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## Poppy's World

Poppy [you can choose a different name and sex] is at school. It is her first day. Poppy has many friends. She has a new teacher and her name is [choose a name]. Poppy likes her classroom. It is full of nice things to see [touch your eyes] and to touch [wave your hands], to smell [sniff the air] and to hear [cup your ears].

Poppy goes to the [choose station name] station. She touches a [choose object] and says:

"How soft! I like this, it feels nice!"

[Continue in this pattern, every time asking children to touch, smell, hear and see different objects and tell you what they are thinking, what it looks like, what they are feeling, etc. Let them physically express their reactions.]

Then Poppy stops and says:

*"But something is missing. What is it?"*

[Repeat the above sentence after every object handled, until the children learn to say it themselves. Continue in this pattern with all the stations]

Poppy goes to all the stations. She doesn't find what she is looking for. Poppy has an idea:

"Perhaps I can go look in the ground outside."

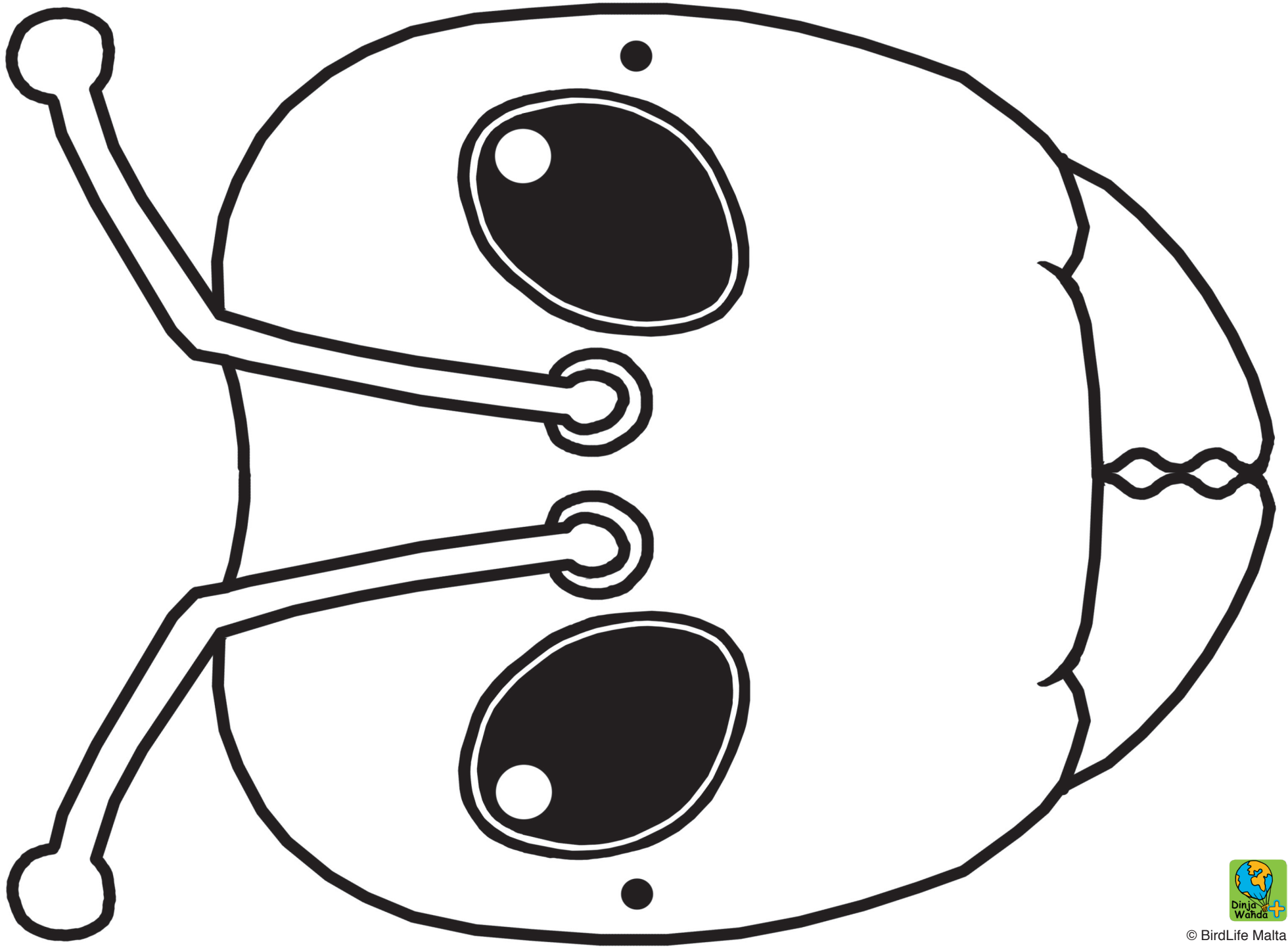
[Say that you must all go and find what Poppy is missing. Take them out into the school ground where you know there is a flowering plant growing – if there aren't any, bring a potted plant and leave it in the spot where you will then take your class.]

Poppy sees a plant and runs to it. Poppy laughs and says:

"Here it is! This is what was missing: a plant! I love plants, they make nice flowers."

[Let children observe the plant, gently touch its leaves, look at the flowers, smell them and count their petals. Ask what the children think and feel about it].

"I am so happy now," says Poppy. "Now I want a plant in class too."





## Nemla wara l-oħra

Darba waħda kien hemm familja tan-nemel. Dawn kienu jgħixu flimkien fil-bejta tagħhom. Il-bejta tan-nemel ma tkunx bħal tal-għasafar. Tkun ħofra fil-ħamrija b'ħafna kuriduri u ħafna kmamar. Fin-nofs tal-bejta kien hemm l-ikbar kamra – din kienet il-kamra tar-reġina tan-nemel. In-nemel kienu jhobbuha ħafna lir-reġina għax hi kienet il-Mamà tagħhom kollha. Kienu jobduha f'kollox.

Kuljum in-nemel kienu joħorġu jfittxu l-ikel. Ħafna mill-kmamar tad-dar tagħhom kienu mimlijin ikel. Ir-reġina kienet tieħu pjaċir tara n-nemel tagħha jaħdmu.

“Kemmm intom bravi, uliedi. Issa taraw kemm ikollna x'nieklu fix-xitwa.”

Ir-reġina kellha wkoll is-suldati tagħha. Dawn kienu nemel iktar kbar u b'rashom kbira, u kienu dejjem joqogħdu għassa mad-dar biex ma jiġrilha xejn.

Il-bejta tan-nemel kienet qiegħda f'rokna fi ġnien. Il-ġnien kien ta' waħda mara traskurata. Darba waħda l-mara kienet qiegħda fil-ġnien tpejjep sigarett. Meta spiċċat, il-mara rmiet is-sigarett fil-ħaxix u daħlet ġewwa. Il-ħaxix kien niexef u bin-nar tas-sigarett il-ħaxix beda jaqbad. In-nar beda jinfirex u l-ġnien sar ħugġieġa.

In-nemel xammew id-duħħan bl-antenni tagħhom. Bdew jiġru 'l hawn u 'l hemm jgħajtu “Nar! Nar!” u marru fil-bejta biex jgħidu lir-reġina.

Ir-reġina ġabritom kollha madwarha u

qaltihom: “Uliedi, ejjew noħorġu niġru minn hawn ġew.”

“X'ha nagħmlu bl-ikel li għandna?” qalet waħda min-nemel.

“Xejn! Ħalluh hawn. Jekk nippruvaw ingorruh ma nkunux nistgħu niġru, u ninħarqu bin-nar. Magħna nieħdu biss lit-trabi”

Ir-reġina ħarget l-ewwel. Hija ferfret l-antenni biex tinduna minn fejn kien ġej in-nar. Imbagħad bdiet tiġri n-naħa l-oħra bin-nemel kollha warajha. Bid-duħħan li kien hemm bilkem setgħu jaraw, imma ħadd ma ntilef għax kull nemla bdiet tmiss lil ta' quddiemha bl-antenni.

Ir-reġina waslet ħdejn ħajt tas-sejjeħ u sabet toqba fih.

“Ejjew warajja,” għajtet, u baqgħu deħlin fit-toqba qishom purcijsjoni twila. Fl-aħħar ħargu min-naħa l-oħra tal-ħajt u sabu ruħhom go għalqa kbira. In-nemel waqfu jistrieħu għax kienu qatgħu nifishom. Ir-reġina bdiet iddur magħhom biex tara hux kollha kienu hemm. Ħadd ma kien inħaraq jew intilef. Lanqas nemla tarbija waħda.

“Issa isimgħu, uliedi,” qalet ir-reġina, “Id-dar li kellna spiċċat għax inħarqet. Għalhekk ha jkollna nftitxu post ġdid fejn inħaffru dar oħra. Ara, hemmhekk hemm sigra sabiħa. Naħseb hemmhekk tajjeb għalina. Ejjew nibdew issa stess.” In-nemel marru jiġru ħdejn is-sigra u bdew iħaffru. Ħadd ma qagħad jitgħażzen, u ma damux ma kellhom dar kbira daqs ta' qabel.

Issa f'din l-għalqa kienet tiġi tilgħab tifla jisimha

Anna. L-għada filgħodu Anna ġiet bħas-soltu tiekol biċċa ħobż taħt is-sigra, u rat lin-nemel iduru magħha.

“Ara kemm hawn nemel,” qalet. “Dawn qatt ma rajthom hawn. U ara, għandhom bejta wkoll.”

Anna kienet taf li n-nemel iġorru l-ikel. Għalhekk qabdet farka ħobż u poġġietha fuq il-ħamrija ħdejn id-dar tagħhom.

“Tgħid jiħduh ir-rigal li tajthom?” qalet Anna, u qagħdet kokka tistenna.

Ma tantx damet tistenna għax wara ftit ġiet nemla xxomm il-ħobż. In-nemla ppruvat iġġorrha weħidha imma l-farka kienet kbira wisq għaliha. Għalhekk in-nemla ġriet lura lejn il-bejta u qalet lil xi għaxra minn ħutha. Dawn ġew mill-ewwel biex jgħinuha. Ftit ftit il-farka ħobż refgħuha u ġarrewha għal ġol-bejta.

Anna tant ħadet pjaċir b'dan illi 'l għada reġġet ġiet u tathom farka ħobż oħra. U baqgħet tagħmel hekk sa ma bdiet ix-xitwa.

Ġewwa l-bejta, magħluqin fil-bejta sħuna tagħhom, ir-reġina kienet iddawwar in-nemel magħha u tgħidilhom l-istejjer. Meta jaqbadhom il-ġuħ, kienu jinżlu f'waħda mill-kmamar tal-ikel u jnaqqru ftit mill-frak li kienet tathom Anna. U dik ix-xitwa ħadd ma baqa' bil-ġuħ.

Prosit Anna!





## Ants in a row

Once upon a time there was a family of ants. They lived together in their nest. The ants' nest is not like a bird's nest. It is a hole in the ground with lots of corridors and rooms. In the middle of the nest there was the biggest room – this was the room of the queen ant. The ants loved their queen very much because she was their mummy. They obeyed her in everything.

Every day the ants went out to look for food. Many rooms in the nest were full of food. The queen was happy to see her ants so busy.

"How good you are, my children. We will have lots to eat this winter."

The queen also had soldier ants. The soldier ants were bigger than the worker ants. Their head was huge. The soldier ants kept guard at the door of their nest.

The ants' nest was in the corner of a garden. The garden belonged to a careless woman. One day the woman was in her garden smoking a cigarette. When she finished, she threw it on the grass and went inside. The grass was dry and soon it caught fire. The fire got bigger and bigger and it was all over the garden.

The ants smelled the smoke with their antennae. They ran about shouting "Fire! Fire!" and they ran to their nest to tell the queen.

The queen gathered the ants around her and said "My children, let's get out of here as fast as we can."

"What shall we do with all the food?" asked one of the ants.

"Nothing! Leave the food here. If we try to carry it we will be too heavy to run, and the fire will burn us. Let us take only the babies."

The queen ant went out first. She twitched her antennae to smell where the fire was. Then she began to run the other way, and all the ants ran after her. There was a lot of smoke and the ants couldn't see very well. So they walked in a row and each ant touched the ant in front with her antennae. And so nobody got lost.

The queen came to a wall and she found a hole in it.

"Follow me," she shouted, and they all went into the hole in single file. The ants walked in the wall and soon they found the way out on the other side. There was a big field there.

The ants stopped to rest because they were out of breath. The queen went around to see if they were all there. Nobody was hurt and nobody was lost. Not even one baby ant.

"Now listen to me, my children," said the queen, "Our old home is gone. We have to find a new place and build a new home. Look, there's a nice big tree over there. I think it's a good place for us. Let's begin right now."

The ants ran to the tree and they began digging. Nobody was lazy and soon they had a nest as big as the old one.

Next day a girl called Anna came to play in the field. She sat down under the tree to eat her lunch, and she saw the ants.

"What a lot of ants," she said, "I never saw them here. And look, they have a nest too."

Anna knew that ants carry food. She took a small piece of bread and put it on the ground.

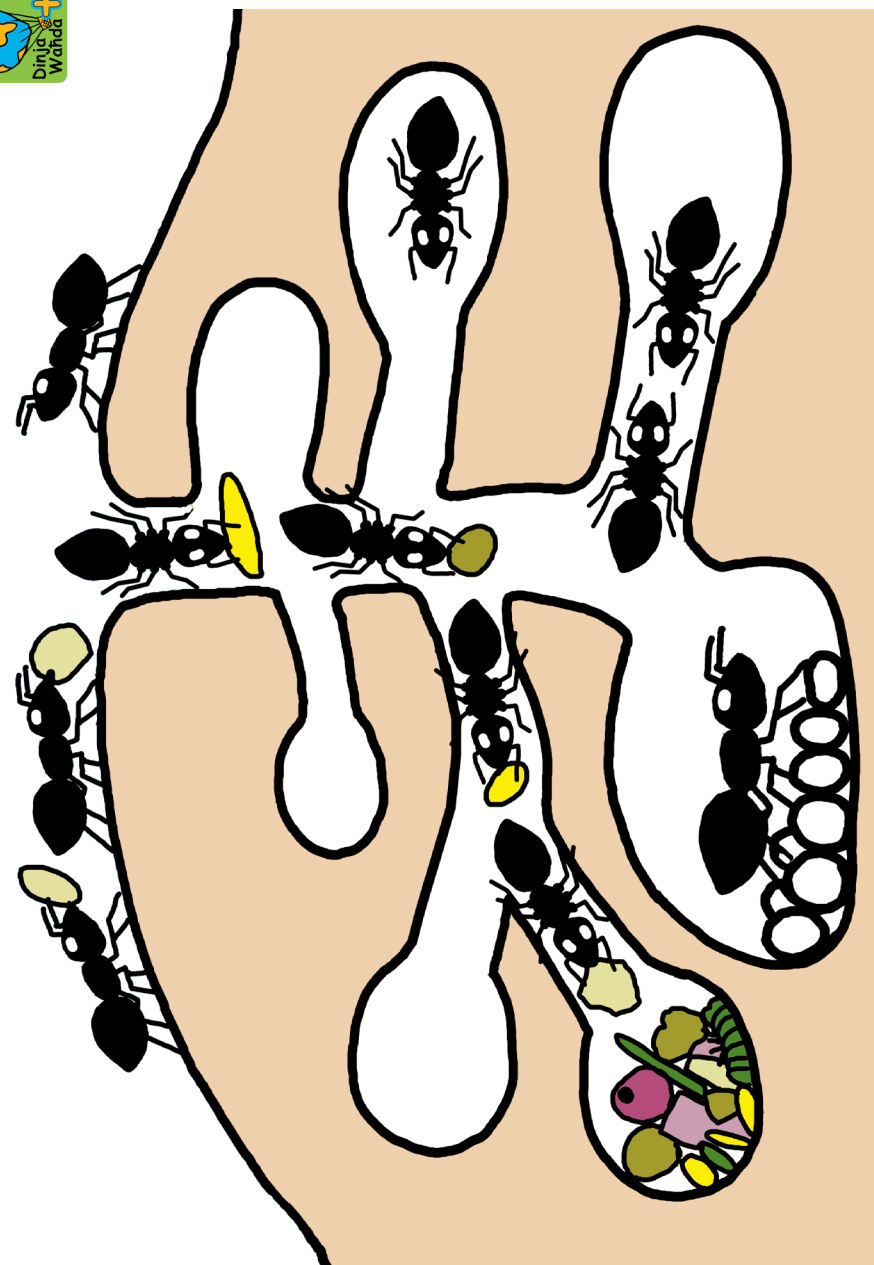
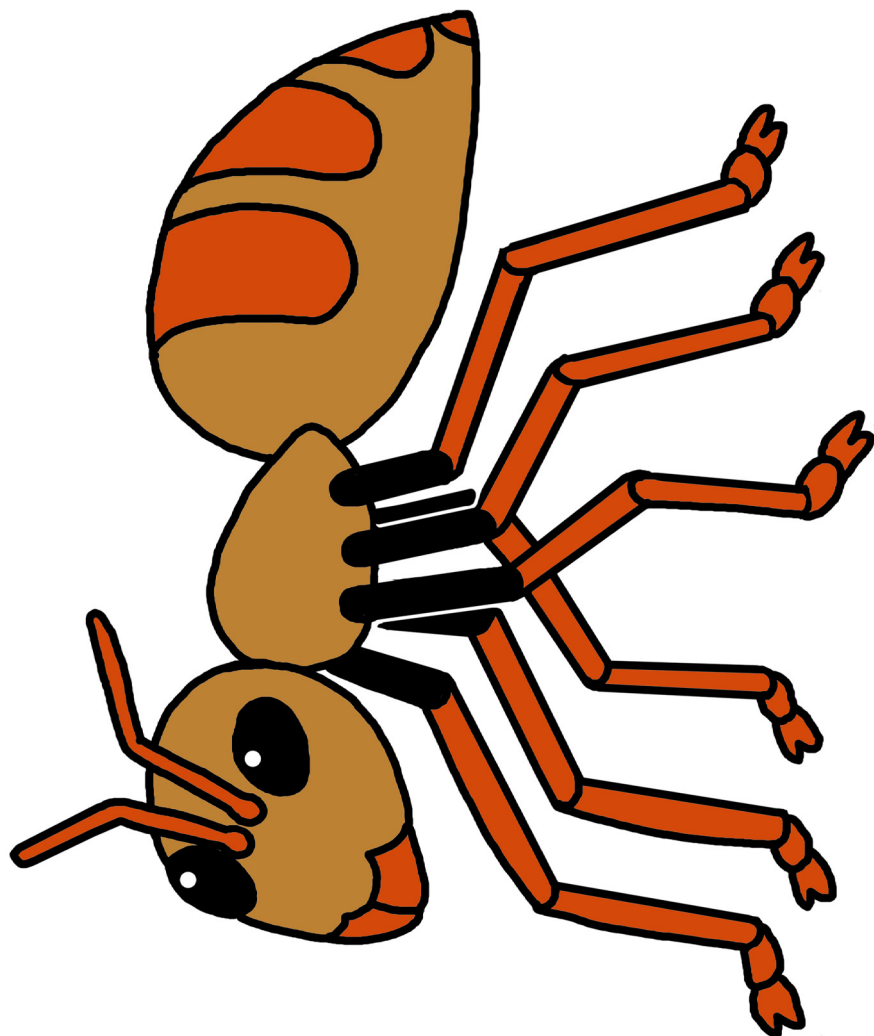
"I wonder if they will take my little present," said Anna. She waited to see.

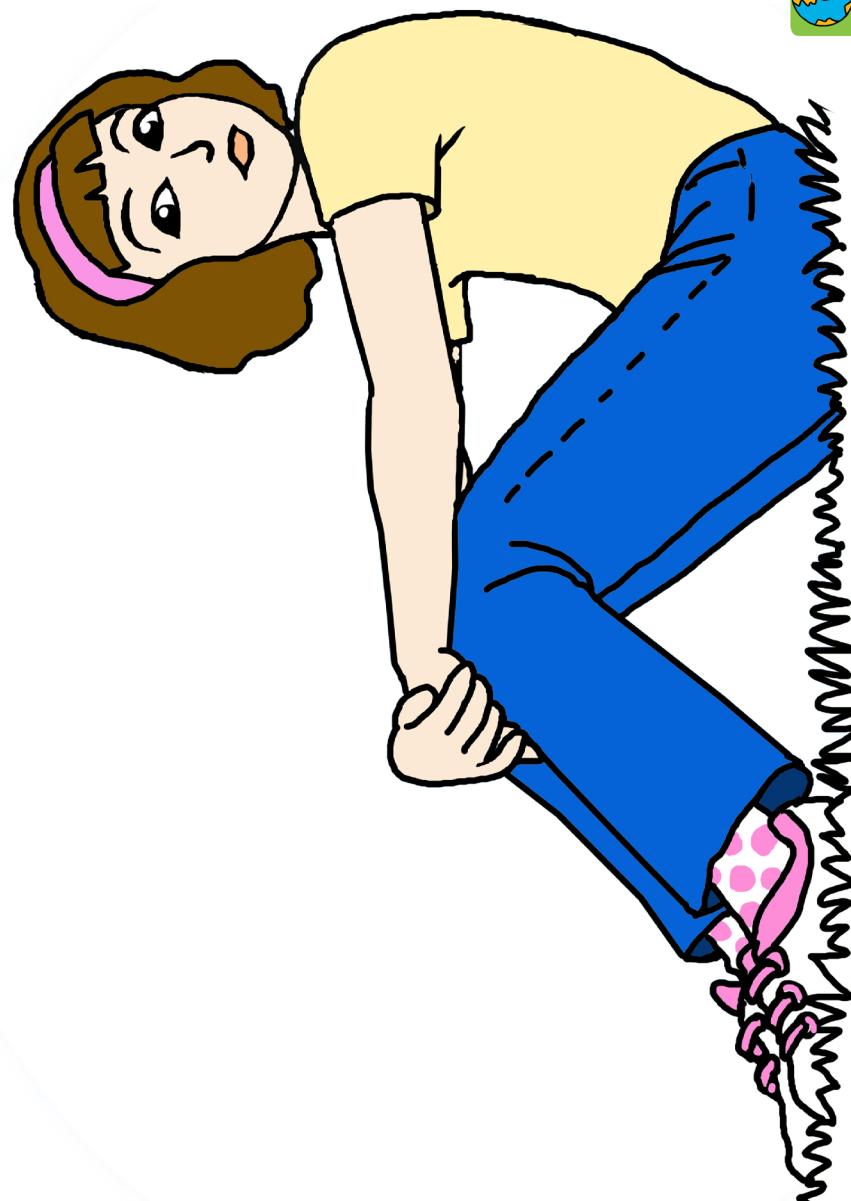
Soon an ant came by and began to smell the bread. The ant tried to pick up the bread but it was too heavy. The ant ran to the nest and told some of her sisters. Soon a group of ants came to help. Together they picked up the piece of bread and carried it to the nest.

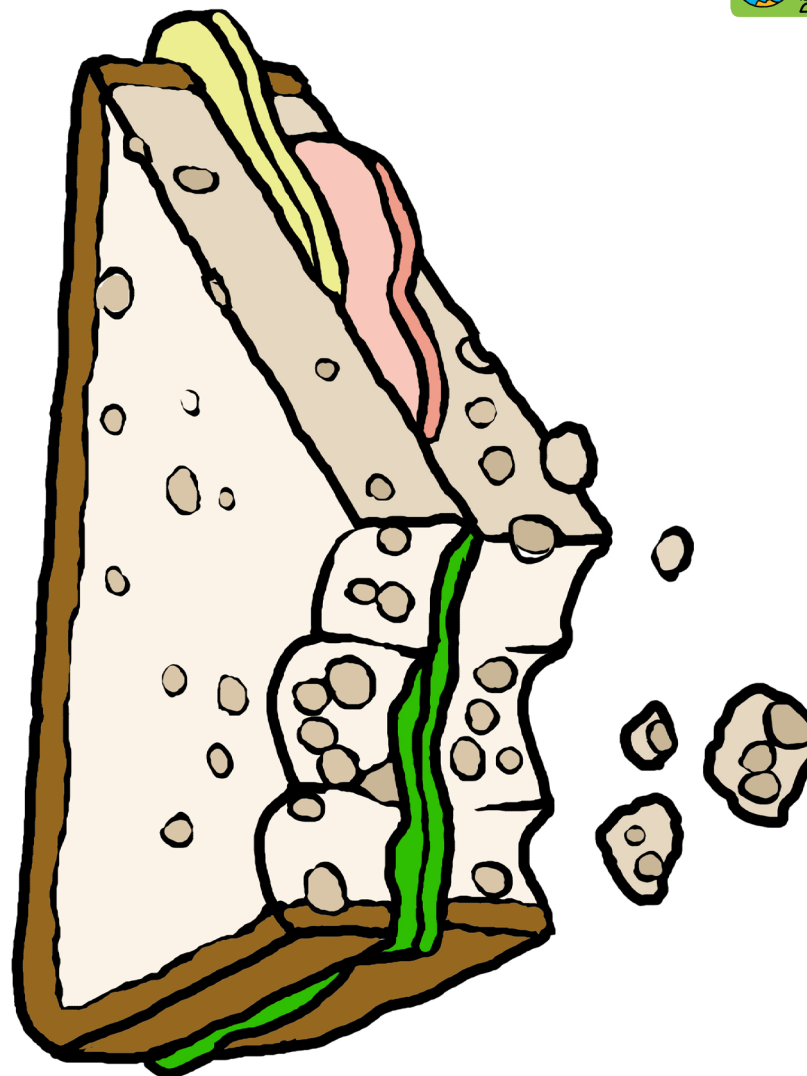
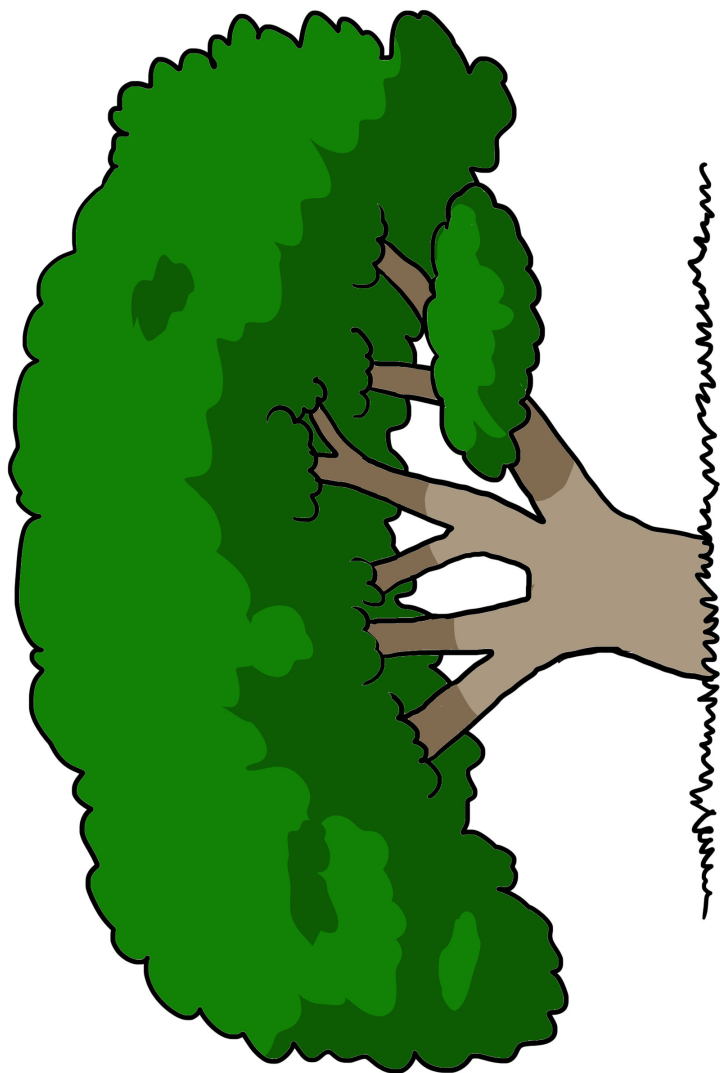
Anna was very happy. She came back the next day and gave the ants another bit of bread from her lunch. Anna came every day until winter arrived.

The ants were now safe and cosy in their nest. The queen gathered her children around her and told them stories. When they got hungry they went to one of the rooms and ate some of the food Anna gave them. Nobody was hungry that winter.

Well done Anna!









## Poppy's world grows bigger

Poppy [name as in first story] is a happy girl. With her teacher [name] and her friends, she made her classroom a nice place with [put number of plants] plants in pots. Poppy and her friends say good morning to their plants every day and take care of them.

**[Invite the children to tell you what they do to look after the plants.]**

"My classroom is the best in the school. It has [number] plants and they make us happy!"

**[Together with the children, go through any other topics you have linked with plants. Different children can dramatise these links with impromptu gestures.]**

"Now," Poppy said, "I want to make my outdoors class a nice place. What can I do?"

**[Children think of an answer. You may need to guide them to remember why your classroom is special – because it has plants.]**

"Yes, that's it! I will get plants and make a nice outdoors class! Where can I find plants?"

**[Invite suggestions. If no one comes up with a practical solution, ask if they want to grow plants together. This leads to the next activity.]**

• • • Story break • • •

"Can I make plants from these things?"

**[Start going one by one through the objects you put in the yard. Every time Poppy says:**

"What's this? It's a ..... !  
Can I make a ..... grow into a plant?"

**invite children to follow and say "Yes!" or "No!" For every no item, ask the children to say why, allowing them to practise vocabulary, e.g. "This is too hard" or "This is not good", etc. When you come to the seeds, show that Poppy is thinking about it.**

Poppy picks up the seed. She smells it and feels it. She thinks about it.

**[Children copy what Poppy does. Decide together which things in your selection will grow into plants.]**

"Hmm, yes, I think this is it! I am sure this will grow into a plant."

Poppy gets a pot and some soil. She puts the seed in the soil. Poppy gives it some water.

"Now I wait. Will my plant grow?"



# Growing seeds



There are many kinds of **seeds** of different shapes, colours and sizes.



Some seeds are inside a **berry** or a **pod** and you have to open and take them out.



**Bulbs** are usually bigger than seeds.



Make a **seed tray**. Find a shallow plastic container like the one in the picture. Poke some small holes in the bottom. Fill the container with **potting compost**. If you're buying it make sure the compost **does not have peat** in it.





Use a pencil to make holes in the soil for your seeds and bulbs. Make the holes only as deep as the size of your seeds or bulbs.



If your seeds are tiny, scatter them on top of the soil. Keep the container damp, but not wet or your seeds will rot.



If you can, use a seed tray with separate spaces. This makes it easier later to move the young plants into bigger pots.



The seeds sprout into baby plants – we call these **seedlings**. Let your seedlings grow to about 3cm and then you can transplant them.





Fill a pot with soil. Make a hole in the middle where your seedling will go.



Scoop out a seedling with an old teaspoon. Careful not to damage the thin root!



Pop the seedling in its new pot and gently cover the hole. Take care not to crush the delicate seedling.



Water your new seedling but not too much. Remember, its roots are still small and cannot take up a lot of water. Keep the soil damp, not wet.



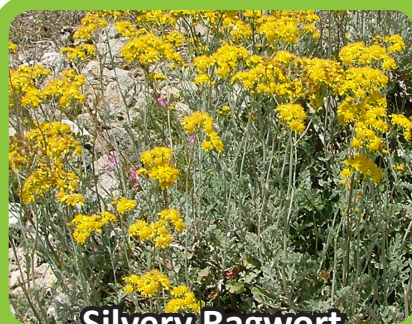
# Maltese flowering plants you can grow

Here are 23 native flowering plants you can grow from seed, which will add colour, pattern and life to your garden. Watch the bugs, the bees and the butterflies drop in for a snack!



**Myrtle**

**Maltese name**  
Riĥan  
**Scientific name**  
*Myrtus communis*  
**Type** Medium shrub  
**Flowering period** Jun to Dec  
**Colour of flower** White



**Silvery Ragwort**

**Maltese name**  
Kromb il-Baħar Isfar  
**Scientific name**  
*Jacobaea maritima*  
**Type** Small shrub  
**Flowering period** Apr to Jul  
**Colour of flower** Yellow



**Fringed Rue**

**Maltese name**  
Fejġel  
**Scientific name**  
*Ruta chalepensis*  
**Type** Small shrub  
**Flowering period** Mar to Jun  
**Colour of flower** Yellow



**Narcissus**

**Maltese name**  
Narcis  
**Scientific name**  
*Narcissus tazetta*  
**Type** Bulb plant, leaves at base  
**Flowering period** Dec to Feb  
**Colour of flower** White + yellow



**Fennel**

**Maltese name**  
Busbież  
**Scientific name**  
*Foeniculum vulgare*  
**Type** Small shrub, tall flowers  
**Flowering period** May to Sep  
**Colour of flower** Yellow

**Branched Asphodel**

**Maltese name** Berwieq  
**Scientific name**  
*Asphodelus aestivus*  
**Type** Bulb plant, leaves at base,  
 tall flowers  
**Flowering period** Jan to Apr  
**Colour of flower** White with  
 brown stripes

**Sea Daffodil**

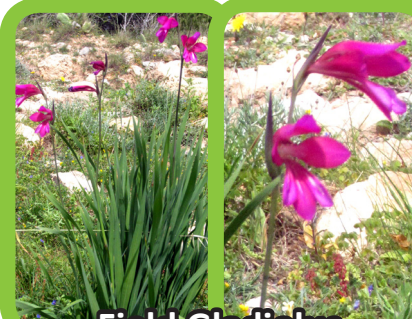
**Maltese name**  
 Pankrazju  
**Scientific name**  
*Pancratium maritimum*  
**Type** Bulb plant, leaves at base  
**Flowering period** Jun to Sep  
**Colour of flower** White

**Rosemary**

**Maltese name**  
 Klin  
**Scientific name**  
*Rosmarinus officinalis*  
**Type** Small/medium shrub  
**Flowering period** All year  
**Colour of flower** Lilac

**Wall Snapdragon**

**Maltese name**  
 Papoċċi Bajda  
**Scientific name**  
*Antirrhinum siculum*  
**Type** Small shrub  
**Flowering period** Mar to Sep  
**Colour of flower** White + yellow

**Field Gladiolus**

**Maltese name**  
 Habb il-Qamħ tar-Raba'  
**Scientific name**  
*Gladiolus italicus*  
**Type** Bulb plant, leaves at base,  
 tall flowers  
**Flowering period** Apr to May  
**Colour of flower** Dark pink

**Hoary Rock-rose**

**Maltese name**  
 Ċistu Roża  
**Scientific name**  
*Cistus creticus*  
**Type** Small shrub  
**Flowering period** Feb to Jun  
**Colour of flower** Pink + yellow





Maltese Rock-centaury

**Maltese name**  
Widnet il-Baħar  
**Scientific name**  
*Cheirolophus crassifolius*  
**Type** Small shrub  
**Flowering period** May to Jul  
**Colour of flower** Pink



White Hedge-nettle

**Maltese name**  
Te Sqalli  
**Scientific name**  
*Prasium majus*  
**Type** Small shrub  
**Flowering period** Dec to Jun  
**Colour of flower** White



Evergreen Honeysuckle

**Maltese name**  
Riħan  
**Scientific name**  
*Lonicera implexa*  
**Type** Small/medium shrub  
**Flowering period** Apr to May  
**Colour of flower** Pink + white



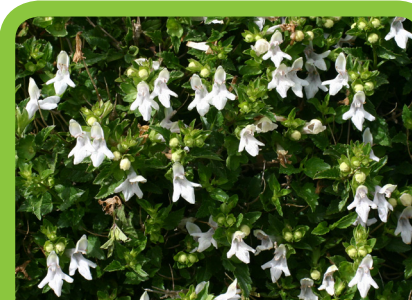
Olive-leaved Germander

**Maltese name**  
Żebbuġija  
**Scientific name**  
*Teucrium fruticans*  
**Type** Small/medium shrub  
**Flowering period** Dec to Jun  
**Colour of flower** Purple



Shrubby Kidney-vetch

**Maltese name**  
Haṭba s-Sewda  
**Scientific name**  
*Anthyllis hermanniae*  
**Type** Small shrub  
**Flowering period** Apr to May  
**Colour of flower** Yellow



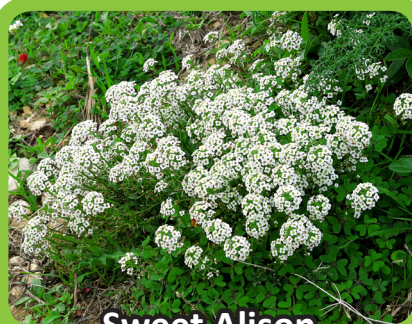
Yellow-leaved Germander

**Maltese name**  
Borġhom  
**Scientific name**  
*Teucrium flavum*  
**Type** Small shrub  
**Flowering period** May to Jul  
**Colour of flower** White/Yellow



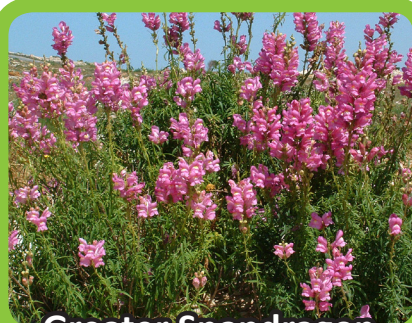
Narrow-leaved Rock-rose

**Maltese name**  
Ċistu Abjad  
**Scientific name**  
*Cistus monspeliensis*  
**Type** Small shrub  
**Flowering period** Mar to May  
**Colour of flower** White + yellow



Sweet Alison

**Maltese name**  
Buttuniera  
**Scientific name**  
*Lobularia maritima*  
**Type** Low shrub  
**Flowering period** Oct to Jun  
**Colour of flower** White



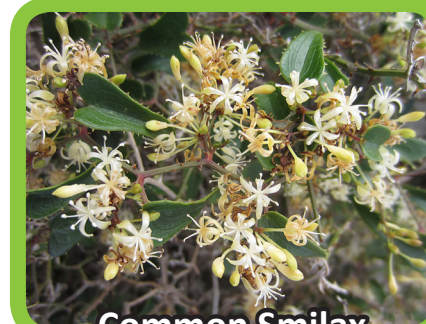
Greater Snapdragon

**Maltese name**  
Papoċċi Hamra  
**Scientific name**  
*Antirrhinum tortuosum*  
**Type** Small shrub  
**Flowering period** All year  
**Colour of flower** Pink



Golden Samphire

**Maltese name**  
Xorbett  
**Scientific name**  
*Limbarda crithmoides*  
**Type** Small shrub  
**Flowering period** Oct to Dec  
**Colour of flower** Yellow + orange



Common Smilax

**Maltese name**  
Pajžana  
**Scientific name**  
*Smilax aspera*  
**Type** Thorny climber  
**Flowering period** Sep to Nov  
**Colour of flower** Yellow/white



Great Sage

**Maltese name**  
Salvja tal-Madonna  
**Scientific name**  
*Phlomis fruticosa*  
**Type** Small shrub  
**Flowering period** Apr to Jun  
**Colour of flower** Yellow





This is a  
**Dinja Waħda**  
school



This is a  
**Dinja Waħda**  
class





Din skola  
**Dinja Waħda**



Din klassi  
**Dinja Waħda**