

PATHWAY LONG TERM PLAN

<p><b>PFA:</b> EMPLOYMENT INDEPENDENT LIVING HEALTH COMMUNITY INCLUSION</p>	<p><b>FOCUS /TARGET AREAS</b> COMMUNICATION &amp; LITERACY NUMERACY PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT ENRICHMENT LIFE AND LIVING SKILLS GROUP / CO-OPERATION SKILLS CREATIVE / DESIGN SKILLS  OCR LIFE &amp; LIVING SKILLS</p>	
<p><b>PATHWAYS</b></p>	<p>HORTICULTURE (JOURNEY 1 / 2 / 3)</p>	
<p><b>TERM</b></p>		
<p>AUTUMN</p>	<p><b>DEVELOPING GARDENING MAINTAINENCE SKILLS: PREPERATION OF PLOT</b> Plant the site with suitable plant material whilst following safe working practices and cleaning and storing tools and equipment after use. <u>Unit Title: <b>Preparing &amp; Planting a Site</b></u> <u>OCR Unit Number: <b>E3</b></u> <u>Life &amp; Living Skills area: <b>Horticulture</b></u> <u>Entry Level: <b>3</b> Credit value: <b>2</b>. Guided learning hrs: <b>20</b></u></p>	
	<p><b>KEY OBJECTIVES / AIMS:</b> <u>To be able to clear and prepare a planting site</u></p>	<p><b>ACTIVITIES:</b> <u>Clear a site:</u> student/s demonstrate that they can clear a site for planting. e.g.: clearing an allotment area by weeding, digging up an area of lawn ready for a new border, removing large stones from an area of ground previously uncultivated. <u>Prepare a site ready for planting:</u> student/s demonstrate that they can prepare a site ready for planting. e.g.: covering bare earth with a material to suppress weed growth, digging over an allotment area, washing a seed tray and adding compost to a suitable depth. <u>Remove and dispose of debris appropriately:</u> student/s demonstrates that they can dispose of plant debris appropriately. e.g.: collecting weeds and adding to a compost heap, shredding woody stems in a shredder, cutting woody stems into short lengths for the compost heap.</p>
	<p><u>Be able to plant up the prepared site</u></p>	<p><u>Plant the prepared site:</u> Student/s demonstrate that they can plant the prepared area. e.g.: planting seed potatoes, spacing at 30cm intervals, heaping over the soil and labelling the row with a marker. Filling a garden planter with summer bedding plants, arranging the plants (by putting trailing plants around the edge of the</p>

		planter), firming the plants in and watering, sowing seeds in a seed tray at an appropriate density, covering with compost/clear polythene as required, watering, labelling the tray with a marker and placing in a propagator.
	<u>Be able to work safely</u>	<u>Work in a way that minimises risks to self and others:</u> Student demonstrates that they can work safely. e.g.: identifying where assistance from others may be needed to prevent injury to self, following instructions, showing awareness of others whilst working. <u>Wear the appropriate personal protective equipment (PPE):</u> student/s wears the appropriate PPE for the task. e.g.: suitable footwear, protective gloves, overalls, etc. <u>Use tools safely and effectively when preparing the site:</u> Student/s uses tools safely and effectively. Examples could include: making sure equipment is not left lying across a pathway, using a spade to work along a straightline when digging, using a fork to the required depth when turning over the soil.
	<u>Be able to clean tools after use</u>	<u>Clean tools after use:</u> Student/s demonstrates that they can clean tools after use. Examples could include: removing loose soil from a garden fork, washing the blade of a spade.
	<u>Be able to store tools and equipment after use</u>	<u>Store tools and/or equipment appropriately after use:</u> Student/s demonstrates that they can store tools/equipment after use. e.g.: returning a spade to the hook in the tool shed, storing a wheelbarrow so water doesn't collect in the base, returning any containers used to collect weeds/stones to the storage.
SPRING	<p><b>SOWING SEEDS &amp; PLANTING</b>            Insert plant material and demonstrate ability to insert plant material using one appropriate method correctly and safely.  <u>Unit Title: Insert Plant Material</u>  <u>OCR Unit Number: E1</u>  <u>Life &amp; Living Skills area: Horticulture</u>  <u>Entry Level: 3 Credit value: 1. Guided learning hrs: 10</u></p>	
	<b>KEY OBJECTIVES / AIMS:</b> <u>Be able to insert plant material</u>	<b>ACTIVITIES:</b> <u>Collect and prepare plant material for inserting:</u> Student/s demonstrate that they can collect and prepare plant material for inserting. e.g.: tasks such as: taking soft/hard wood cuttings, removing lower leaves, dipping in a rooting hormone compound;

		<p>collecting seed at the end of the season, drying and storing ready for planting the following year; potting on plants grown in seedtrays.</p> <p><u>Give a reason for handling plant material carefully:</u> Student/s give one reason for handling plant material carefully. Examples could include responses such as: to prevent damage to roots, to prevent damage to leaves, to ensure the plant has the best chance to thrive.</p> <p><u>Choose tools and equipment and check they are safe to use:</u> Student/s is/are able to check tools and equipment are safe to use. Examples could include tasks such as: checking that the blade on the knife used to take cuttings is retracted into the handle after use, checking that the plant pot is not cracked before filling with compost, checking that the trowel head is firmly attached to the handle.</p> <p><u>Carry out activities to insert plant materials:</u> The learner is able to carry out activities to insert plant material. e.g.: tasks such as: using a dibber to make a suitable sized hole in the compost, spreading seed thinly onto compost in a seed tray, watering seed plugs before transplanting.</p> <p><u>Provide immediate care to plant:</u> The learner is able to provide immediate care after planting. Examples of such care could include: providing a humid environment by covering the pot/plant material with a polythene bag, shading from direct sunlight, watering.</p> <p><u>State the conditions needed for plants to grow:</u> Student/s able to state the conditions needed for plants to grow. Examples of the conditions needed could include: sufficient water for the needs of the plant, adequate light levels, a suitable growing temperature.</p> <p><u>Use, clean and store PPE, tools and equipment safely:</u> The learner is able to use any PPE provided. e.g.: wearing boots to protect feet, removing soil from sole after use and returning to the appropriate storage area, using a spade, cleaning off loose soil after use and hanging on a hook in the tool shed.</p>
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<p>SUMMER</p>	<p><b>GARDENING MAINTAINENCE; MAINTAINING FRUIT &amp; VEGETABLE PLOTS</b>          Provide the appropriate care for plant material.  <u>Unit Title: Caring for plant material</u>  <u>OCR Unit Number: E2</u>  <u>Life &amp; Living Skills area: Horticulture</u>  <u>Entry Level: 3 Credit value: 2. Guided learning hrs: 20</u></p>	
	<p><b>KEY OBJECTIVES / AIMS:</b>  <u>Be able to care for plant material</u></p>	<p><b>SUPPORTING ACTIVITIES:</b>  <u>Provide appropriate protection for plant material:</u> Examples of plant material which require care could include: newly sown potato tubers, plants in containers, seedlings, cuttings, established border plants. This list is not exhaustive.          Student/s demonstrate that they can provide appropriate protection. e.g.: heaping soil over sprouting potato tubers to protect from late frosts, keeping planting area weed free, checking for pests and taking any action required.  <u>Water plant material as required:</u> Student/s demonstrates that they know when to water plant material. e.g.: a visual check of the plant material, following a manual watering routine, using drip feed irrigation.  <u>Check that appropriate care has been given:</u> Student/s demonstrates that they know how to check that appropriate care has been given. e.g.: visual checks of the plant for pest damage, checks on weed growth.</p>
	<p><u>Be able to work safely</u></p>	<p><u>Work in a way that minimises risks to self and others:</u> Student/s demonstrate that they can work safely. e.g.: identifying where assistance from others may be needed to prevent injury to self, following instructions, showing awareness of others whilst working.  <u>Wear the appropriate personal protective equipment (PPE):</u> student/s wears the appropriate PPE for the task. e.g.: suitable footwear, protective gloves, overalls, etc.  <u>Use tools safely and effectively:</u> Student/s use tools safely and effectively. e.g.: making sure equipment is not left lying across a pathway, closing and fastening the blades on secateurs when not in use, using effective watering techniques around the base of a plant.</p>
	<p><u>Be able to clean tools after use</u></p>	<p><u>Clean tools after use:</u> Student/s cleans tools after use. e.g.: removing loose soil from a hand fork, using a cloth to clean the blades of secateurs, washing the blade of a spade.</p>
	<p><u>Be able to store tools and equipment after use</u></p>	<p><u>Store tools and/or equipment appropriately</u></p>

		<u>after use:</u> Student/s stores tools/equipment after use. e.g.: coiling a hose pipe, returning a spade to the hook in the tool shed, returning a watering can to a position beside the water butt.
	<u>Be able to dispose of debris appropriately</u>	<u>Dispose of plant debris appropriately:</u> Student/s disposes of plant debris appropriately. e.g.: collecting weeds and adding to a compost heap, shredding woody stems in a shredder, cutting woody stems into short lengths for the compost heap.

### WIDER CURRICULUM LINKS

#### ART

PHOTOGRAPHY – Students will have opportunities to develop photography composition skills whilst recording evidence of plants grown to record their growing location for reference in future planning.

DESIGN SKILLS – Students will have opportunities to develop their own designs for planting schemes / arrangements of plants.

#### NUMERACY / MATHEMATICS

COSTING – Students will have opportunities to develop their understanding of costs of seeds vs plants and which is better value.

SHOPPING – Students will have the opportunity to handle money while purchasing seeds / plants / goods at a local garden centre.

#### COMMUNICATION / ENGLISH

COMMUNICATION SKILLS – Students will be developing a range of communication skills through a wide range of experiences. e.g. group discussion, group presentations, interaction in garden centre.

#### SMSC / ENRICHMENT

RELIGIOUS / CULTURAL FESTIVALS – Students will have opportunity to learn about a range of religious festivals / cultural events when considering growing fruits of vegetables that are seasonal and linked to festivals at specific times of the year.

ENRICHMENT – Students will have the opportunity to visit places of interest in order to photograph / generate design ideas for their designated growing areas. e.g. parks, community gardens, formal gardens, farms, garden centres, etc.

#### PATHWAYS

##### ART PATHWAY

Students may have opportunities to collaborate with the Art Pathway group to discuss which types of flowers are to be grown to photograph for cards for their Etsy enterprise project.

##### ANIMAL CARE PATHWAY

Students may have opportunities to collaborate with the Animal Pathway group to discuss which preferred vegetables are needed to feed the animals and then grow these vegetables.

##### COOKING PATHWAY

Students may have opportunities to collaborate with the Cooking Pathway group to discuss which preferred vegetables are needed to supply the café (seasonal produce) for the Cooking Pathway to prepare & cook for the Retail Pathway to sell in the café & and then grow these vegetables.

##### RETAIL PATHWAY

Students may have opportunities to collaborate with the Retail Pathway group to discuss which preferred vegetables are needed to supply the café (seasonal produce) and then grow these vegetables.

ACCREDITATION LINKS

OCR LIFE & LIVING SKILLS

ENTRY 1

C – B1 – Making requests and asking questions in familiar situations

ENTRY 2

C – B12 – Asking questions and making requests in everyday situations

ENTRY 3

C – B18 – Making Requests and asking questions in a variety of situations

POSSIBLE ADDITIONAL UNIT

ENTRY 1 - WOW – N3 – Participating in a mini-enterprise project (i.e. selling herb plants propagated from cuttings)