

Children's Voice

Some children spotted frogs in our garden pond today and had a discussion about them while observing them swim in the pond.....

Ella "Aw the frogs are in love. I can't see the babies? Guess what they eat Lily?"

Lily "I don't know?"

Ella "They eat worms."

Max "I like when they croke!"

Rayaan "I see a big frog. He thinks he's the dad."

Imogen "Shhhhh! They will be scared. Look, look, look, there— they are swimming!

Shhhh."

Aiden "The frogs are dirty, You have to clean them."

Imogen "They don't talk."

Cillian "What do froggies eat?"

Ryaan "Look he's paddling like that. Kicking his legs like a frog."

Cillian "I can paddle in my paddling pool. I see his mouth, ribbit, ribbit. He's paddling again. He's going to his family."

**PLODs**

Check the frogs daily and look for signs of change e.g. frogspawn as we move into spring.

Resources—magnifying glasses, clipboards, paper, pencils, last sessions learning stories, NF books, cameras.

Write—Say—Make—Do.

### Children/Adult Voice

In preparation for making fat balls /bird cake to feed the birds in our garden, Miss Toner and some children investigated recipes for them on the internet on the Smartboard.

Miss T "What food do birds eat?"

Violet "Worms."

Mirren "Wasps."

Zofia "Seeds."

Mirren "Nuts, my granny puts nuts out for the birds."

Erin "Bread, ducks and swans like bread."

Miss T "They do Erin, I sometimes go tot Linlithgow and feed the swans and ducks some bead."

Violet "I go there with my mum and dad."

Zofia "Do you geed the swans and ducks?"

Violet "Yes, we take bread."

Miss T "You can buy special food from the pet shop in Linlithgow that's very halthy for the swans and ducks."

Mirren "What is it?"

Miss T "It is a mixture of different seeds. That's what we will need for our bird cakes."

Zofia "Because they are hungry?"

Miss T "Yes. In the winter it is more difficult for the birds to find food, so we can help them."

Erin "What will we make it with?"

Mirren "Bread."

Miss T shows the children a block of lard.

Violet "What's that?"

Miss T "This is lard, it's like butter and it helps to keep the birds warm in cold weather."

Zofia "What else will we use?"

Miss T "Raisins, nuts and this (shows the children porridge oats)."

Violet "Porridge."

The children begin to tear up slices of bread, following instructions on the Smartboard and began to chat about the Hansel and Gretel story and the trail of bread.

Learning Intentions.

Experiences and Outcomes.

Write—Say—Make—Do.

PLOD: Hang bird cakes/fat balls around the garden and orchard. This will encourage the birds to come in view of the children at the bird hide to observe, count and record what birds visit our garden for the Big Garden Birdwatch. See Eco Sway on Blog for results.

### Children/Adult Voice

Miss Heenan and the blue group discuss yesterday's National Spring Clean day that took place a nursery with some of St Mary's P6 children.  
Miss H "Litter is another name for rubbish. Where should you put your rubbish and what might happen if you don't put your rubbish in the bin?"

Morning group.

Freya "You need to put rubbish in the bin to save the future."

Rayaan "You eat your sweetie then put rubbish in the bin."

Rogan "Litter is rubbish lying on the floor. You need to put it in the bin because it might kill animas and the planet would be messy."

Julian "Put rubbish in the bin at my house."

Abigail "I put rubbish in my bin. You press the pedal and it opens up by itself."

Lucas "I put my rubbish in the bin because people might slip on it."

Charlie "You put rubbish n the bin to be eco friendly."

Katie "You also use the water for the plants."

"Abigail "You have to put rubbish in the bin that's not eco friendly and someone could slip on it."

Kyla " You have to put rubbish in the bin because that makes the world dirty if you don't."

Afternoon group.

Alfie "Rubbish is dangerous because the birds might swallow it up."

Charlotte "I put rubbish n the bin because the cats might eat it."

Shay "You might trip over rubbish and fall and hurt yourself. It goes in the bin."

Jacob "If rubbish falls on the flowers they might die."

Shay "The rubbish goes to the dump."

Ryan "Remember we don't put rubbish on the floor, we put it in the bin. I've got two bins at my house for rubbish."

Alfie "Recycle means you can use it again. Paper goes I the blue bin."

Gracie "I put rubbish in the blue bin."

Learning Intentions.

Experiences and Outcomes.

PLOD: Invite WLC Environmental Team in to do a presentation on litter.

Invite other schools to do joint litter picks. Continue to reinforce the message of what it means to be an Eco School; recycling water. Ragbag, Fair Trade, Waste management.

See Eco Sway on Blog for more info/photos.



Community Links

Zackery's mum (attended last year) came into visit us and brought in some frogspawn from her pond. At big group time we had a look at this slimy looking jelly with black dots and had a guess about what it could be. Some of the pre school children recognised what it was and could remember seeing it in our pond last year. "baby frogs" ... "frog eggs" ... "tadpoles" ... "frogspawnd"  
We carefully moved the **frogspawn** into our pond in the garden.



PLODs

Check the frogspawn daily and look for signs of change, stages of growth.

Resources—magnifying glasses, clipboards, paper, pencils, last sessions learning stories, NF books, cameras.

Key vocabulary: Life cycle, frog, froglet, tadpole, frogspawn, pond, next, after, then, grow, change, legs, tail.



Learning Intentions.

Experiences and Outcomes.

Write—Say—Make—Do.



### Children/Adult Voice

During a walk along the cycle path, children noticed lots of litter on the ground in between the trees.

"Look Mrs Ola there is rubbish on the ground!"

Mrs Ola "Oh no! There is lots of rubbish. Is this eco friendly or not eco friendly."

"Not eco friendly!"

Mrs Ola "Why is this not eco friendly?"

"Rubbish is not good for plants..... tiny bugs.... animals...."

Animals might eat the rubbish and die."

Mrs Ola "What about us?"

"We cant go in there (trees), we can trip and fall on the rubbish."

Mrs Ola "Where did the litter come from?"

"People! People leave rubbish on the ground, they do not put it in the bin."

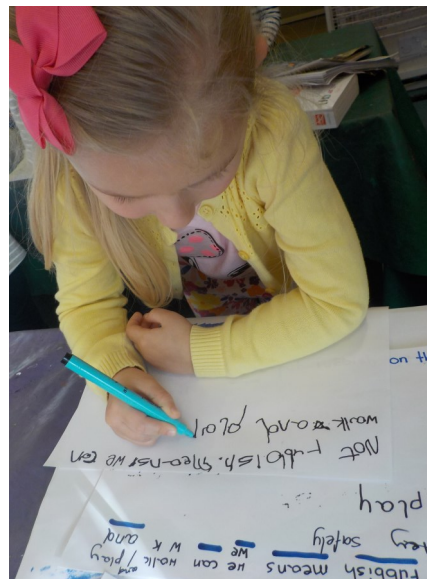
Mrs Ola "What can we do to help?"

"We can tidy up?"

Mrs Ola "What else?"

"Put up signs.... Don't leave rubbish on the ground... Put rubbish in the bin."

Mrs Ola "That is a good idea. We can help people to understand this is not eco friendly. When we go back to nursery we could make some posters."



Learning Intentions.

Experiences and Outcomes.

Write—Say—Make—Do.

PLOD: Community Links. Make eco friendly posters at nursery, encouraging people to put litter in the bin. Display the posters on the lamp posts on the cycle path. Contact WL environmental health / litter wardens for permission and work in partnership with them to help keep our local community clean and tidy.

Learning Intentions.



**Children/Adult Voice**

We found lots of knocked over plants on the floor in the eco area today. The compost had spilled out the pots and made a terrible mess.

During tidying up the plants Mrs Ola stressed how sad it was to see our plants on the floor.

Mirren "That's sad. Who done it?"

Mrs Ola "I don't know but I'm sure it was an accident."

Danniella "That's NOT eco friendly! We need to plant new seeds and that's eco friendly."

Erin "Chopping down trees is not eco friendly."

Mirren "Chopping down old trees is."

Ruby Rose "Using the rain water to water plants... that's eco friendly."

Experiences and Outcomes.

PLOD: Using open ended questions, determine what knowledge the children have of what is eco friendly and not eco friendly. Collate their views and display them in the eco area. Continue to develop eco knowledge and encourage children to be responsible citizens in our community. Work in partnership with WL litter wardens.

Write—Say—Make—Do.