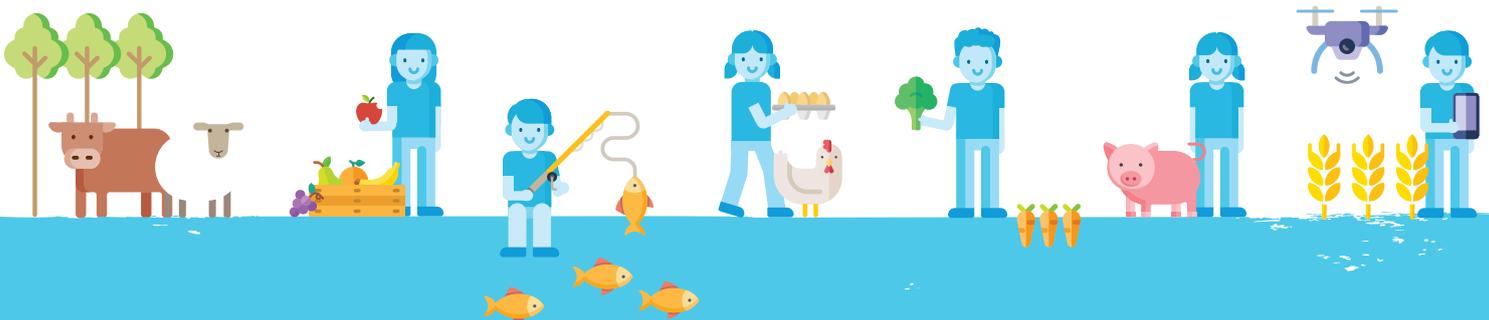




# Unit Overview:

## Food and Fibre All Year Round

This cross-curricular unit focuses on the Earth's natural cycles and the way these cycles impact living things. Students will investigate how changes in the weather effect plants and animals on a farm, and explore the ways that food and fibre production is influenced by seasonal changes. Students will develop an understanding of the external features of sheep and the needs of plants and animals on a farm, and use science inquiry skills to pose questions, make observations and conduct guided investigations around seasonal changes in the world around them.



## ➤ **LESSON ONE: Seasons and Cycles on the Farm** (90 minutes)

Throughout this lesson, students will have the opportunity to utilise their senses as they observe changes in the seasons, and share their observations with others. Students will compare the seasonal calendar of the Traditional Owners of Victoria's Eastern Kulin region with the four seasons calendar derived from Europe, to develop an understanding of the ways that Aboriginal and Torres Strait Islander People apply their extensive knowledge of the land, sea and sky to measure the seasons. Students will listen and respond to a text about a year on a farm, utilising comprehension strategies to sequence the activities in the story and apply their design skills using different materials, equipment and techniques to create their own paper plate sheep.

## ➤ **LESSON TWO: VIC Farmer Time and Planting and Growing Throughout the Seasons** (90 minutes)

Students will have the opportunity to hear from a Victorian farmer about the operations that occur on their farm and how seasons influence the farmer, animals, plants and the environment. They will learn about the ideal conditions for plant growth and perform a first-hand investigation focused on how temperature can impact the germination and growth of seeds. Students will then continue to engage with the topic of growth throughout seasons, by completing an activity focused on displaying seasonal produce and observing features of selected plants from seed to end-product. Students will conclude the lesson by performing an activity on data collection by creating a class graph of their favourite seasonal food.



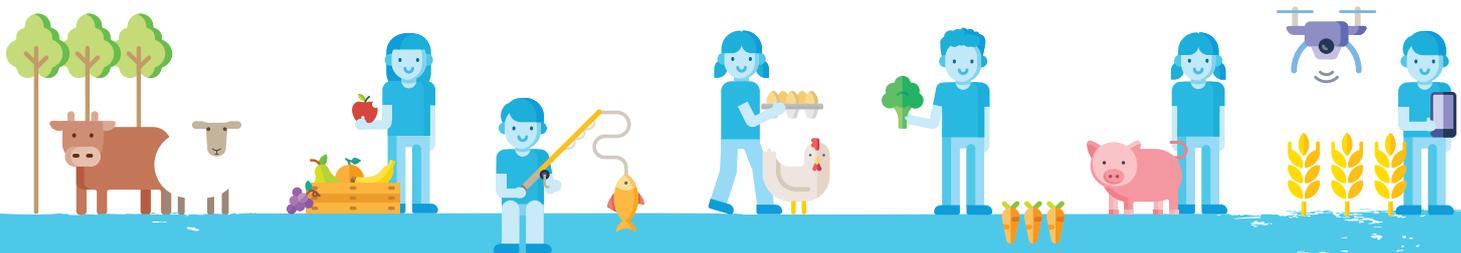
# Curriculum Outcomes

## LESSON ONE

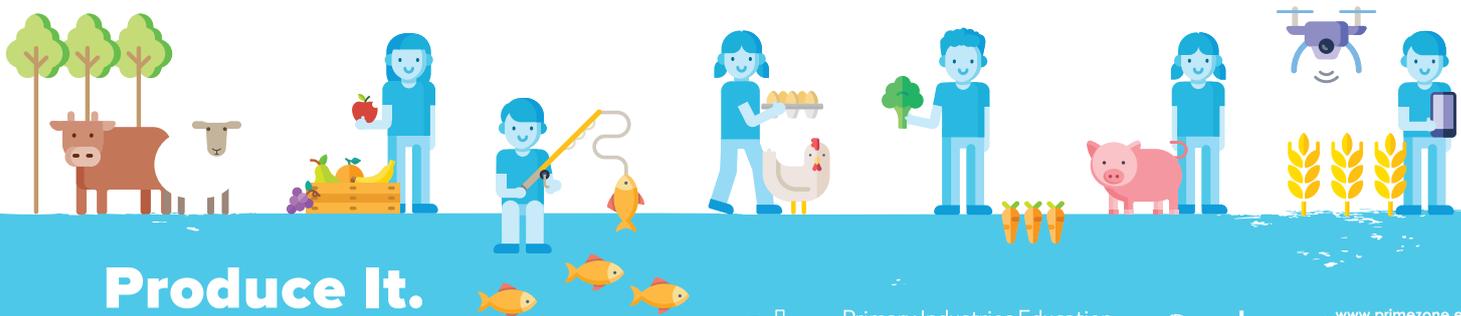
### Seasons and Cycles on the Farm

Victorian Curriculum Content Descriptors:	Australian Curriculum Content Descriptors:
<ul style="list-style-type: none"> <li>• Explore how plants and animals are grown for food, clothing and shelter (VCDSTC015)</li> <li>• Use materials, components, tools, equipment and techniques to safely make designed solutions safely (VCDSCD020)</li> <li>• People use science in their daily lives (VCSSU041)</li> <li>• Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)</li> <li>• Living things grow, change and have offspring similar to themselves (VCSSU043)</li> <li>• Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)</li> <li>• Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050)</li> <li>• Participate in guided investigations, including making observations using the senses, to explore and answer questions (VCSIS051)</li> <li>• Compare observations and predictions with those of others (VCSIS054)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore products that can be grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)</li> <li>• Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)</li> <li>• People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</li> <li>• Living things have a variety of external features (ACSSU017)</li> <li>• Living things grow, change and have offspring similar to themselves (ACSSU030)</li> <li>• Daily and seasonal changes in our environment affect everyday life (ACSSU004)</li> <li>• Observable changes occur in the sky and landscape (ACSSU019)</li> <li>• Pose and respond to questions, and make predictions about familiar objects and events (ACSSU024)</li> <li>• Participate in guided investigations to explore and answer questions (ACSSU025)</li> <li>• Compare observations with those of others (ACSSU213)</li> </ul>

(Continued following page)



Victorian Curriculum Content Descriptors:	Australian Curriculum Content Descriptors:
<ul style="list-style-type: none"> <li>• Represent and communicate observations and ideas about changes in objects and events in a variety of ways (VCSIS055)</li> <li>• Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</li> <li>• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</li> <li>• Identify some features of texts including events and characters and retell events from a text (VCELT150)</li> <li>• Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</li> <li>• Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</li> <li>• The weather and seasons of places and the ways in which different cultural groups including Aboriginal and Torres Strait Islander Peoples describe them (VCGGK067)</li> </ul>	<ul style="list-style-type: none"> <li>• Represent and communicate observations and ideas in a variety of ways (ACSIS209)</li> <li>• Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</li> <li>• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</li> <li>• Identify some features of texts including events and characters and retell events from a text (ACELT1578)</li> <li>• Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</li> <li>• Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</li> <li>• The weather and seasons of places and the ways in which different cultural groups including Aboriginal and Torres Strait Islander Peoples describe them (ACHASSK032)</li> </ul>



## LESSON TWO

# VIC Farmer Time and Planting and Growing Throughout the Seasons

Victorian Curriculum Content Descriptors:	Australian Curriculum Content Descriptors:
<ul style="list-style-type: none"> <li>• Explore how plants and animals are grown for food, clothing and shelter (VCDSTC015)</li> <li>• People use science in their daily lives (VCSSU041)</li> <li>• Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)</li> <li>• Living things grow, change and have offspring similar to themselves (VCSSU043)</li> <li>• Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)</li> <li>• Participate in guided investigations, including making observations using the senses, to explore and answer questions (VCSIS051)</li> <li>• Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)</li> <li>• Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</li> <li>• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore products that can be grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)</li> <li>• People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</li> <li>• Living things grow, change and have offspring similar to themselves (ACSSU030)</li> <li>• Daily and seasonal changes in our environment affect everyday life (ACSSU004)</li> <li>• Participate in guided investigations to explore and answer questions (ACSIS025)</li> <li>• Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> <li>• Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656 )</li> <li>• Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788 )</li> <li>• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</li> </ul>



**Produce It.  
Protect It.**  
VIC FarmerTime

# Primezone Resources

Many of the resources found within these units are also available for access on:



## VICTORIAN KIDS TO FARM CONTACTS:

For more information regarding current programs focused on food and fibre education, contact the staff below. Victorian Education Officers are able to assist you with:

- Programming and curriculum development
- Lesson planning
- Resource development
- Conducting professional development at your school
- Contacting enterprises of interest
- Organising personal VIC Farmer Time sessions

**Jayne Johns**

Email: [Jayne.johns@piefa.edu.au](mailto:Jayne.johns@piefa.edu.au)

Mobile: 0483 870 277

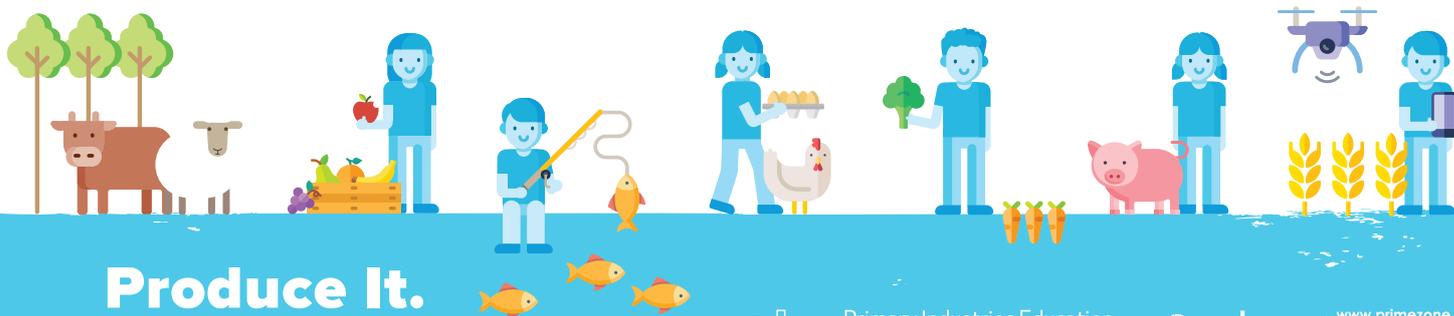
**Allison Arnott**

Email: [Allison.arnott@piefa.edu.au](mailto:Allison.arnott@piefa.edu.au)

Mobile: 0483 869 592

## SHARE YOUR LEARNING:

The Produce It. Protect It. Team would love to hear about your engagement in food and fibre education. Contact us to share photos, samples of work, videos or any evidence of your learning. Victorian Education Officers have some great incentives to send you and your students for sharing any work with us. This will help to spread the word and encourage other educators to get involved in teaching primary school students about the importance of food and fibre and how crucial Australian Agriculture is to their futures.



**Produce It.  
Protect It.**  
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Primary Industries Education  
Foundation Australia 

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