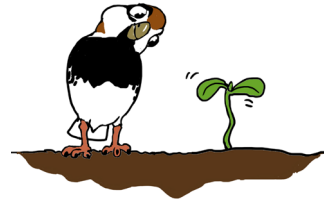




Children appreciate how special soil is for hosting life.

# Nature's Magic 1



**Keywords** school grounds • experiment • action for nature • rhyme

- 1 Find an area in the school grounds, ideally somewhere the children don't see regularly. Set up some containers, ideally wide and shallow (e.g. trays). This activity is best done in autumn, when it is more likely to rain.
- 2 Explore soil with your class. Prepare a small tray with dry soil for the children to handle as you ask questions. Do they know what it is? What do they know about it? Where do they see it?
- 3 Tell the children that there is a kind of magic in soil. Let them question you but keep mysterious. Say you'll show them the magic, and invite them to bring a small bag of soil, three child fistfuls will do. Tell them to carry a paper bag and trowel or old spoon when out with their family and look out for soil.
- 4 Once the children start bringing the soil, take them to the special outdoor spot and let them mix the soil into containers. Every time a child drops soil into the container make a mini ceremony of it, saying something like, "Come on soil, do your magic!". With the children's help decorate the containers with labels saying *Soil Magic*. Try to do this over not more than a week. Keep some soil for another experiment in the third activity.
- 5 Leave the soil for 2–3 weeks and hope for rain (if it doesn't, water the containers). Remind the children about the soil magic, ask what they are expecting. Allow their imagination to roam. When wild plants start to sprout, grab your outdoor cushions and go check the *Soil Magic* boxes. See the children's reactions, if they had imagined big magical things, focus on wondering how the plants got there. "How are there plants when we only put soil?" Bring out how wonderful it is that soil holds so much life in it. Sit and extend discussion, link with topics that emerge, always sustaining sense of wonder and reverence. End with an easy rhyme that you can animate, e.g.

*Magic soil, magic soil, peekaboo!\**  
*What are you, what's inside you?*  
*Plants grow from you, green and tall,*  
*Some are big and some are small.*

*Fittex, fittex fil-ħamrija,*  
*Minn fejn ġejja dil-maġija?*  
*Tkabbar pjanti ċari w skuri,*  
*Minnhom jifthu ħafna fjuri.*

\*Can be sung to the tune of *Pat a Cake*

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of children

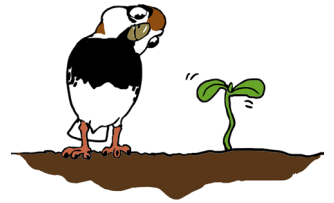
- ☐ putting soil in containers ☐ looking at sprouting wild plants and discussing.





Children learn to observe  
and record wild plant  
growth and development.

# Nature's Magic 2



**Keywords**    observation • keeping records • crafts and creativity

- 1 Your wild plants will be increasing, changing, flowering, seeding and withering throughout the first and second terms. You will be taking the children to the Soil Magic place regularly to see the changes. Never lose that sense of wonder about the way life emerged from handfuls of what seemed like 'just soil'.
- 2 Once you are confident that the children have regard for the soil as something very special, you can now develop some science skills: theorising, observing and recording. How do the children think the plants grew? Lead them to understand that soil contains seeds that are 'asleep'. "What makes them wake up?"  
Link with weather topics and people's routines to help the children understand that we are part of nature and that we too behave a bit like seeds.
- 3 Find the best way to record what you observe. Here are some ideas:
  - The children invent a symbol for wild plants, which they draw, copy and cut out, then stick onto a Soil Magic chart.
  - Focus on shapes and patterns of leaves and 'assemble' leaves from triangles, circles, squares, etc., matching the shapes with particular plants.
  - Have a frieze with days of the week and stick symbols for clouds, sun, rain, wind on each day according to the weather, then take a photo of the Soil Magic Boxes every week and stick them on relevant day.
  - Create a 'replica in miniature' container in class and use coloured-in matchsticks and other objects to represent wild plants, each different object representing a different plant.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

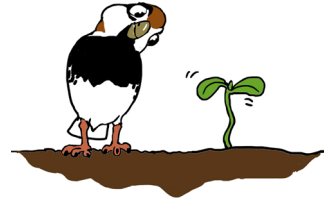
- ☐ children counting and making observations of plants      ☐ your chosen way of children's record-keeping





Children learn that soil is also special for its ability to 'magically' decompose green things.

# Nature's Magic 3



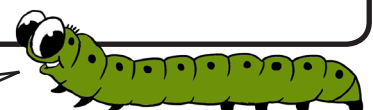
**Keywords** school grounds • experiment • observation • photo story

- 1 This activity introduces the wonder of plant decomposition, which is a critical part of the life cycle. You need (1) a fresh tray-container (2) some leaves (try orange-tree leaves because as leaf decomposes it leaves a beautiful mesh of veins) and (3) soil you saved from NATURE'S MAGIC.
- 2 Give the children a feel that they are scientists who are going to investigate if the soil has any more magic. Increase excitement of discovery and observation by inventing props they can wear (e.g. cardboard monocle) before going out to observe.
- 3 Revisit the tray with the children and carefully remove the top layer of soil, trying as much as possible not to move the leaves. You will notice that the leaves are changing. Now take another overhead picture, and back in class compare the original photograph with the new one. Get the children to spot the differences. Ask what is happening, how and why.
- 4 Repeat the process a couple of weeks later and keep doing this until only leaf veins (or less) are left, each time asking the children what they think is making the change happen. Sustain a sense of wonder about the things soil can do. Link any topics that emerge from the discussion about decomposing material in the soil.
- 5 Create a story line with your photos, making a display with letters/numbers to represent what has been happening.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

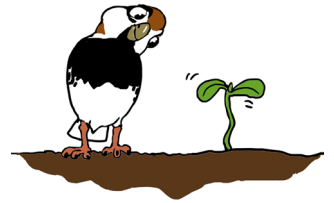
- ☐ children putting vegetation in soil      ☐ the story line
- ☐ children checking and taking photos





Children use magnifying lenses to explore nature from a different perspective, and stimulate creativity.

# Nature Detectives 1



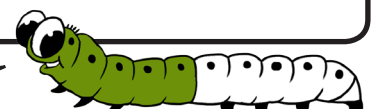
**Keywords** school grounds • observation • sensory activity • visual poem

- 1 For these activities you will need a nature spot outdoors. You will be using magnifying lenses or loupes (acquire a set for your class) and looking closely at things, so the space need not be large. You can expand on your Soil Magic Space for this, or simply use wild plants growing out of walls, etc.
- 2 Prepare small boxes with different seeds you have collected over summer or since October. Try to get seeds of different shapes, sizes and textures.
- 3 Place the loupes on a table and invite the children to take one and look through it. Allow them time to experiment and realise that you need to look at things closely for the lens to 'work'. Listen to the children and see if you can catch a sense of wonder at how magnified things look. Invite them to look at their own skin or each other's hair, eyes, etc.
- 4 Armed with loupes, lead the children to the seed boxes to have a close-up look at them. Ask questions: "What does it look like? How does it feel? What does the feeling remind you of?" These specific questions encourage creative thinking. Jot down words and phrases children use.
- 5 Invent a poem together, using words and phrases you jotted down. You could start with "It reminds me of..." and string together words and phrases alternately, using your own creativity to make it feel like a poem. As you read, include different ideas the children might suggest. Make a chart with the poem you composed together and urge the children to illustrate it with drawings or pictures they find. Display the final product and read it to them.
- 6 Take the children with the loupes to your outdoor nature spot and repeat the exercise with leaves, soil and other things they find. Jot down their ideas and this time, as follow up, create a visual poem. For instance, use pictures of the things they mention, write one word (the object looked at) in the middle of a chart/card, with pictures of what it reminds them of around it.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

- |   |  |
|---|--|
| <input type="checkbox"/> children using loupes to explore seeds | <input type="checkbox"/> children using loupes to explore nature |
| <input type="checkbox"/> the poem chart                         | <input type="checkbox"/> the visual poem display.                |





Children use magnifying lenses to explore nature from a different perspective, and develop mathematical literacy.

# Nature Detectives 2



**Keywords**    **observation** • **craft and creativity** • **movement** • **school grounds**

- 1 This activity builds on the skills of the previous activity, this time using observation and recording skills. You will need an area with flowers, preferably on school grounds, but you may also plan a school trip to the countryside.
- 2 You will need playdough to make shapes the children learned about in Maths to create the insides of flowers. Spread a sheet or take tables outdoors for the children to work on, and place the materials on it. The work place must be close to the flowers.
- 3 The children use loupes to look at the middle of the flowers. Marvel with them at the colours, shapes and patterns. Ask what shapes they can see. What is the most common shape? Which are the biggest/smallest/longest/shortest shapes in the flowers? Now say that everyone is going to make a flower from playdough and get them to choose a favourite flower. Make sure the children do not pick the flowers or pull off parts of them, and that they understand why this is not a good idea (if we pick flowers the insects will go hungry).
- 4 This part of the activity combines gross and fine motor coordination with observation and memory, together with maths and science. Before starting, each child rolls out playdough and cuts different shapes from different coloured playdough. Provide each with a square of cardboard on which to build their flower. Each then run to the flower patch, look through lens at the flower and run back to start making a flower like the one they are observing. The flower is built up slowly, and it does not matter if the end result looks very different from the original! Apart from the fun element, the exercise will also show you who has good memory and spatial skills, or who likes to be creative and totally invent their flower.
- 5 Take pictures of the playdough flowers for classroom display and head back to class. Now you can link flowers to people. Together you can build a boy or a girl from playdough shapes. This serves to bond children with nature in an "I am like nature" way.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

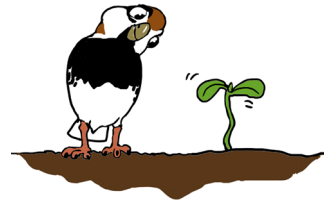
- |  |   |
|--|---|
| <input type="checkbox"/> children outdoors looking at flowers through loupes | <input type="checkbox"/> children running to and fro and creating playdough flowers |
|  | <input type="checkbox"/> final display.   |





Children develop  
a bond with sparrows  
– our most common  
resident birds – through  
storytelling.

# Sparrow in a Spot 1



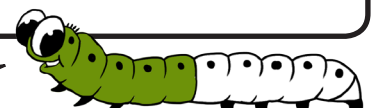
**Keywords**    observation • school grounds • storytelling • recall and create

- 1 Show the children pictures of a sparrow (**Resource File** pages 2–5). Ask if they have ever seen one. Talk about what they know. Make links, keeping focus around nature.
- 2 Take the children into schoolyard, saying that you are going to look for sparrows (good idea to check beforehand to find best time and place for spotting sparrows). Watch the birds and talk about what they are doing. Ask the children if they think sparrows are pets. Explore the difference between animals at home and animals that live in the wild.
- 3 Find a nice place, ideally where the children can see sparrows in the background, set down your outdoors cushions and read the story *Ċips iż-Żgħir / Little Ċips* (**Resource File** pages 6–7) about a nest of young sparrows. You can use related visual material from pages 8–13 to create story prompts as you read, either by projecting them on the board or printing and making pics-on-sticks. Ask the children questions at intervals
- 4 and make links with their own lives and thoughts. Pause to animate the story and add sounds, asking the children to imitate bird sounds around them. Listen to sparrows around you for inspiration.
- 5 Back in class (or outside if you have brought materials along with you) place the children in groups and get them to create something from the story, such as nest (a plastic tub filled with shredded paper), eggs (scrunched up balls of paper), and chicks (cotton wool with eyes). Put them together in a story bag and when you wish to revisit the story, take out the objects and the children can put them in the right order while retelling the story. This trains memory and language skills.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

- |  |  |
|--|--|
| <input type="checkbox"/> children outdoors looking for sparrows    | <input type="checkbox"/> children creating props |
| <input type="checkbox"/> children listening to and animating story | <input type="checkbox"/> story bag contents.     |

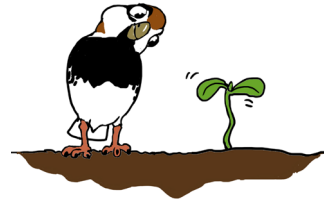






Children develop  
a bond with sparrows  
– our most common  
resident birds – through  
observation and imitation.

# Sparrow in a Spot 2



**Keywords** school grounds • observation • creativity • keeping records

- 1 This activity links schoolyard observation with creativity. Go to the sparrow-spotting place in your schoolyard on a regular basis and each time, notice something about sparrows, which may either be behaviours you have seen before, or something new you may see or learn. Link different subjects/skills with this. To help the children bond with sparrows, imitate their behaviour in things like hopping, chirping or flapping wings (arms). When you do hopping, count to 10 and notice how even 10 seconds are hard. Appreciate how sparrows hop for longer and so effortlessly.
- 2 Find a ledge or windowsill where to leave titbits for sparrows. Watch them come for the food, especially in cold weather, when no insect food is about. Notice that sparrows have beaks, make links with our soft lips and hard teeth.
- 3 Do a listening activity and try to imitate the chirp and pattern of sparrow chirping.
- 4 Keep a sparrow diary in class. Decide together how to do this. It may be a weekly diary like your Soil Magic Chart, in which case invent a symbol for the sparrow. Use your imagination to link sparrows to children's lives in as many ways as possible. This is our most common bird and too often we take it for granted living around us!

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of children

- ☐ observing sparrows ☐ keeping a sparrow diary.
- ☐ imitating sparrows and other activities

