

Primary School Teaching Sessions (EYFS — Year 6)

At Martineau Gardens we offer teaching sessions, led by a qualified teacher and linked to the national curriculum, for groups of up to 32 pupils. We split the group into two groups: one group has a teaching session and the other group has a tour of the Gardens with a member of Martineau Gardens' staff, swapping after lunch.

We have four teaching sessions available, which can be adapted to meet the curriculum requirements for your year group.

Minibeast Safari



Discover invertebrates that live in different habitats (woodland and pond).



We will look at life cycles and the children will use pictures or classification keys (depending on the age group) to identify what they find.

Curriculum links**

- EYFS: Exploring/engagement; active learning; thinking critically; personal, social and emotional development; understanding of the world.
- Year 1: Identify and name a variety of common animals; describe and compare the structure of some common animals.
- Year 2: Identify and name a variety of animals in their habitats; basic needs of animals for survival; notice that animals have offspring which grow into adults.
- Year 3: Identify and group animals into vertebrates and invertebrates.
- Year 4: Recognise that living things can be grouped in a variety of ways; explore and use keys.
- Year 5: Describe the differences in life cycles of mammals, amphibians, insects and birds.
- Year 6: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; adaptation to suit habitats, which can lead to evolution.

Habitat Explorers



Explore 3 different habitats (woodland, meadow and pond) to investigate the plants and animals that live there.



This session covers interdependence, food chains, classification and using keys / ID sheets (depending on the age group).

Curriculum links**

- Year 2: Identify that most living things live in habitats to which they are suited, describe how habitats provide for the basic needs of plants/animals, and how they depend on each other; identify/name a variety of plants and animals in their habitats, including micro-habitats; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.
- Year 4: Use classification keys to group, identify and name living things; recognise that environments can change and that this can pose dangers to living things; construct/interpret food chains, identifying producers, predators and prey.
- Year 6: Describe how living things are classified according to common observable characteristics; identify how animals and plants are adapted to suit their environment in different ways.

Be a Plant Professor



Recognise and name parts of plants/flowers and find examples around the gardens; discuss the functions (jobs) of each part of a plant.



Investigate the life cycles of plants — germination, pollination (including the role of bees and butterflies as pollinators), seed dispersal methods.



Find out about parts of plants that we eat by exploring our vegetable plots, herb beds and orchard. You will even get the chance to taste some!

Curriculum links**

- EYFS: Exploring/engagement; active learning; thinking critically; personal, social and emotional development; understanding of the world.
- Year 1: Identify and name a variety of common wild and garden plants; identify and describe the basic structure of common flowering plants, including trees.
- Year 2: Identify and name a variety of plants in their habitats; observe and describe how seeds and bulbs grow into mature plants; plant needs (water, light and a suitable temperature).
- Year 3: Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves, flowers); explore the requirements of plants for life and growth, investigate how water is transported within plants; explore the role of flowers in plant life cycles.
- Year 4: Recognise that living things can be grouped in a variety of ways; use classification keys.
- Year 5: Describe the life processes of reproduction in some plants.
- Year 6: Classify plants into groups according to common observable characteristics; identify how plants are adapted to suit their environment.

Tree of Life (classification, adaptation, evolution)



This session covers classification, adaptation and evolution, and refers to the work of Charles Darwin, Alfred Russel Wallace and Carl Linnaeus.



Pupils look at how animals are classified into groups with similar characteristics and use/create keys for the plants and animals in our woodland habitat.



They look at how plants and animals have adapted to live in particular habitats (including an investigation with woodlice) and how this has led to evolution.

Curriculum links**

- Year 4: Recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things.
- Year 6: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences; give reasons for classifying plants and animals based on specific characteristics; identify how animals and plants are adapted to suit their environment in different ways and that adaptation can lead to evolution.

** Sessions also cover the following aspects of the science curriculum for every year group:

- Working scientifically (asking/answering questions, using equipment, gathering data, making observations, carrying out tests, identifying and classifying etc.)
- Exploring and investigating their local environment.

Links can also be made to other curriculum subjects, including English, mathematics, art and design, geography, design and technology.

To book, please complete and return the booking form. We will then contact you to discuss and arrange the details of the visit.