



L. Harvesting



Previous Step: Tending

BY THE END OF THIS MONTH, PUPILS WILL HAVE:

- Discussed and shared favourite vegetables;
- Prepared and planned for harvest;
- Involved the community;
- Written blogs and newsletters;
- Collected recipes;
- Revisited knowledge and expectations about growth;
- Assessed factors for growth or lack of growth/death of plants;
- Planned for watering and harvest during the holidays.



FROM TENDING TO HARVESTING...

Harvesting food from plants is both a task and a celebration. It is the culmination of ongoing care, collaboration and partnership with both human and non-human life.

Key Ideas Include: cooperation and competition for produce; harvesting in succession; picking and sharing produce.

1. Observing and Measuring

Plant produce can be observed and measured both in numbers and with verbal descriptions. Through measurements, children can appreciate that produce comes in different shapes and sizes. Produce is normally weighed in Kg.



ACTIVITY 1A: A simple table can be devised to record the weight of the harvest.





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ACTIVITY 1B: Through verbal descriptions and physical handling, children can pay attention to the appearance of produce.

- Is the external skin lucid/shiny or opaque?
- What is the thickness of the skin?



ACTIVITY 1C: The observation and study of the appearance of vegetables can lead to questions and discussion about why some vegetables have managed to grow to size and others might have not; observations may focus on possible diseases affecting the crop or perhaps on whether conditions which might have helped with exceptional growth.



ACTIVITY 1D: Children may wish to research on the biggest vegetable ever produced or find out about vegetable exhibitions in parks and garden centres.

2. Harvesting Together

Harvesting is an important activity in many cultures across the world.

Festivals related to the harvest involve the whole community in sharing food and eating together. Produce can thus be prepared for **cooking and sharing** in the community.

ACTIVITY 2A: *In class*, children can discuss favourite dishes and find out about the ingredients. Each child can bring home some of their favourite vegetables to share with their family.

ACTIVITY 2B: Parents can become involved in harvesting by sharing recipes or ideas for cooking particular vegetables.

Each child may be given a task to collect a recipe from home to share in schools.

ACTIVITY 2C: *In class*, children may be engaged in writing a blog or a newsletter about the harvest and publish some of the recipes they have collected.

ACTIVITY 2D: With the help of the headteacher the school may organize an **end of year picnic** to invite parents to visit the garden, pick some vegetables and enjoy some of the cooking.

ACTIVITY 2E: A group needs to be created to maintain the garden and harvest produce. **And note... harvesting continues after summer with the late potatoes... through to Halloween!**





L. Harvesting Across the Curriculum

HEALTH AND WELLBEING

- uses a variety of approaches including **active, cooperative and peer learning** and effective use of technology
- encourages children and young people to act as **positive role models** for others within the educational community
- leads to a lasting commitment in children and young people to follow a **healthy lifestyle** by participation in experiences which are **varied, relevant, realistic, and enjoyable**
- helps to foster **health in families and communities** through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of **different professions** to make specialist contributions, including developing **enterprise and employability skills**

NUMERACY AND MATHEMATICS

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts

RELIGIOUS AND MORAL EDUCATION

- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- develop respect for others and an understanding of beliefs and practices which are different from my own
- make a positive difference to the world by putting my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.