

At Martineau Gardens we offer teaching sessions, led by a qualified teacher and linked to the national curriculum, for groups of up to 30 pupils. Full and half day sessions are available, with the option of either a whole-class session or splitting into smaller groups*.

* If you choose to split into smaller groups, the groups not involved in the teaching session can carry out your own activity or choose a self-guided activity from the website.

We have three teaching sessions available, which will be adapted to meet the curriculum

1. Minibeast Safari



Discover and identify the invertebrates that live in our different habitats (woodland, pond, grassland).



This can link to life cycles, food chains, classification, adaptation and using ID cards or keys (depending on the year group).



For younger children, the activities can be linked to books such as 'The Very Hungry Caterpillar' or 'Mad About Minibeasts'.

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; identify carnivores, herbivores, omnivores; describe and compare the structure of some common animals.
Year 2:	Identify and name a variety of animals in their habitats; simple food chains; basic needs of animals for survival; notice that animals have offspring which grow into adults.
Year 3:	Recognise that animals get nutrition from what they eat; 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; construct and interpret food chains, using the terms producers, predators and prey.
Year 5:	Describe the differences in life cycles of mammals, amphibians, insects and birds; describe the life processes of reproduction in some animals.
Year 6:	Classify animals into groups according to common observable characteristics; identify how

** All the activities 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. (see website for downloadable form) We will then contact you to discuss and arrange the details of the visit.

2. 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, greenhouses and orchard. You may even get to taste some!



The activities can be linked to books such as 'Jack and the Beanstalk' and 'The Tiny Seed'.

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.

3. Habitat Explorers



Explore a range of habitats, including woodland and grassland



This session covers plant needs and how plants have adapted to live in different habitats, ensuring that all their needs are met.



The session can also include animals: bug hunting and looking for evidence of larger animals (e.g. birds, mammals, amphibians).

Curriculum links

- EYFS: Exploring/engagement; active learning; thinking critically; personal, social and emotional development; understanding of the world.
- Year 1: Identify/name a variety of common plants and animals; identify/describe the basic structure of common flowering plants, including trees.
- 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 in their habitats, including micro-habitats; simple food chains.
- Year 3: Functions of parts of plants; requirements of plants for life and growth; plant life cycles; food chains/nutrition; vertebrates and invertebrates; investigating soils.
- Year 4: Use classification keys to group, identify and name a variety of living things in their local environment; explore positive and negative human impacts on environments; food chains.
- Year 5: Describe the life processes of reproduction in some plants; animal life cycles.
- 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.