

At Martineau Gardens we offer teaching sessions, led by a qualified teacher and linked to the national curriculum, for classes of up to 32 pupils per day. The class is split into two groups: one group has a teaching session and the other group has a comprehensive tour of the Gardens with our Educational Tour Guide, including tasting some of our produce. The groups then swap after lunch, also ensuring some time for play on the Shipwreck!

We have five teaching sessions available, which can be adapted to meet the curriculum requirements for your year group. Curriculum links can be found on the attached page.

Minibeast Safari



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



Pupils will use pictures or classification keys (depending on age group) to identify what they find; we will also look at life cycles.

Be a Plant Professor



Recognise and name parts of plants/flowers; 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!

Habitat Explorers



Look at the characteristics of living things; habitats and micro-habitats; food chains; interdependence; and human influences on habitats (both positive and negative).



Activities include: completing a habitat map of Martineau Gardens; using keys to identify and classify animals and plants; creating animal habitats in our grounds.

Adaptation, Evolution & Classification (“Darwin, Linnaeus & the Tree of Life”)



Pupils look at how animals are classified into groups with similar characteristics and use/ create keys for plants and animals that can be found at Martineau Gardens.



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.

Pirate Adventure!



Pupils use geography skills to hunt for treasure around Martineau Gardens. They use maps, compasses, follow clues and play team-building games.



They can also design and make their own boats to float on the pond, go dipping for “mini monsters of the deep” and make some pirate art.

Curriculum links

MS: Minibeast Safari **PP:** Plant Professor **HE:** Habitat Explorers
A/E/C: Adaptation, Evolution & Classification **PA:** Pirate Adventure

EARLY YEARS FOUNDATION STAGE	MS	PP	PA
Exploring and engagement (exploring the natural world; using their senses; taking risks)	●	●	●
Active learning (being involved and concentrating; persistence in the face of challenge; developing resilience; enjoying their achievements)	●	●	●
Thinking critically (using what they know to learn new things; being inventive; choosing ways to do things and finding new ways)	●	●	●
Communication and language development (listening; following instructions; developing explanations by connecting ideas)	●	●	●
Physical development (using tools and equipment; developing motor skills; moving confidently in a range of ways; negotiating space safely)	●	●	●
Personal, social and emotional development (working in a group; choosing resources; being confident to try new activities; showing sensitivity)	●	●	●
Understanding of the world (similarities and differences in relation to place and living things; talking about features of the immediate environment; making observations of plants and animals; noticing changes)	●	●	●
Expressive arts and design (singing songs; using a variety of materials and tools; representing their ideas through art, music, design technology, dance, role play and stories)	●	●	●

SCIENCE		MS	PP	HE	A/E/C	PA
All	Working scientifically (asking & answering questions; using equipment; gathering data; making observations; carrying out tests; classifying)	●	●	●	●	●
	Exploring and investigating the local environment	●	●	●	●	●
Y1	Animals (identifying, naming, structures, herbivores/carnivores/omnivores)	●		●		
	Plants (identifying, naming, basic structure)		●	●		
	Everyday materials (objects and materials, simple physical properties)			●		●
Y2	Living things & their habitats (living/dead/never lived, habitats, micro-habitats, simple food chains)	●		●		
	Plants (plant needs, how plants grow)		●	●		
	Animals (offspring grow into adults)	●				
	Uses of everyday materials (choosing materials based on their properties)			●		●
Y3	Plants (parts and functions, requirements for growth, role of flowers)		●	●		
	Animals (vertebrates & invertebrates, nutrition/food chains)	●		●		
Y4	Living things & their habitats (grouping, using/creating classification keys, changes to environments, food chains)	●	●	●	●	
Y5	Living things & their habitats (animal life cycles, reproduction in plants)	●	●	●		
	Materials (compare & group together materials based on properties)			●		●
	Forces (air resistance, water resistance, floating & sinking)					●
Y6	Living things & their habitats (classification)	●	●	●	●	
	Evolution & inheritance (variation, adaptation which can lead to evolution)			●	●	

DESIGN & TECHNOLOGY		MS	PP	HE	A/E/C	PA
KS1	Design functional products for themselves & other users (including animals)			●		●
	Select and use a range of tools, materials and equipment	●	●	●	●	●
	Build structures, exploring how they can be made stronger, more stable etc.			●		●
KS2	Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups			●		●
	Select from and use a wider range of tools, materials and equipment according to their functional properties	●	●	●	●	●
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures			●		●

GEOGRAPHY		MS	PP	HE	A/E/C	PA
KS1	Use simple compass directions and locational/directional language to describe the location of features and routes on a map			●		●
	Use plan perspectives to recognize landmarks and human & physical features			●		●
	Use and construct basic symbols in a key			●		●
KS2	Use the eight points of a compass; symbols and keys			●		●
	Use fieldwork to observe, measure, record and present human and physical features in an area; using maps/plans			●		●

ENGLISH		MS	PP	HE	A/E/C	PA
Spoken language (listen and respond appropriately; ask questions to extend understanding & knowledge; build vocabulary; articulate & justify answers & opinions; give well-structured descriptions & explanations; participate actively)		●	●	●	●	●
Reading (use phonics and other strategies to decode words: names of invertebrates, plant parts etc.; use guides & non-fiction books to identify plants/animals)		●	●	●	●	
Writing (use phonic strategies and knowledge of letter strings / spelling patterns to spell the names of plants and animals; write labels)		●	●	●	●	

MATHEMATICS		MS	PP	HE	A/E/C	PA
Number (count numbers of legs on invertebrates / leaflets on a compound leaf to help with identification, inc. counting in pairs; count numbers of invertebrates in habitat)		●	●	●		
Measurement (measuring animals or plants to illustrate variation)					●	
Geometry (positional and directional language; points of the compass)				●		●

ART & DESIGN		MS	PP	HE	A/E/C	PA
Make observational drawings and labelled diagrams		●	●	●	●	