

# Yew Tree Farm School Lesson Plan

Title: - Plants

<p><b>Date:</b> 11/09/2020</p>	<p><b>School and Class:</b> ASD Specialist School - KS3 15 pupils</p>	<p><b>Session Length:</b> Afternoon 12.30pm – 2.30pm</p>
<p><b>Schools Objectives / Requirements:</b> Pupils to have plenty of hands on interaction with the farm produce. Pupils to be allowed to plant and /or harvest the produce relatively independently. Students to access learning in an environment away from the classroom. Students to have experienced success by the end of the session. English link, reading and following instructions, can involve a comprehension if appropriate. Use of descriptive words when considering our senses. Technology Link – Cooking – preparing food for a taste test.</p>	<p><b>Additional Class Info:</b> KS3 – ASD school, differentiation needed in reading levels (from reading age 5 to14) and challenge of task. Students’ communication skills also vary greatly, and their willing to take instruction and communicate with an unknown adult. Some students nervous around animals.  5 teaching staff/support workers, plus 2 one to one staff for individual students.</p>	
<p><b>Overall Learning Objectives:</b> I will be able to read, understand, and follow a set of instructions (with or without support), so I can successfully harvest Yew Tree Farm’s vegetables.  I can wash and prepare vegetables to eat.  I can try new things!  I will engage in the activity as far as I can.</p>	<p><b>Assessment of Learning:</b> Pupils can see their own success when following their instructions, as they tick off each task and complete the activity. They can see the food being harvested, washed and then enjoyed by themselves and their peers. Success may vary from pupil to pupil, for one it may just be being close to the allotment, or touching a vegetable rather than eating one. It may be asking staff a question, or watching others rather than completing the task themselves. Every success should be celebrated.</p>	
<p><b>Social Communication Goals:</b> Pupils can work in groups to reach outcomes; ourselves and accompanying adults to ensure all pupils are given the opportunity to present their opinion and contribute to tasks. Students to then follow instructions as a team. Team to ask questions of staff to improve their understanding. Students to be encouraged to voice their opinions on the sensory experience – how does the food taste, smell and feel.</p>		
<p><b>Starter/Introduction:</b> 12.30 – 12.45 – Brief safety talk for all pupils/staff – all visitors must keep to Yew Tree Farm Rules for their own safety and that of our animals.</p>		
<p><b>Main Activities:</b></p>		

12.45 – 1.30 – Individually or in small groups (this can be decided before by school, groups can be formed by level of differentiation needed if necessary), students to receive instructions for harvesting the vegetables we grow at Yew Tree Farm School, (wording, detail and visual aids included in instructions will be differentiated on the advice of the classroom teacher). Teams to follow their instructions to ensure the vegetables are successfully harvested, this will include finding the necessary equipment, digging up and picking the number of vegetables specified, putting equipment away and washing their hands. Instruction can include tick boxes, so pupils can approach the task, one manageable step at a time and visualise their progress.

1.30 – 2.00 Students to repeat the activity, this time focusing on preparing the food to eat. Students to wash, peel and chop up the vegetables ready for a taste test.

Extension – Can your group ask our experts a question about growing fruit and vegetables they can't answer? If you can, see if you can find the answer in our library or online.

**Plenary:**

1.45. – 2.30 – Taste test – students to taste the vegetables they have harvested (could be completed blind folded if some are feeling brave). Students to consider some descriptive words to describe the sight, touch, taste and feel of each vegetable and to record this on sheet provided.

<p><b>Differentiation:</b> Groups to be advised by school staff – differentiated instructions can then be provided. Differentiation can also be through support and outcome.</p>	<p><b>Resources:</b> Differentiated instructions. All necessary equipment needed for harvesting and food preparation. Quiet space inside and outside away from animals, for children to spend time if necessary.</p>	<p><b>Support needed from School Staff:</b> School staff to ensure that pupils keep to the farm rules and guidelines as stated in morning talk.</p>
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**Learning/Ideas and Activities to take back to school:**  
Please feel free to complete any work based on your experience and return it next week for us to display.  
In English pupils can use their descriptive sensory words to write a descriptive piece on how our vegetables taste. Maybe you could use the list of fruit and vegetables we produce to write us a menu to display in our barn. In maths pupils could complete calculations to consider the quantities of ingredients you would need for your menu. Perhaps you could produce a healthy eating poster, explaining how yummy our vegetables are.

**Possible development on further visits to Yew Tree Farm:**

Next week we are looking at animal transportation—work as a team to solve the problem of moving the animals around Yew Tree Farm School.

Please contact us with any possible links to the National Curriculum you would like to cover and we will do our best to prepare an exciting session for your class.

