

**Animal and Horticulture Curriculum**  
**Labyrinth Education**  
**Academic Year Overview**

<b>Term</b>	<b>Focus Area</b>	<b>Core Activities</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>SMSC &amp; FBV</b>
Autumn 1	<b>Introduction to Animal Care &amp; Horticulture</b>	Feeding routines, gentle handling, cleaning bedding.  Plant cycle, types of plants, plant requirements	Develop respect and care for living creatures, plants and environment.  Develop understanding of Health and Safety when working with plants and animals	Supervised care of small animals, structured routines, establish classroom boundaries and rules to work safely.  Health and Safety check lists when using tools and equipment	Learners grow confidence & empathy toward animals and develop basic knowledge and understanding of plant life.	SMSC: Nurturing empathy; FBV: Mutual Respect, Rule of Law
Autumn 2	<b>Basic Gardening &amp; Animal Care Skills</b>	Planting bulbs, identifying tools, soil preparation, potting different types of plants.  Develop understanding of 5 freedoms when doing routine checks on animals	Build foundational skills in gardening  Build understanding of 5 freedoms for animal care.	Hands-on planting, visual tool guides, teamwork  Checklist, animal habitats, resources to support	Learners gain awareness of seasons and plant life cycles.  Learners grow in confidence when doing health checks on animals.	SMSC: Enjoying nature, teamwork; FBV: Responsibility
Spring 1	<b>Animal Health &amp; Habitats</b>	Identifying signs of health, cleaning habitats, further developing understanding of 5 freedoms.	Understand what animals need to thrive, what to look for and ways to further improve their lives.	Role play, observations, checklists for care, research and exploration.	Learners recognise animal needs and routines, whilst further developing understanding of 5 freedoms animals	SMSC: Moral responsibility; FBV: Rule of Law

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					require for happy healthy living.	
Spring 2	<b>Growing Vegetables &amp; Edible Plants</b>	Sowing seeds, watering, identifying edible plants, developing understanding of difference between edible and nonedible plants.	Promote healthy living and responsibility, increasing independence and developing life skills.	Learner-led garden plots, sensory exploration, physical activities, learner responsibilities for plots and plants they are growing.	Learners eat what they grow, fostering pride and ownership of work that they have achieved.	SMSC: Healthy choices, satisfaction; FBV: Liberty, Democracy (choices)
Summer 1	<b>Environmental Responsibility</b>	Composting, recycling, building wildlife homes, developing better understanding of natural world around us.	Understand human impact on environment, supporting local wildlife by creating suitable habitats.	Eco-projects, sorting activities, outdoor learning, outdoor activities.	Learners care for nature, reduce waste in school gardens, can identify and create suitable habitats for local wildlife.	SMSC: Care for the planet; FBV: Respect for the Law
Summer 2	<b>Showcase &amp; Enterprise</b>	Preparing garden/animal area for visits, simple sales of produce created, opportunity for learners to celebrate their learning through displays.	Celebrate achievements & introduce enterprise, improve independence and increase confidence of learners.	Garden tours, making bookmarks/seeds to sell, as well as other mini projects for enterprise activities.	Learners take pride in work, engage with wider community, take learning into home environment and celebrate with friends and families.	SMSC: Pride, cultural celebration; FBV: Democracy, Individual Liberty

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\*Note: this SOW is cyclic and dependent on the seasons/weather and animals. Projects will be built into this curriculum such as National Bird Watching and other projects that become available. We will be looking to work alongside Lincolnshire Outdoor Learning to further develop our curriculum.