - NOCN		Lesson Duration: 2 hours

Programme Aim -

To introduce learners to a range of horticultural skills: propagation, ground preparation and plant maintenance techniques and

- **To embed Functional Maths, English and ICT where possible.**

Possible additional learning outcomes-

- Demonstrate an awareness of things that grow in a garden or allotment.
- Be familiar with propagating plants.
- Demonstrate awareness of how to prepare and outside growing bed.
- Be familiar with growing and caring for plants.

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Week	Functional Skills	Objectives	Teaching Strategy	Assessment	Resources
1	<p>E3 English discussion a c e</p> <p>E3 ICT 5.1 6.1 etc. (search, download and present plant pictures, combine them with text, etc).</p>	<p>1.1 Name three domestic different flowers and vegetables.</p> <p>1.2 Name three different kinds of common weeds.</p> <p>1.3 Name three common vegetables.</p> <p>Learning outcomes: learners should be able to identify three domestic flowers, common vegetables and supporting visuals of the selected plants.</p>	<p>Learners can visit the garden, local library or internet resources to identify and name three different domestic flowers or vegetables. Get samples, download pictures or draw sketches of flowers and vegetables</p> <p>Identify weeds while in the garden, get samples/ pictures and use library resources or internet to identify the weeds. Download pictures or use sketches to represent the weeds.</p> <p>Discuss and define what vegetation is and identify common vegetables using library resources, garden and or internet three common vegetables.</p>	<p>List, pictures, samples or sketches of three different domestic flowers and vegetables</p> <p>List, pictures, samples or sketches of three different types of weeds.</p> <p>Discussion and feedback</p> <p>List and pictures of common vegetables.</p>	<p>Garden</p> <p>Local library resources.</p> <p>Internet</p> <p>Art and craft Accessories.</p>
2	<p>E3 English writing a b (instructions or plant profile)</p> <p>E3 English reading b d (instructions on seed packet, etc.)</p>	<p>2.1 Sow seed in open ground and a seed tray under glass.</p> <p>2.2 Sow tubers and rooted plants directly into ground</p> <p>Learning Outcomes: To show that they know and can follow instructions of how to plant seeds. To show difference between bulb and rooted plants and how to plant tubers and rooted plants into the ground.</p>	<p>Sow seeds in the open, in a tray under glass of and bulb and rooted plants in the garden. Take pictures of how they gone about it or compile evidence of seed sowing instructions on the seed packaging or write a plant profile of a bulb and rooted plant explaining how to plant the seed.</p>	<p>Pictures and brief explanation, packaging instructions of how to plant the seeds or plant profile explaining how to plant seeds, bulbs or rooted plants.</p>	<p>Camera</p> <p>Seed packaging</p> <p>Tuber</p> <p>Rooted plant</p> <p>Internet</p>

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3	<p>E3 English writing a b (explanation on how to prepare a bed)</p> <p>E2-3 Maths Measuring E2 d f E3 h j Drawing diagrams and plans, squares, rectangles, etc. E3 i j k</p>	<p>3.1 Prepare an open growing bed (min 2m x 2m) with hand tools, laying out, digging and raking soil.</p> <p>Learning Outcomes: to show that they know what they need to do to prepare an outside growing bed ready to plant seeds.</p>	<ol style="list-style-type: none"> 1 Assess the site, type of soil, in the garden whether the location is in the light or shade. 2 Mark out the boarder shape (2m x 2m). 3 Weed and clear rubbish (coarse stones, twigs or any foreign matter). 4 Prepare and improve the soil. 5 Dig in organic matter to spades depth. 6 Rake the soil. Or plant profile explaining and illustrating how to prepare the bed. 	<p>Pictures, sketches, diagrams and any relevant illustrations accompanied by brief explanations of what they are doing.</p>	<p>Internet Hand tools</p> <p>Art and craft Accessories</p>
4	<p>E3 English writing a b (instructions or plant profile)</p> <p>E3 English reading b d (instructions on seed packet, etc.)</p> <p>E3 Maths b h calculate no plant per tray and total number of plants (multiplication) Work out possible selling costs, profit, etc.</p>	<p>4.1 Sow seed directly in ground and thin out as directed.</p> <p>4.2 Sows seed in trays, prick out and plant in prepared grounds as directed.</p> <p>4.3 Contribute to the maintenance of plants.</p> <p>Learning Outcomes: Learners will show that they have knowledge of planting, transplanting seeds so that they are well spaced out and how to look after the seeds.</p>	<p>Learners to get seeds and plant them in the ground or tray following the instructions on the pack or from the plant profile. (<i>Demonstrate how they would thin and prick out</i>).</p> <p>Maintain plants in the gardening compiling evidence of what they are doing or include explanation of how to maintain the plants on their plant profile.</p>	<p>Pictures, packaging instructions as evidence of what they have done or plant profile instructions explaining how to sow seeds directly into the ground and how to maintain the plants</p>	<p>Seeds Camera Art and craft accessories.</p>

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Curriculum mapping

General Functional Skills notes

The maths and English coverage and range statements listed below provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy and Numeracy standards.

✓ Ticks indicate the main coverage and range skills that are (or can be) covered in this scheme of work.

However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English, Mathematics and ICT*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Functional Skills Mathematics mapping	
Entry Level 2	
a) understand and use whole numbers with up to two significant figures	e) recognise sequences of numbers, including odd and even numbers
b) understand and use addition/subtraction in practical situations	f) use simple scales and measure to the nearest labelled division ✓
c) use doubling and halving in practical situations	g) know properties of simple 2D and 3D shapes
d) recognise and use familiar measures, including time and money ✓	h) extract information from simple lists
Entry Level 3	
a) add and subtract using three-digit numbers	g) recognise and describe number patterns
b) solve practical problems involving multiplication and division by 2, 3, 4, 5, 10 ✓	h) complete simple calculations involving money and measures ✓
c) round to the nearest 10 or 100	i) recognise and name simple 2D and 3D shapes and their properties . ✓
d) understand and use simple fractions	j) use metric units in everyday situations ✓
e) understand, estimate, measure and compare length, capacity, weight and temperature ✓	k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓
f) understand decimals to two decimal places in practical contexts	

Entry Level 3 Functional Skills English mapping	
Entry Level 3 Speaking, Listening and Communication skill standard:	Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges
a) Follow the main points of discussions ✓	
b) Use techniques to clarify and confirm understanding	
c) Give own point of view and respond appropriately to others' point of view ✓	
d) Use appropriate language in formal discussions/exchanges	
e) Make relevant contributions, allowing for and responding to others' input ✓	
Entry Level 3 Writing skill standard:	Write texts with some adaptation to the intended audience
a) Plan, draft and organise writing ✓	
b) Sequence writing logically and clearly ✓	
c) Use basic grammar including appropriate verb-tense and subject-verb agreement	
d) Check work for accuracy, including spelling	
Entry Level 3 Reading skill standard:	Read and understand the purpose and content of straightforward texts that explain, inform and recount information
a) Understand the main points of texts	
b) Obtain specific information through detailed reading ✓	
c) Use organisational features to locate information	
d) Read and understand texts in different formats using strategies and techniques appropriate to task ✓	

Entry Level 3 Functional Skills ICT Mapping		
<i>Examples</i>		
**Finding and selecting information		
4 Use simple search to find information		
4.1	Search stored information	<i>contents list, index, find or search tool</i>
5 Select relevant information that matches requirements of given task		
5.1	Search web-based sources of information	✓
**Developing, presenting and communicating information		
6 Enter and develop different types of information to meet given needs		
6.1	Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome	<i>information: email message, letter, online form edit: insert, delete, copy, cut, paste, drag and drop, undo, redo</i> ✓
6.2	Insert and position graphics or other digital content to achieve a purpose	<i>clip-art, photo, scanned image, audio file</i> ✓
6.3	Process numbers to meet need	<i>enter a list of prices and generate a total</i>
7 Bring together different types of information		
7.1	For print and viewing on-screen	<i>image with text, in a poster or web page</i> ✓
7.2	Check for accuracy and meaning	<i>ensure meaning is clear, seek views of others, check spelling, check calculations</i>
7.3	Check suitability of information	
8 Use ICT-based communication		
8.1	Read, send and receive electronic messages	<i>read, reply, forward, create, delete</i>
8.2	Use contacts	
8.3	Understand the need to stay safe and to respect others when using ICT-based communication	

****Assessment weightings:** Using ICT – not included on this mapping page (20-30%), Finding and selecting information (10-20%), Developing, presenting & communicating information (50-70%)