

KOONWARRA VILLAGE SCHOOL - KITCHEN GARDEN CURRICULUM

		YEAR LEVEL						
		Foundation	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Design and Technologies	Technologies and Society	Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs			Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs		Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use	
	Technologies Context	Explore how plants and animals are grown for food, clothing and shelter			Investigate food and fibre production used in modern or traditional societies		Investigate how and why food and fibre are produced in managed environments	
		Explore how food is selected and prepared for healthy eating			Investigate food preparation techniques used in modern or traditional societies		Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene	
Creating Designed Solutions	Explore the characteristics and properties of materials and components that are used to create designed solutions			Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes		Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use		
	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions			Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions		Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions		
	Visualise, generate, and communicate design ideas through describing, drawing and modelling			Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques		Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques		
Creating Designed Solutions	Use materials, components, tools, equipment and techniques to produce designed solutions safely			Select and use materials, components, tools and equipment using safe work practices to produce designed solutions		Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions		
	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment			Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment and communities		Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions		
	Sequence steps for making designed solutions			Plan a sequence of production steps when making designed solutions		Develop project plans that include consideration of resources when making designed solutions		
Science	Science Understanding	Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met			Living things can be grouped on the basis of observable features and can be distinguished from non-living things		Living things have structural features and adaptations that help them to survive in their environment	
		Living things grow, change and have offspring similar to themselves			Different living things have different life cycles and depend on each other and the environment to survive		The growth and survival of living things are affected by the physical conditions of their environment	
Science Inquiry Skill	Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life			Earth's rotation on its axis causes regular changes, including night and day				
	Use informal measurements in the collection and recording of observations			Safely use appropriate materials, tools, equipment and technologies				
Mathematics	Statistics and Probability				Collect, check and classify data (Shared)	Interpret and compare data displays (Shared)		
	Measurement and Geometry	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units	Compare masses of objects using balance scales	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	Connect volume and capacity and their units of measurement	
History	Historical Concepts and Skills	Identify perspectives about changes to daily life from people in the past or present						
		Identify examples of continuity and change in family life and in the local area by comparing past and present						

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Geography & Business	Geographical Concepts and Skills				Identify and describe locations and spatial distributions and patterns	Identify and describe locations and describe and explain spatial distributions and patterns		
	Resource Allocation and Making Choices				Identify and explain the interconnections within places and between places	Describe and explain interconnections within places and between places, and the effects of these interconnections		
English	Writing	Procedural writing <i>Creating texts</i> Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Procedural writing <i>Creating texts</i> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Procedural Writing <i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Procedural Writing <i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose	Procedural Writing <i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Procedural Writing <i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Procedural Writing <i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
Intercultural Capability	Cultural Practices	Identify what is familiar and what is different in the ways culturally diverse individuals and families live			Compare their own and others cultural practices, showing how these may influence the ways people relate to each other			
	Cultural Diversity	Identify and discuss cultural diversity in the school and/or community			Explain the role of cultural traditions in the development of personal, group and national identities			
Critical & Creative Thinking Capability	Questions and Possibilities				Construct and use open and closed questions for different purposes	Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities		
	Reasoning				Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	Consider the importance of giving reasons and evidence and how the strength of these can be evaluated		
	Meta-Cognition	Investigate ways to problem-solve, using egocentric and experiential language			Identify and use 'If, then...' and 'what if...' reasoning	Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals		
Personal and Social Capability	Self Awareness Management				Explore distinctions when organising and sorting information and ideas from a range of sources			
	Social Awareness Management	Name and practise basic skills required to work collaboratively with peers	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks	Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate		Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles		
Ethical Capability	Understanding Concepts							
	Decision Making and Actions	Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved			Discuss the role of personal values and dispositions in ethical decision-making and actions		Discuss the role and significance of conscience and reasoning in ethical decision-making	

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KVS Curriculum	Kitchen	<p>Ability to use a range of utensils to serve meals</p> <p>Develop familiarity with a wide range of ingredients - Making a basic sandwich Understanding how KVS kitchen and meal processes work and flow (Follow on to composting)</p> <p>Practice basic hygiene required for eating</p>	<p>Ability to use a range of utensils to prepare meals</p> <p>Increasing familiarity with a wide range of ingredients</p> <p>Contributing to KVS meals - harvesting basic ingredients</p> <p>Follow basic recipes and prepare simple meals - smoothies, salads</p> <p>Understand hygiene requirements for food preparation</p>	<p>Understand appropriate utensils and equipment required to prepare food</p> <p>Combining ingredients to make basic foods</p> <p>Follow basic recipes and prepare simple meals - smoothies, salads</p>	<p>Ability to safely use complex cooking equipment - stove, gas burners, etc.</p> <p>Combining ingredients, processing and cooking to make a meal</p> <p>Contributing to KVS meals - preparing simple dishes (IE: Soups, dumplings, rice paper rolls)</p> <p>Exploring celebration food (special occasions, playgroup, friends)</p> <p>Making un-leavened bread on a fire - damper, chapati</p> <p>Explore the basics of food science: how food changes when combined, physically mixed and/or cooked</p> <p>Exploring what makes some plants edible and others not</p>	<p>Ability to safely start a fire for cooking</p> <p>Preparing and cooking dried foods (IE: lentils, chick peas, etc.)</p> <p>Innovate and vary a recipe create a meal</p> <p>Creating celebration food (special occasions, playgroup, friends)</p> <p>Explore the role of cultures and bacteria in food preparation - making yogurt</p> <p>Understanding the science of cooking: how eggs bind, baking powder, combinations and chemical reactions within food</p> <p>Eating from your environment - identifying and prepare local bush foods and edible weeds</p>	<p>Prepare a fire and cook meals in an outdoor environment (incl: splitting wood, making kindling, building a safe fire pit)</p> <p>Prepare three meals - read recipes, adjust quantities, prepare individual ingredients and combine</p> <p>Ability to prepare a meal with limited and/or unknown ingredients</p> <p>Value adding to food - preserving, bottling, jams</p> <p>Explore the role of cultures and bacteria in food preparation - making sourdough bread from scratch</p>	<p>Prepare a fire and cook meals in an outdoor environment (incl: splitting wood, making kindling, building a safe fire pit)</p> <p>Prepare three meals - read recipes, adjust quantities, prepare individual ingredients and combine</p> <p>Preparing and cooking dried foods (IE: lentils, chick peas, etc.)</p> <p>Innovate and vary a recipe create a meal</p> <p>Creating celebration food (special occasions, playgroup, friends)</p> <p>Explore the role of cultures and bacteria in food preparation - making yogurt</p> <p>Understanding the science of cooking: how eggs bind, baking powder, combinations and chemical reactions within food</p> <p>Eating from your environment - identifying and prepare local bush foods and edible weeds</p>
	Garden	<p>Understand basics of KVS food and organic waste handling</p> <p>Understand how the KVS garden works and flows</p> <p>Understand seeds and practice basic seed sowing and raising</p> <p>Understand how to safely handle and harvest plants</p> <p>Explore basic plant needs - watering</p> <p>Develop respect for animals</p>	<p>Explore safety in the garden and kitchen - what to do if you get injured</p> <p>Investigate nutrient cycles through KVS food systems</p> <p>Explore saving seeds, sowing and growing</p> <p>Understand how to successfully transplant plants</p> <p>Expore basic plant needs - water cycles, mulching, weeding</p> <p>Understanding animal care and maintenance - chooks</p>	<p>Explore herbs, vegetables, fruits and roots</p> <p>Explore garden tools and equipment</p>	<p>Understand basic first aid - cuts, burns and bites</p> <p>Develop a deeper understanding of nutrient cycles in the kitchen and garden - compost</p> <p>Raising plants - shelter needs, microclimates and seasons</p> <p>Investigate different plant types - perennials, annuals, evergreens - and their uses</p> <p>Investigate soils, soil structure, soil biology and organic content</p> <p>Understand the physical and dietary needs needs of chickens</p>	<p>Explore soil biology - worms and minibeasts</p> <p>Investigate nitrogen fixing, green manures and the importance of nitrogen in gardens</p> <p>Understanding a variety of propagation processes - seeds, cuttings, runners, grafting, tubers</p> <p>Explore garden orientation, shelter and energy flows</p> <p>Prepare potting mix - understanding nutrient needs, pH, organics, etc</p> <p>Explore how to identify disease and illness in chooks</p>	<p>Treating basic first aid - cuts, burns and bites</p> <p>Understand full life cycle for food plants - from seed to plate - for core foods</p> <p>Love, nurture and care for a plant, from cradle to grave</p> <p>Prepare a garden bed for planting, and growing a seasonal crop</p> <p>Understand lifetime care for chooks, including identifying and treating illness</p>	