Practical activities

Notes for the teacher - If your children need to review their learning, you can use these activities to support them.

'Simon says'

The resources required for this activity include word mats if required (see lesson resources).

Activity: Play 'Simon says' using directional language (e.g. Simon says take five steps north, Simon says turn right etc.). Children can use word mats to support them and you could label the compass directions in the classroom.

Evaluate check-up: How well did we observe?

The resources required for this activity include clipboards, pencils, simple observation sheets and optional markers for areas around the school grounds.

Activity: After completing their plant-life fieldwork, children sit in small groups with their observation sheets. Ask them to **review their data, maps and notes**: Did they record enough detail? Did they notice key features like sunlight, soil or plant types?

Provide **evaluation prompts**, for example:

- Which observations were most useful for understanding plant growth?
- Did any areas get overlooked? Why might that be?
- How could we improve our observations next time?

Children **share their reflections** and discuss ways to improve the fieldwork process.

Create a planting area compass rose

The resources required for this activity include large sheets of paper or cardboard for the compass rose, coloured markers, stickers or tape, planting area signs (e.g. "best for sun", "best for shade") and compasses (optional, for children to see directions in action).

Activity: Use a compass rose to identify locations on the school grounds that will encourage plant growth. The children can create a large compass rose on the school grounds or in a classroom. They will then walk around and identify areas on the school grounds where plants could thrive. They should use directional language (north, south, east, west) to describe where to plant based on sunlight, shade and water availability.

Practical activities

Play dough school grounds map

The resources required for this activity include play dough in different colours, a large sheet of paper or cardboard as the base for the map, small figurines or markers (optional) to represent key features (playground, garden) and directional symbols (stickers, arrows) for labelling north, south, east and west.

Activity: Develop mapping and observation skills by creating a 3D map of the school grounds. Have children use play dough to create a 3D map. They will use directional language (north, south, east, west) to place the key features of the school (e.g. playground, garden, trees, water sources). They will observe the space around them and recreate their findings in play dough, practising map-reading and spatial awareness.

Directional scavenger hunt for plant-friendly spots

The resources required for this activity include scavenger hunt cards with clues and directions (with images for younger children), clipboards and pencils for recording answers, stickers or stamps to mark the completion of each clue and a large school map (optional, for reference).

Activity: Use directional language and geography skills to identify plant-friendly spots around the school. Create a scavenger hunt with clues that guide children to plant-friendly spots around the school. Each clue will incorporate directional language e.g. "Go five steps north to find the shady area" or "Walk west toward the playground and look for a sunny spot." At each stop, children will identify why it's a good spot for plants (e.g. sunlight, water, shade).

'I spy' plant-friendly areas

The resources required for this activity include small signs or markers to indicate plant-friendly areas around the school grounds/clipboards and pencils for children to take notes if necessary.

Activity: Develop observational skills and use directional language to describe locations. In this game, one child will say, "I spy with my little eye, a plant-friendly spot that is to the north of the school playground," and the others will have to find that spot. Once they identify it, they will discuss why it's good for plants (e.g. sunny, moist). This activity promotes directional language and understanding the geography of the school grounds.