

PSQM

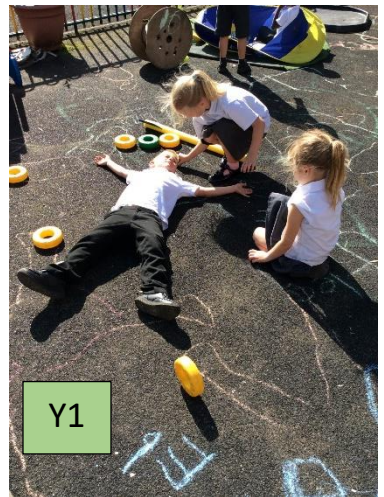
Ingol Community Primary School 2019



SL1 There is a clear vision for the teaching and learning of science

- A clear vision for science is established.
- School principles for science teaching and learning have been developed by teachers and children.

Fun and excitement!



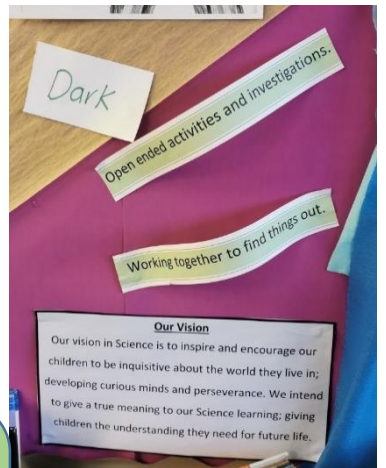
Open ended activities and investigations.



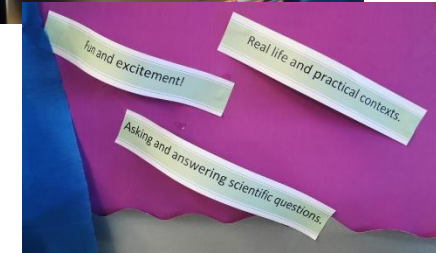
Working together to find things out.

Science is good when...

- your lessons are practical/outdoors
- trying to get your lesson interesting with learning something fun!
- when the children have been really engaged - like Joanne was just the end of it
- we do practical investigations
- we use the outdoors
- wow introductions to each topic
- We do practical activities.
- We learn how things work.
- We work together to find things out.



To Mrs Jones, today Eva went on a spring walk with her dad and they looked for signs of spring. Eva told her dad that the lambs are a sign of spring, the sheep have their babies in Spring. Messaged received from a parent during lockdown on class DoJo.



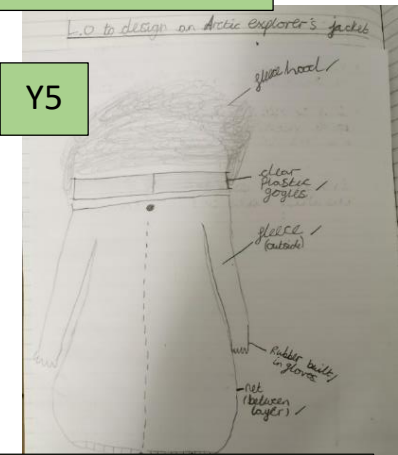
Asking and answering scientific questions.

how many barks does a dog have?

how many dose your heart pump each day?

Alfie

Y4



Real life and practical contexts.

Principles continued at home for remote learners.



We used to have principles, but we don't use them in Year_5 now. (Pupil Voice)



SL2: There is a shared understanding of the importance and value of science

- The school community has a developing understanding of the importance and value of science.

Core Documents produced from SLT meetings.

Science Catch up Curriculum Plan 2020-2021

	Autumn term Approx 16 weeks	Spring term Approx 11 weeks	Summer term Approx 14 weeks
	Seasonal Change Humans Materials Forces	Seasonal change Materials	Materials Animals Plants
Year 1	Materials Seasonal Change	Plants Seasonal Change	Animals including Humans Seasonal Change
Year 2	Materials Year 1 coverage Materials Year 2 coverage	Animals including humans Plants	Living things and habitats
Year 3	Forces Lights	Plants (Recap over year 2 coverage) Materials	Animals Including Humans Living things and habitats Year 2 Coverage
Year 4	Electricity Materials	Animals Including Humans Living things and Habitats	Lights Year 3 coverage Sound
Year 5	Materials Including water cycle Year 4	Living things and habitats Animals including humans Including year 4 food chains	Earth, Space and Forces Sound Year 4 coverage
Year 6	Living things and habitats Including year 5 coverage	Living things and habitats Electricity	Animals including humans Light

Mrs Baron, will it still explode if we use less vinegar or different liquids?



KS2 Science club. Next year we will look at hosting an EYFS/KS1 club too!

BIOLOGY - ANIMALS INCLUDING HUMANS PROGRESSION

EYES
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.

KS3
Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. The structure and functions of the gas exchange system in humans, including adaptations to function. The mechanism of breathing to move air in and out of the lungs. The impact of exercise, asthma and smoking on the human gas exchange system.

PSHE LINKS – Sex education, healthy lifestyles from Y1 – Y6 (spring and summer terms)

Science fun - magnetic games
Posted by y3and4pupils
Published in Uncategorized

Y3

We have been learning about how magnetic attract and repel. We looked at how they can be used in real life and created some magnetic games.

Science learning about our bodies.
Posted on September 30, 2019 by y2mipkps

Y1

Science we have been learning all about our bodies. We have learnt all our body parts, played a game of 'Simon says', around our bodies and labelled them and used different body parts to play

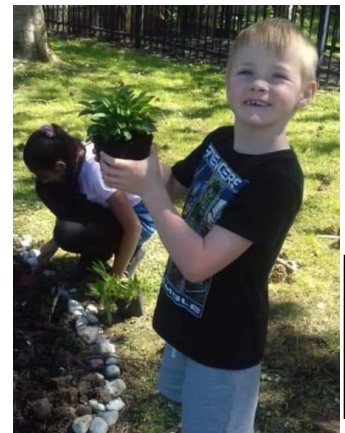
Class blogs on the website began to showcase science in the classroom, showing that as a school we have a shared understanding of the importance of science.

Events such as World Ocean Day, were still celebrated during school closures

We listened to what the children wanted, and arranged a science club full of making slimes and explosions!



During lockdown, science continued to be a priority in school. The children decided we needed to develop our outdoor gardens and habitats for animals! They also wanted to learn about the virus and understand how the scientists were trying to help us!



SL4 There is a commitment to the professional development of subject leadership in science

- The subject leader engages with professional development and learning.
- The subject leader is interested in science, and communicates this interest to others.



The subject leader has conducted book looks and gave feedback. On a second book look it was evident there had been impact.

Before PSQM – Heavily worksheet based.

Test the objects, write what the object is made from and then put a tick in the right

Object	Material(s) object is made from	Waterproof	Not waterproof
wellies	leather	✓	
t-shirt	fabric		✓
	paper		✓
	rubber	✓	

Object	Material(s) object is made from	Transparent	Opaque
window	glass	✓	
cardboard box	wood		✓
plastic bottle	plastic	✓	
tin can	metal		✓



"After the science club, Zac came home and showed us and his younger brother how to create a volcano in a cup and he explained to us about the chemical reactions happening. He really enjoyed it."

Parent's feedback from Science Club.

mon 04/01/2021 14:20
To: Teachers

We are now part of ASE for science, which is full of resources. It has ready made remote learning resources that you may find handy done within the classroom for the children in school.

Username: shanaebaron@ingol.lancs.sch.uk
Password: Ingolschool1 (that is a capital I for ingol)

<https://www.ase.org.uk/resources/remote-learning-resources-primary>

Remote Learning Resources - Primary | www.ase.org.uk

Welcome to our Primary Science Remote Learning resources hub. Members of the ASE Primary Science community have been working together (remotely!) to write lessons for primary-aged pupils which are designed to be directly accessible to children and parents at home.

www.ase.org.uk

Identifying Uses of Everyday Materials

Look around you and use the photo cards for any uses these materials may have and fill in the table. A few have been done for you. Uses may come under more than one material, for example rulers can be made from plastic, wood and metal.

Wood	Plastic	Glass	Metal	Rock	Brick	Paper	Cardboard
ruler cellberg	ruler	Window	ruler	SKYBALL SCUL	SCUL	books	box

Y1

Metamorphosis of Frogs

Frogs lay eggs in the water.

The tail disappears completely and the froglet. In 2nd year it will become an adult and will reproduce.

The tadpoles swim and eat. Plants it breathe through gills.

The tadpoles develop lungs and they breathe through them.

Learning objective achieved.

During PSQM – Children beginning to record own work.

0. To recognise healthy foods different food types and the importance of eating healthy.

Fruit/Veg	Tally	Total
Red Apple		5
onion		2
lemon		2
lime		4
banana		4
orange		2
Raisins		3
Garlandy Smith apple		3

Y2

What can we do more of in school to improve science?
more interesting topics
Topics - more on space
- slime
- planets

What can we do more of in school to improve science?
More visitors to show us Science.

What can we do more of in school to improve science?
I would like For the School to do morre outside experiments and activities, outso morre Fun clipes.

SL5 There are monitoring processes to inform the development of science teaching and learning

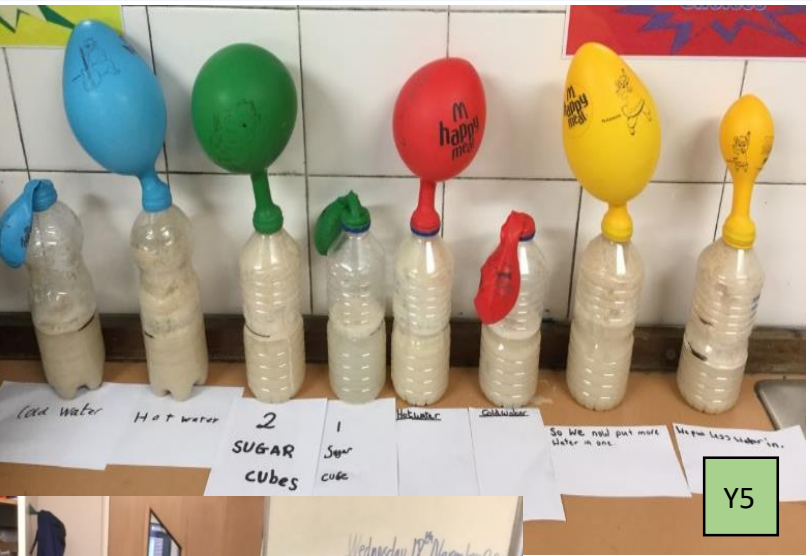
- The subject leader uses a range of processes to monitor science teaching and learning.
- The subject leader ensures that pupil voice is valued and responded to.
- The subject leader shares outcomes with colleagues and implements appropriate actions.

Areas to develop

- Children to find their own ways to record their findings/work – less worksheet based activities.

L1: There is a shared understanding of the purpose and process of science enquiry.

- Children use different enquiry types to answer scientific questions about the world around them.
- Children are developing independence in:
 - asking scientific questions
 - planning how to investigate them,
 - carrying out and evaluating investigations.



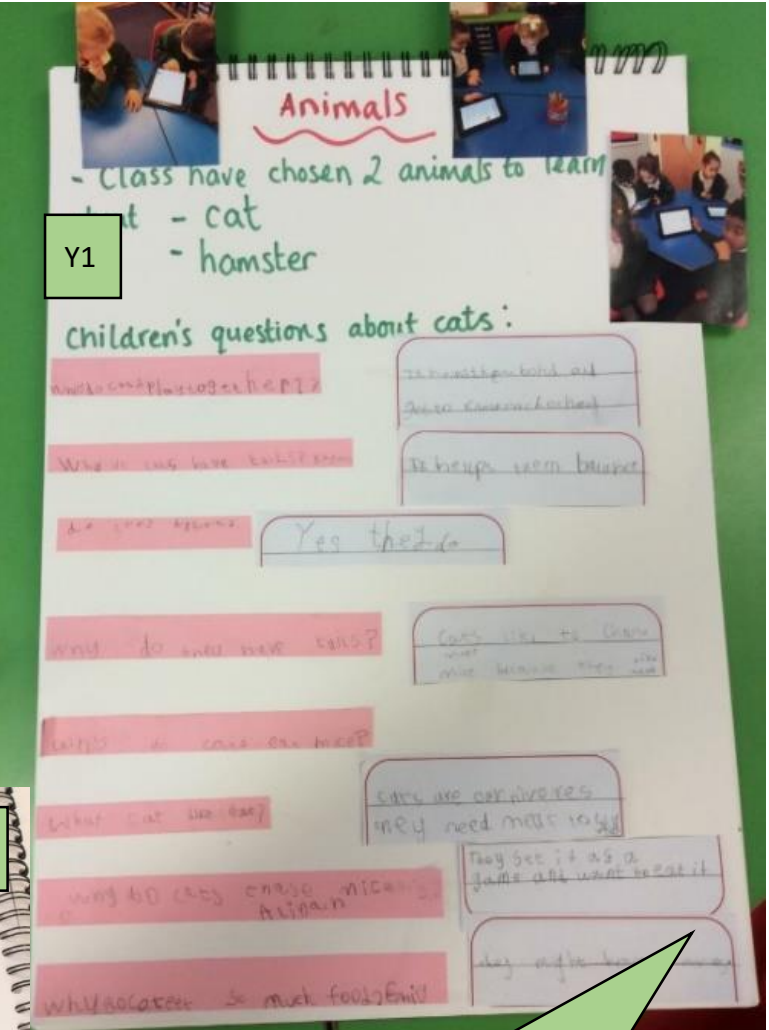
Y5



Date 07
Time
Observed by sarahsmallingol.lan
Parent Share
Last updated by sarahsmallingol.lan on 07 Oct 2020 08:42pm

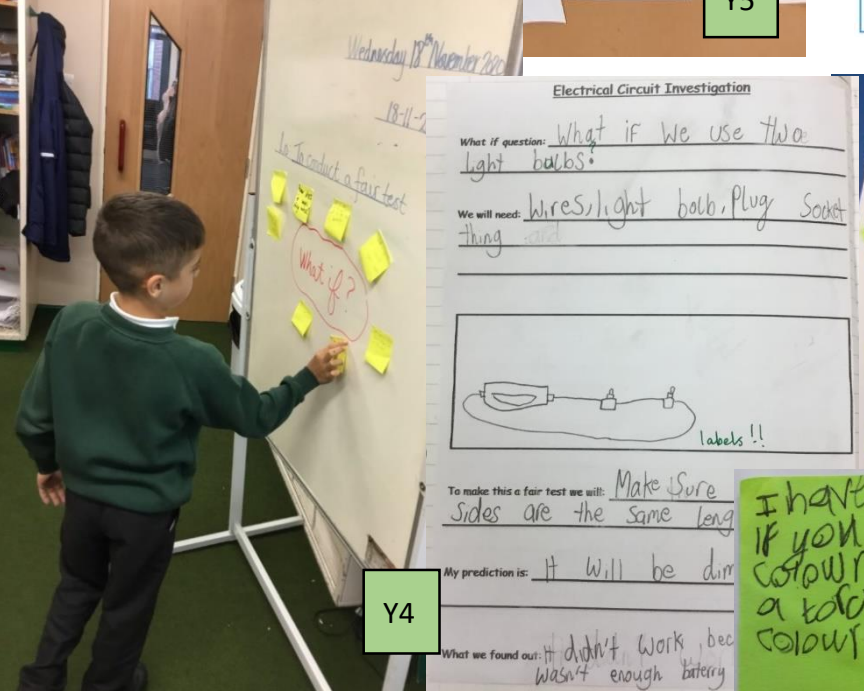
Y1
EYFS – In the reception area, the class teacher has been leaving out different types of equipment for open ended play, which links to our child led investigating. These two children were investigating how the ball rolled down the drains when they changed the angle of the drains.

Notes See all N
Lucas and Sienna created a game of rolling the ball down the drain pipe, they played beautifully t...



Y1

Y3



Y4



I have found that if you put different colour cellophane on a torch it will change colour.

Ingol Community Primary School

It was really nice to be able to let the children find out things for themselves. Sometimes as teachers we get carried away with just teaching the children what they need to know. They got really excited and I was surprised how interested they were!
Mrs Jones Year 1

L1: There is a shared understanding of the purpose and process of science enquiry.

- Children use different enquiry types to answer scientific questions about the world around them.
- Children are developing independence in:
 - asking scientific questions
 - planning how to investigate them,
 - carrying out and evaluating investigations.



Our principles are now on our planning templates so that all teachers use them whilst planning their lessons, which impact the different enquiry types being taught.

Before PSQM not all enquiry types were evident during book looks or lesson drop ins.

Now, post PSQM, whilst looking through books and teachers sending over evidence, you can see that we are beginning to teach different types of enquiry. Some ideas have come from the Reach Out CPD given to staff members.

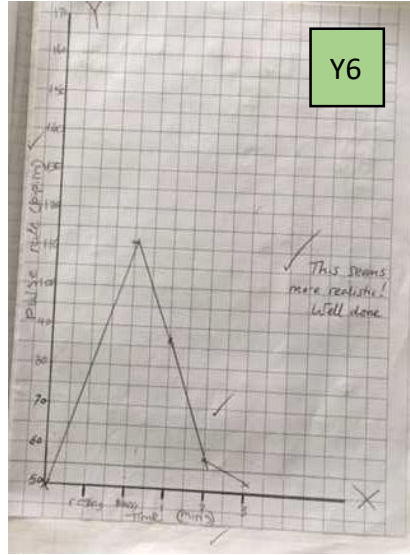
Year Group - 2	Term - Autumn 1	Topic - Material Properties - Uses of materials			
Knowledge and Conceptual understanding		Science Principles			
<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force) <ul style="list-style-type: none"> • Some materials can be found naturally; others have to be made 		Our Science Principles <ul style="list-style-type: none"> • Open ended activities and investigations • Fun and excitement (Engagement) • Asking and answering scientific questions • Real life practical contexts • Working together to find things out 			
Ses sion	Learning Intention	Main Learning	Independent learning	Plenary	Resources / key

All classes now have areas on display which scientific questions can be recorded. At the end of each topic if they have not yet been able to answer the questions, the children are given some free time to use different skills to find out the answers.

What happens when your pulse is too high or too low.
Morgan



Y5



Y6

Muscles

Y3

are Our **Heart** beats even when you're asleep. You have more than 100,000 muscles.

Muscle is a soft tissue in the body of Humans and animals. Its main purpose is to produce force and motion.

You have 8 muscles in your tongue.

You have six muscles in your eyes.

eye, tongue, heart

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Scientific Question

Why do we have day and night on earth?
The Earth rotates round the sun and the sun rotates round its own axis. The part of the earth which faces the sun experiences day time whereas the part away from the sun gets no sun light so you have night time.

Why does the earth experience seasons?
Summer, Autumn, Winter and Spring happen because of the tilt of the Earth's axis. Our planet's axis of rotation is tilted at an angle of 23.5 degrees.

Our questions.

How big can they grow?
How do they grow?
Why do some plants have prickles?
Why do worms help them grow?
Why do they need water?
Can we watch our own plants grow?



L2 There is a shared understanding of the purposes of science assessment and current best practice.

- Teachers use a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice.
- The subject leader develops assessment practice in science.

Pre PSQM – evidence showed that the curriculum was not progressive therefore the monitoring of pupil progress would be difficult.

Areas to develop

- Need to build more evidence of working scientifically skills – e.g. testing, observing etc.
- Classifying lesson taught – not part of year 2. Please look at year coverage for the topics.

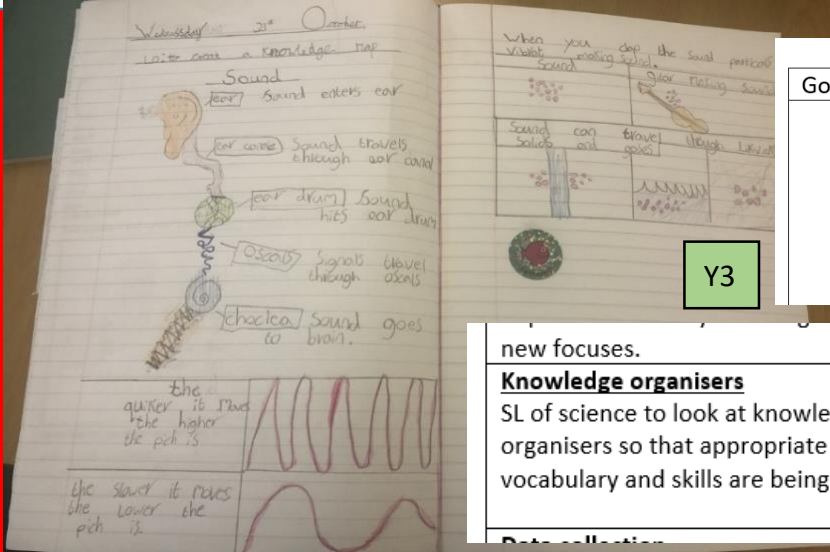
From a recent book look, it showed that the progression document created by the subject leader had supported this teacher. From plan scrutinises and evidence in books, the Year 2 curriculum showed progression.

Good practise

- Materials topic linked well to real life situations
- Writing links with English in books
- Children recorded work well
- Plans show progressive coverage of curriculum and practical lessons

Excellent food chain work 😊
 NS: Why do we need food? to keep us healthy and help us grow also help us have energy

Well done living and non-living things
 NS: Tell me 2 things that have not been alive
 .Pen
 .folk



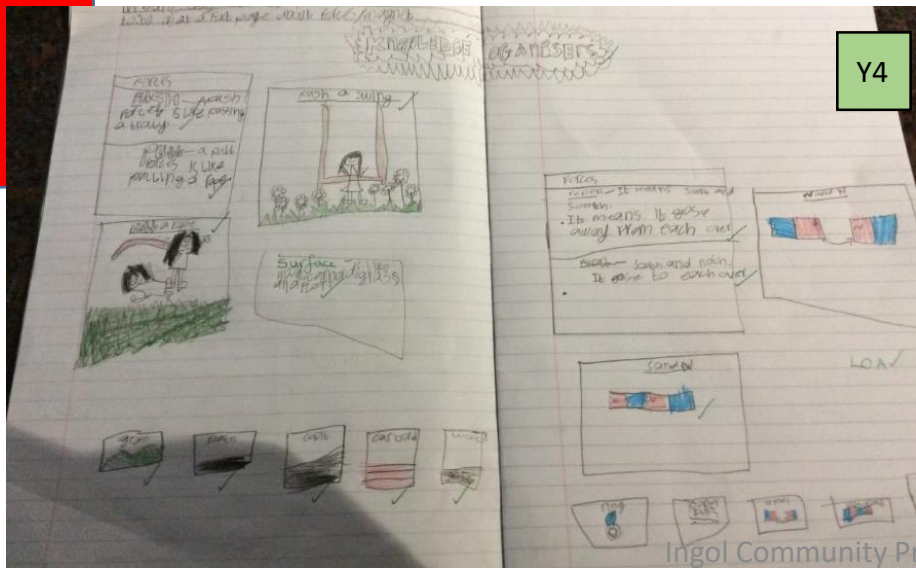
Y3

new focuses.			
Knowledge organisers SL of science to look at knowledge organisers so that appropriate vocabulary and skills are being used.	SB	Curr lead to support	C
Date collection	All staff	All staff	Y

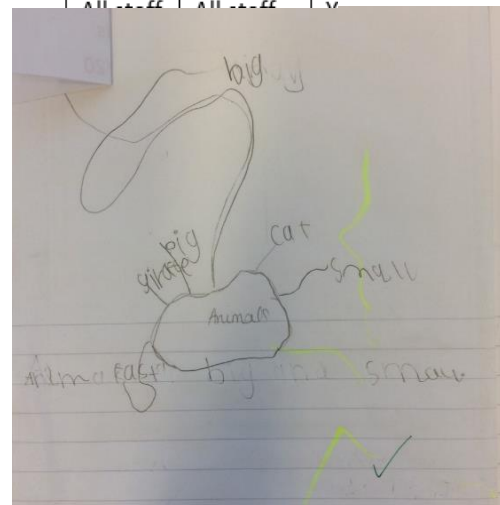
Year 1 used a knowledge organiser before the topic and at the end of the topic to support formative assessment.

Pre PSQM – only evidence of assessment in books was next step marking.

Post PSQM – Knowledge organisers were seen in all year groups, along with next step marking.



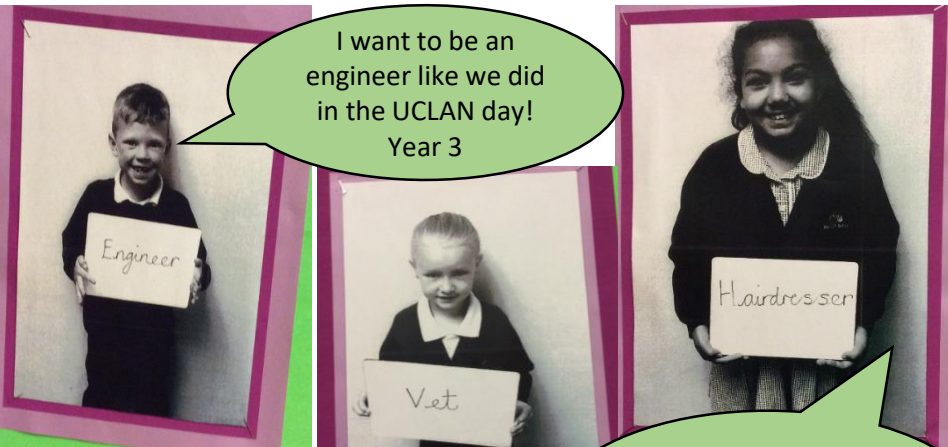
Y4



convors
 monfish birds mammals
 Animals
 mammals ung worter
 omnivars on worter
 mammals have warm blood
 gnars are cold bloodid and
 omnivars eat everything
 Amphibians liv in land and sea

L3 There is a commitment to developing all children's science capital

- The subject leader promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future.



I want to be an engineer like we did in the UCLAN day!
Year 3

I want to be a scientist when I grow up because I can experiment and find things out about the world!
Year 2

I want to be a vet so I can look after animals like we look after the rabbit in school.
Year 1

Hairdressers need to know science to mix the hair colours!
Year 6

We put up an aspirations board at the reception area of school. After promoting science capital around school, children were telling others that they wanted to have jobs which related to science.



Y3/4



Science Experiment

On Monday, we will investigate melting, by conducting an experiment with chocolate. Please ask your child your child to predict what will happen if they hold a piece of chocolate in their hand whilst we sing some nursery rhymes.



Fun science activities were sent home during remote learning allowing parents and carers to take part in experiments with their children.

EYFS

- Rachel Mcdaid** Parent of Lucas 1d
Lucas thinks it will stay the same
- Lynsey Murray** Parent of Alexander 1d
Alex thinks it will 'get squashed'
- Mrs. Sarah Smalley** 1d
These are great predictions Thank you Alex and Lucas 🍌🍌.
- Sarah Taylor** Parent of Kail 1d
Kail said it will melt x
- Mrs. Sarah Smalley** 1d
Super prediction Kail 🍌



Y5/6



T2 There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children.

- Teachers use a range of effective strategies for teaching science, which challenge and support the learning needs of all children.
- The subject leader introduces new strategies for teaching science in response to development needs.

Before PSQM science displays were used to display work from children relating to science. They were not used effectively to support the learning of children. EYFS did not have any provision to support science learning in their classroom.



During PSQM, you could begin to see the difference in our science displays. They were becoming more interactive and supportive and continuous provision in EYFS allowed areas for children to explore science knowledge and skills.

 Ingol CP School
1 Jul 2020

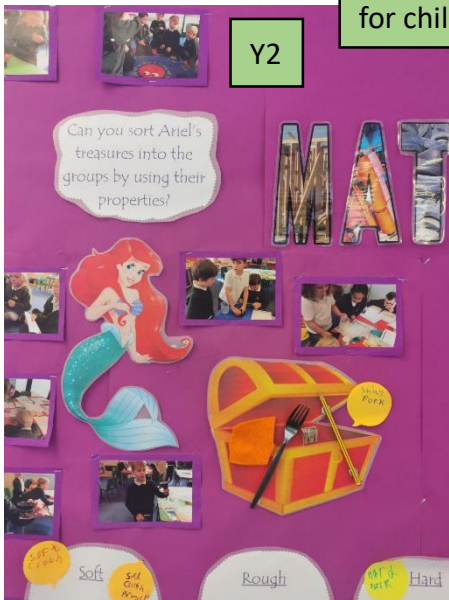
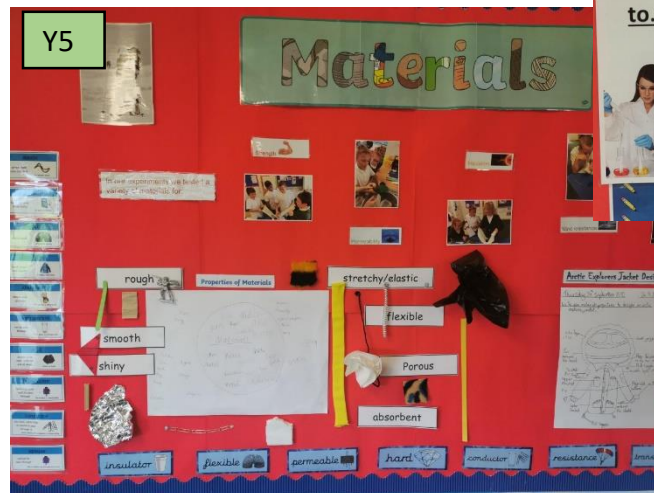
Big thanks to Mrs Brown who has worked miracles with our planters this week. It looks absolutely amazing 🍅🍅🍅🍅🍅

 Ingol CP School
25 Jun 2020

The little bubble have had fun watering our courgette, tomato and stawberry plants. They made lavender, mint and wildflower perfume. It's fabulous to see the product of the efforts made by staff and children with growing their own fruit and vegetables.

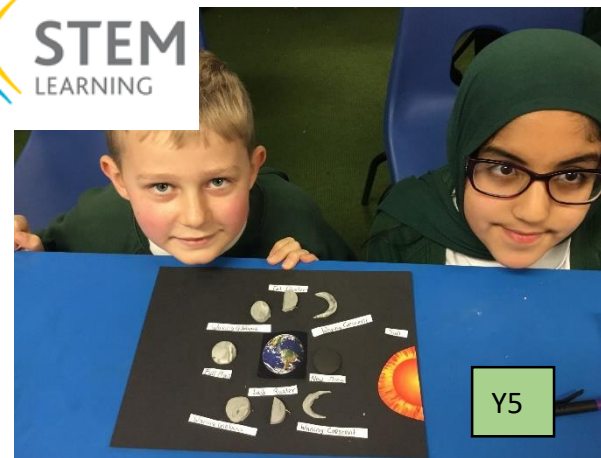


We are working like scientists because we are learning how to...
Conduct a fair/comparative test



T3 There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely

- Children regularly and safely use appropriate practical and digital resources, information texts and the outdoor environment.
- Resources are audited annually, well-organised and accessible.



Ingol CP School
10 Dec 2020

Year 6 Science: Bird beak activity. The pupils really enjoyed imitating the feeding habits of birds with varying size and beak type. We looked at surv... See more



Y5



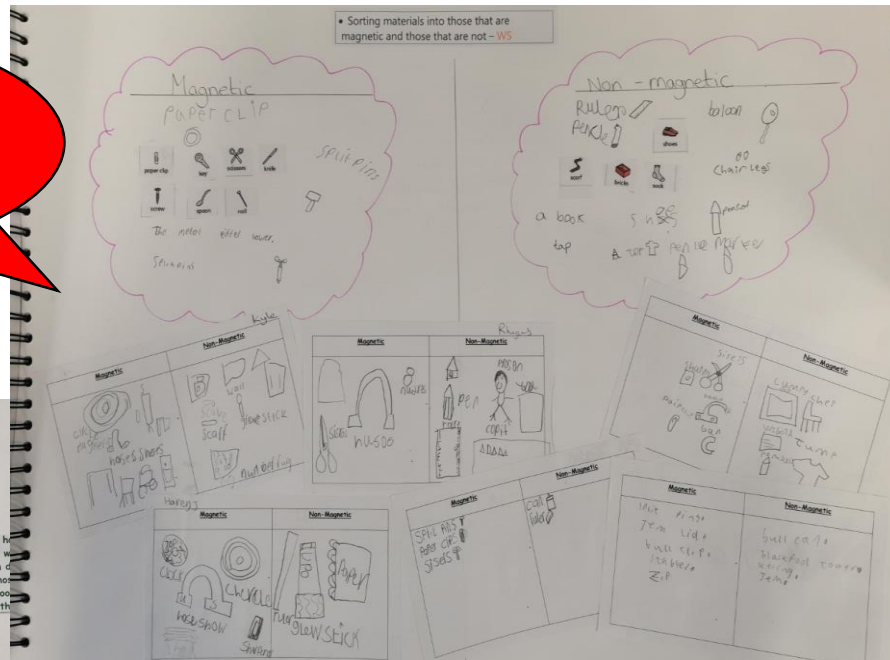
Y6



Y1

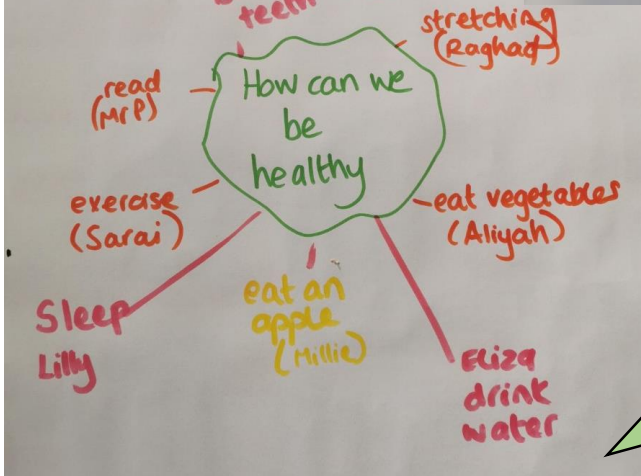
New activities are being taught using website provided by the subject leader such as STEM and RSPB.

Pre PSQM:
"I don't like it in science when we have to do lots of writing when we have had fun"



Why do we need to be healthy?
- so you don't get sick - Brinley
- so you can get strong - JJ
- to be big/grow - Mohammad
- live longer - Amelia Rose

Today we talked about healthy, we talked about healthy and what we can do. We exercised outside, chatted water and ate healthy food. We have been very healthy.



Post PSQM:
"We don't always write in our books now. We have big books which we stick things and write things in. I like doing it and showing the rest of the class what I have found out. Sometimes children will look back through it in the book corner so we can remember what we did".

WO1 There are appropriate links between science and other learning.

- Curriculum planning links science to other areas of learning.

Cross curricular links through out the curriculum different year groups.

Space Art in the style of Peter Thorpe.

GO. To be able to paint a space themed picture in the style of artist Peter Thorpe, using an abstract art background and space feature in the foreground.

For my abstract background I will use...
 Colours: light blue, dark blue, light purple, dark purple, white
 Technique: Small brushstroked for back big for front

For my abstract foreground I will use...
 Images: Rocket 1 small and 8 big planets
 Position: 2 big in corners 1 small in right. Booteb 1 star nearby
 My painting will be portrait / landscape. - IS in the air. Didgalno!

Draw a simple plan of your painting below, labelling the different features and materials you will use.

Y5



Cross Curricular links were made during school closure, having science "themed" activities in the different bubbles.

"My heart is fast" Shouted Rafal

"Look at Thomas, he has a red face" shouted Macie

"Joseph isn't out of puff" said Jonny

We investigated how our bodies feel when we do exercises.

Y2

Ingol CP School
 14 Jul 2020 • 🌐
 Space theme for our youngest bubble today.

+4

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Charanga	Charanga	
Sketching portraits	Painting	
Textiles (cushions)	Structures and electronic systems	
Environmental study Recycling Climate change	Passport to 'Spain'	Riv
Christianity (God)	Judaism Christianity (Jesus)	

Yearly curriculum mapping plans links to science knowledge and skills in other areas of the curriculum.

Spring	Events beyond living memory (Titanic)	Ev
Health and well being Employment	Sex and relationships	Dru
	Dance Games Charanga	
Plants	Structures - linked to making things stronger (Titanic)	
Events from living memory (Tim Peake)	the simple maps to identify	

Primary Science Knowledge Progression document created by the subject leader, highlighted where links would be made in other areas of the curriculum and year groups.

Year 5's COSMIC Work

Y5

- YEAR 4**
 Pupils should be taught to:
- identify how sounds are made, associating some of them with something vibrating
 - recognise that vibrations from sounds travel through a medium to the ear
 - find patterns between the pitch of a sound and features of the object that produced it
 - find patterns between the volume of a sound and the strength of the vibrations that produced it
 - Recognise that sounds get fainter as the distance from the sound source increases.

This is a stand-alone unit of Science with no previous science teaching in school however children will have had the following progression in KS1 in their music lessons.

KEY STAGE 1	KEY STAGE 2
<ul style="list-style-type: none"> Play tuned and <u>untuned</u> instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music

WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.

- Children take part in some initiatives supported by other organisations to enrich science learning.
- Children's science learning includes topical science events.
- Children carry out science activities with their families.



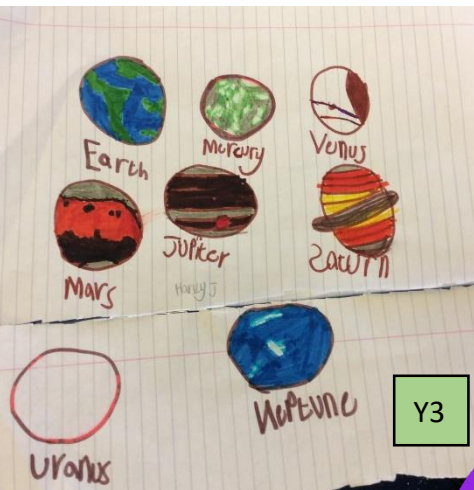
EYFS

Why We Should Protect Cetaceans

- Cetaceans are a marine mammal of the order Cetacea; a whale, dolphin or porpoise.
- The evolution of Cetaceans is thought to have begun in the Indian subcontinent.
- Whales help regulate the flow of food by helping to maintain a stable food chain and ensuring that certain animal species do not overpopulate the ocean.
- Cetaceans have lived for over a period of at least 15 million years.

Category	Species	Subspecies	Population	Total
Critically Endangered	3	16		19
Endangered	10	71		21
Vulnerable	7	8		15
Near Threatened	5	0		5
Least Concern	36	0		36
Lower Risk Conservation dependent	0	1		1
Data Deficient	27	3		30
Total	89			100

Killer Whale



Y3

THE SISTERHOOD

Y5

to write a science fiction story:

Walking around the big planet Mars, Boy was going to his huge Space Ship. Boy got in his Spaceship and went to planet earth to get some food. All of a sudden, Boy's spaceship broke down... Boy got out of his spaceship he was in a forest place in a field. Next to a farm. Boy saw he had lost his engine and didn't know where it went. Then a tall girl walked towards him. Hello, she you our wife asked the girl. No, the tall girl took boy to her old farm. The girl put boy in a bed and gave him some food because he was starving. The next day, boy went down the stairs to have his breakfast. Surprise that Boy's owner gave him his favourite breakfast. Boy whispered, Thank you. Boy ate lots of food. From his owner house. He was going to try and fix his engine for his spaceship. A few days later, Boy had found his engine and made his way back to his spaceship. In the corner of his eye, Boy saw a engine, which red and green rays of light out of it.

Y6



Have you ever wondered what it would be like to be a fish? Well, I did. I was in a fishing net with no escape. Well, I was a story of a crystal blue whale who needs help! The blue waves crashed on to the rocks. Shattered raindrops splashed in the midnight sky. Really bright. On his quest as he zooms and booms into the sea with little did he know an evil cunning fisherman stalked along and purred into the sea waiting for the opportunist moment.

for weeks the whale he tried to get away, but failed. He could not break free. He had to deal with him his innocent eyes looked into the space eyes. Jonathan told him to stop. Stop, he said. Listen to him. In the blink of an eye, she was above the ship. Through his hands, suddenly she was close his belly swiggled.

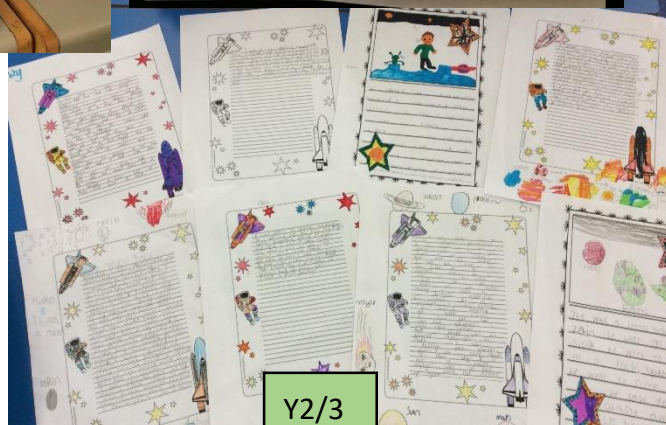
giggled and wanted to kill the little pill.



Y3

World Space Week OCTOBER 4-10

The whole school took part in celebrating space week which produced some cross curricular links and children taking part in child led homework!



Y2/3

WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.

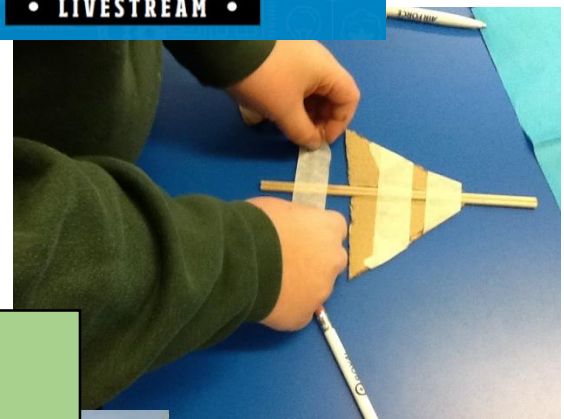
- Children take part in some initiatives supported by other organisations to enrich science learning.
- Children's science learning includes topical science events.
- Children carry out science activities with their families.

 **Mrs. Smalley**
Ingol Comm... • 23d ago



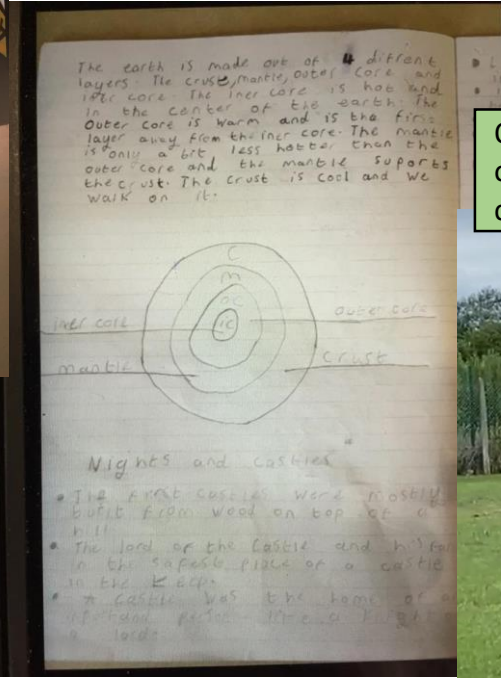
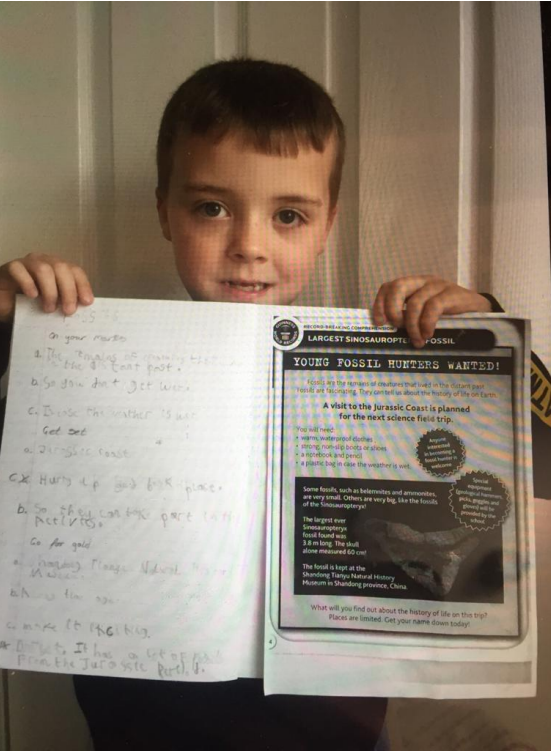
 **RAF Glider Challenge** 
Teacher Guide
• LIVESTREAM •

"Being able to watch the children engage in the RAF challenge showed me which skills we needed to further develop in science." Year 5 Teacher



Our resident Deer over the school closure.

Thank you so much to Kaii's mum for bringing in the pepsi and mentos, the children loved watching the experiments.



From participating in whole school events and topical science, we have seen more parental engagement and children participating in science at home. Parents have brought equipment in for the children to participate in activities in school. They have also sent in pictures of activities they have done at home during school closure.

Children have been engaging in their science home learning, due to us raising the profile of science, and creating positive attitudes towards science.

WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.

- Children take part in some initiatives supported by other organisations to enrich science learning.
- Children’s science learning includes topical science events.
- Children carry out science activities with their families.



During school closure, developing the outdoor area was a priority. We support from children and staff, we have created an environment for many different animals. We have started to see the impact as we are seeing different species of animals visit us!

Emails between the subject leader and a gardener in the local community who supported us to develop our outdoor area, offering flowers and seeds.

Our Wild Garden even features on our school website now.



SB Shanae Baron
rosemaryandtime01@gmail.c... 04/05/2020

Good morning,

You mentioned on Facebook about plants and seeds for our school and asked me to email you.

We are looking for all types of plants and seeds. We have a large wildflower garden and a lot of planters to decorate other areas of school. We also have growing beds where the children are wanting to grow their own fruit and veg.

Many thanks

RA Rosemary and Time
Shanae Baron 04/05/2020

No problem. We are a small social enterprise who predominantly support older people living with dementia. We grow plants as part of our work but of course are unable to attend markets, events etc. this summer to sell them, so are left with a surplus that we are keen to donate to local projects.

If I put a range of perennials (all suitable for bees, butterflies etc) on my front drive (we can arrange time/day) are you happy to collect them? I live in Longridge.

I also have plenty of wild flower seeds, a few veg and LOTS of cress.

Finally - sorry hadn't planned to write an essay - how many children are you supporting? I

