

LEAF Action Plan

SCHOOL NAME Calderglen Early Years and Childcare

Your school's LEAF theme: **Biodiversity**

Date Range of this Plan: _____ to _____

How will our actions contribute towards our chosen theme?

<p>Aim(s) What do we aim to achieve? Why? <i>You can have the same aim for all actions, or different aims for different actions.</i></p>	<p>Actions How are we going to achieve our aims? What actions will we do? <i>Minimum 3 actions required.</i></p>	<p>Who? / When? / How? Who is responsible for the action? Who else will help? When will it happen?</p>	<p>Check progress: How will we know if our actions have been successful in achieving our aims?</p>	<p>Evaluation/Development: What did we learn from checking our progress? How far did our actions go towards achieving our aims? Could we have done anything differently?</p>
<p>Improve our knowledge on seasonality in our woods</p>	<ol style="list-style-type: none"> 1) Use spotter sheets and ID tools 2) Use technology to ID trees 3) Use our senses to recognise the changes in our woodland 	<p>Early Years Practitioners and Early Years Assistants during Forest Kindergarten sessions.</p> <p>On going throughout the year</p>	<p>Evidence from our observations and conversations.</p>	<p>The children have been going round the garden looking out for signs of spring and using the Seek app to identify the plants. They then went inside and drew a picture of the plants.</p> <p>In the forest the children on their own and in groups have been using spotter sheets to identify signs of spring.</p> <p>When we do our safety checks in the forest, we check the canopy for hanging branches. Using our sight sense. We look at the trees and spot any new changes since our last visit. We also look for any litter and remove it.</p> <p>Three times during our forest sessions we all lay down to use our hearing senses. Children could hear the rain hitting the tarpaulin above us. We could also hear local traffic and lots of birds tweeting. We reached out to The Community Payback team who have also started building us a nest area using fallen branches to weave together. This space will be used to gather and</p>

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<p>Encourage pollinators to our woodland</p>	<ol style="list-style-type: none"> 1) Plant bulbs and Wildflower seeds to Provide food for pollinators. 2) Build a log pile 3) Build a bug hotel 	<p>Early Years Practitioners and Early Years Assistants during Forest Kindergarten sessions.</p> <p>On going Throughout the year</p>	<p>Photographic evidence.</p> <p>Using the knowledge found from our invertebrates research.</p>	<p>We have been having work done on our Forest by the Community Payback team and they have built us a log pile. Whilst running Forest Kindergarten I have introduced what a log pile is good for and the children have been adding branches to the pile.</p> <p>We have built a bug hotel in our wildlife garden. The children all helped collect sticks and fill the gaps in the bug hotel. A challenge we found was keeping the logs in the hotel due to children using these resources in their play. We discussed the importance of the bug hotel to our biodiversity and decided to cover it in some gardening mesh to deter children from removing items.</p> <p>We contacted Edinburgh council Green Space Gardeners and discussed our want to develop our biodiversity in the garden. They kindly donated some wildflower seeds which the children have been spreading.</p> <p>We also sowed sunflowers, sweet peas, peas, broad beans to encourage wildlife. The children helped build a teepee to grow the sweet peas up with a space for the children to sit inside. They will be able to use their senses to smell the flowers and sight to watch the insects enjoy the flowers.</p> <p>We left our kale plants to go to seed so that the bees have a flower source early on in the spring season.</p>

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<p>Learn about invertebrates in our woodland</p>	<ol style="list-style-type: none"> 1) Use spotter sheets 2) Use magnifying glasses to examine invertebrates. 3) Research using technology and reference books. 	<p>Early Years Practitioners and Early Years Assistants during Forest Kindergarten sessions.</p> <p>On going through the year</p>	<p>Through our woodland observations and conversations with the children.</p>	<p>Bug spotting is very popular at the forest. The children have been using spotter sheets plus magnifying glasses to get a closer look of invertebrates. This is also a popular activity in nursery. We are lucky to have chickens and the children sometimes feed the worms to the chickens learning about life cycles and food sources. When the children find worms, we have discussed the parts of the worm looking at the saddle and pointing to the soil inside the worm. Worms are already a big focus in nursery as we have a couple of different methods of composting by using Bokashi and cold composting.</p> <p>We have introduced the Seek app to help identify plants and insects.</p>