Method

• Place obstacles and deterrents around your seeds and plants to cause a barrier/deterrant.

Common barriers/deterrents include:
• Orange peel (cats particularly dislike the citrus scent)
• Egg shells and pine needles (create good barriers against slugs and snails).

Curriculum Links

EYFS
PSLE: Show sensitivity to others’ needs and feelings.
C&L: Use past forms when talking about events that have happened in the past; Develop own narratives and explanations by connecting ideas or events.
PD: Handle tools and equipment effectively.
M: Uses everyday language to talk about position, distance and time.
UW: Talks about past events; Talks about features of their immediate environment; Makes observations of plants & animals.

National Curriculum
Design & Technology: (KS1) Select from and use a wide range of materials and components, according to their characteristics. (KS2) Select from and use a wider range of materials and components, according to their functional properties.
Science: (Y1) Identify and describe the basic structure of a variety of common flowering plants, including trees; Describe and compare the structure of a variety of common animals; Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y2) Observe and describe how seeds and bulbs grow into mature plants; Find out about and describe the basic needs of animals, including humans, for survival; Identify and compare the suitability of a variety of everyday materials. (Y3) 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. (Y4) Construct and interpret a variety of food chains, identifying producers, predators and prey; 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. (Y5) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Resources
• pine needles
• egg shells
• orange peel

Pest Deterrents

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