

Grow a garden

TEACHER'S NOTES



Lesson overview

Pupils will imagine themselves on a trip to a garden centre to purchase items for either a flower or vegetable garden, or a mix of the two. They must keep within their budget of £50, while ensuring that they purchase the required items as well as a few of their own choosing. The exercise requires addition and possibly subtraction to two decimal places.

STEM Connection: If you are teaching your pupils about plants, you might connect this activity to your own content about plant structure, function, and growth.

Instructions: Tell pupils that they will be shopping for a garden. Explain that they must buy the items on the shopping list for the kind of garden they choose. All gardens require the first five items, and they must then select the kinds of seeds they desire to plant and any other items they would like for their garden. Pupils should find the subtotal for the first five items (£26.65). They can then select additional items for their gardens, but they cannot exceed their budgets of £50. They should calculate their total.

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#numberday

Pansy	£2.49
Marigold	£ 3.99
Sunflower	£2.75
Sweet pea	£1.99
Poppy	£2.79
Courgettes	£1.99
Tomatoes	£4.99
Aubergine	£1.99
Cucumber	£4.99
Broad beans	£3.49
Gloves	£5.85
Fork	£4.45
Trowel	£4.45
Watering can	£6.95
Fertiliser	£4.95
Garden gnome	£12.95
Trug	£9.95

SHOPPING LIST

Item	Price
Gloves	
fork	
trowel	
watering can	
fertiliser	
SUBTOTAL	
TOTAL	

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To conclude the activity, have a discussion with pupils about *budgeting*.

- Ask pupils how much the required items cost (£26.65).
- Ask for volunteers to share which additional items they purchased for their gardens. Ask for their total expenses.
- Ask pupils whether they were able to buy everything that they wanted? How did they choose what to purchase?
- Emphasise that we don't always have the money to purchase everything that we want. When we budget, we must start with the items which we need, like the items that were on the shopping list for our gardens. Then we can choose the items we want, but only if we stay within our budget, which is our plan for spending.

Instructions: If you have time, discuss the difference between purchasing seeds (as pupils did for these gardens) and mature plants.

- Which do you think costs more, seeds or mature plants? (*mature plants*)
- Share with pupils these examples, courgette seeds cost £2.99, but a courgette plant may cost £12.99; marigold seeds cost £3.99, but marigold plants may cost £7.99). If you have time, you might even invite pupils to research price differences for themselves.
- Why do you think the plants cost more than the seeds? (*someone else has already put the work in to grow the plants, they are further along; they are more likely to thrive*)
- Introduce the word economical. *Economical* means giving good value or service in relation to the amount of money, time, or effort spent.
- Ask pupils, which do you think is more economical? Purchasing mature plants or seeds? (*Answers may vary. Some pupils may believe that seeds are more economical because they are much less expensive. Others may argue that plants are more economical because there is a better chance that they will bear fruit.*)

