



Food



**English**

Use food vocabulary to revise expanded noun groups, adverbs, adjectives, adjective order and to focus on descriptive words related to the five senses.

Spelling rules for food words especially plurals: tomatoes, potatoes

Using the Geography activity, debate or write a persuasive essay/paragraph persuading an audience that a particular cuisine is better than another (Mexican is better than Chinese). This activity could also be done as a script or other text where family members decide which restaurant they should go to for breakfast, lunch or dinner.

**History**

Focus: Aboriginal food focus on Western Australia

**Mathematics**

Explore the differences between measurements in various countries – eg tablespoon measurements are different Predict/explore what happens if a recipe is made in the wrong order. Groups could prepare the same healthy dish using different cup, spoon sizes and then compare the results.

Growth



**English**

Choose a character from a text and present as a series of images using camera angle, camera distance emphasising the stages of life. (storyboard or digital)

**History**

No activities provided

**Mathematics**

Select suitable written and graphic information regarding growth and create a wall chart comparing the class information with the national.

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4805.0>

**Science**

Cut out photos of their family or other pictures and create a cycle. Use arrows to identify the features of a particular stage of life.

**Language**

Use vocabulary related to growth to construct phrases and short sentences: using comparatives (eg older, younger, taller, shorter, baby, adolescent, mature, long, short)

**Geography**

No activities provided

**Health and physical education**

Develop a table of the changing risks and responsibilities

Injury prevention & management



**English**

Create a character who chooses to engage in dangerous behaviour and suffers the consequences. Present in comic format.

**History**

No activities provided

**Mathematics**

No activities provided

**Science**

Examine the roles and training of various first aid people (ambulance, GPs, radiographers, doctors, specialists) and the various science understandings they use.

**Language**

No activities provided

**Geography**

No activities provided

**Health and physical education**

<p><b>Science</b> Focus: Hypothesis: Different soil types will produce foods of different qualities. Grow spinach or similar in different soil and treat with different fertilisers. Predict what the differences mean to the health of the vegetable.</p> <p><b>Technology and Enterprise</b> Focus Process of preparing of meals. Provide students with a recipe but no instructions. Groups devise their own instructions and carry out without changes. Identify any issues and write out the process for the recipes.</p> <p><b>The Arts</b> Focus Food in Art. Collect paintings of food (from all eras) and write a description using appropriate language.</p> <p><b>Languages</b> Focus Writing recipes in target language</p> <p><b>Geography</b> Focus : What are the different cuisines of Australian people?</p> <p>Investigate cultural food differences:</p> <ul style="list-style-type: none"> <li>• Collect take-away menus and recipe books.</li> <li>• Compare the contrast two cuisines (Venn Diagram)</li> <li>• Assess against healthy food pyramid</li> </ul>	<p>related to road safety as students grow.</p> <p><b>Technology and Enterprise</b> No activities provided</p> <p><b>The Arts</b> Students invent a character (human or fantasy) and then represent it through the life cycle.</p>	<p>Groups work on presentations focusing on the various topics. Present their results to the assembly.</p> <p><b>Safety in the community and school</b></p> <ul style="list-style-type: none"> <li>o bike safety</li> <li>o passenger safety</li> <li>o pedestrian safety</li> <li>o playground safety</li> <li>o classroom safety</li> </ul> <p><b>Technology and Enterprise</b> No activities provided</p> <p><b>The Arts</b> Create posters which convey the dangers of certain situations. Display in the library or somewhere appropriate.</p>
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<ul style="list-style-type: none"> <li>Devise a new menu/cuisine combining favourite ingredients (produce using technology)</li> </ul> <p><b>Health and Physical Education</b>          Arrange for students to wear a pedometer for a school day and compare the number of steps they do in a day. Assess how much more activity they need to do to reach a healthy level and where they could fit it into their day.</p>		
<div data-bbox="392 566 660 702" style="text-align: center;">  <p><b>Joints</b></p> </div> <p><b>English</b>          Interview someone who has had damage to a joint (sportsperson, friend, family) , take notes from the oral text and create a text using the information (eg newspaper article, comic, script).</p> <p><b>History</b>          Early Australian experiences: Include the kinds of injuries and medical attention likely in the event of broken bones and joints.</p> <p><b>Mathematics</b>          Explore the ways that joints can create different angles. Record data and construct a table of the movements of the joints that can and cannot create right angles. (horizontal, vertical). Use models or selves.</p>	<div data-bbox="963 566 1400 710" style="text-align: center;">  <p><b>Skeleton</b></p> </div> <p><b>English</b>          Explore the use of the skeleton in the language of everyday life: puns (jokes), idioms. (internet has examples). Write or discuss the way the puns work.</p> <p><b>History</b>          The role of the skeleton (and bones) in Aboriginal and Torres Strait Islander culture (death, music, food, sacred objects)</p> <p><b>Mathematics</b>          Use bones as irregular shapes to compare by informal means.</p> <p><b>Science</b>          Consider the way in which bone is regenerated. Represent as a process/cycle. Students draw the process in chalk on the ground and other students in groups act out the flow of blood cells.</p>	<div data-bbox="1892 558 2150 718" style="text-align: center;">  <p><b>Teeth</b></p> </div> <p><b>English</b>          Invent a tooth character and give it a name e.g. Mickey Molar, Fiona Filling, Countess Canine. Write a narrative about this character.</p> <p><b>History</b>          Investigate the food that Aborigines ate at the time of the arrival of Europeans. Write a dentist's /description for the Governor on the state of an aboriginal family's teeth.</p> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Keep track of the baby and permanent teeth as they change: graph against student/month.</li> <li>It would be fun for students to keep a photographic record of their teeth and create a timeline.</li> </ul>

<p><b>Science</b> Using the data from the Mathematics exercise, write an explanation of the effects on movement of breaks, damage or disease.</p> <p><b>Languages</b> Refer to Skeleton activities</p> <p><b>Geography</b> No activities provided</p> <p><b>Health and Physical Education</b> The role of Vitamin D in development of healthy bones and joints. Create a poster of the sources of Vitamin D which also (emphasises the importance of sun protection).</p> <p><b>The Arts</b> Create a collage of joints in various stages of motion.</p> <p><b>Technology and Enterprise</b> Word process the Science and/or English activities.</p>	<p><b>Languages</b> Make and label a skeleton in the target language. Play 'pin the bone on the skeleton'</p> <p><b>Geography</b> No activities provided</p> <p><b>Health and Physical Education</b> How to describe a bone injury if phoning for assistance. Responsible use of pain killers when injured. First aid</p> <p><b>Technology and Enterprise</b> Cook a meal incorporating bones. Investigate the cost of materials and work within a budget. Examine the bones afterwards.</p> <p><b>The Arts – Visual Arts: Shape</b> Explore the shape of bones and the skeleton. Use computer programs to tessellate bones and skeleton in order to explore shape. Use the information on shape to complete work with tessellations on another topic</p>	<ul style="list-style-type: none"> <li>• Survey school for favourite toothpaste and who uses electric/manual toothbrush.</li> <li>• Survey (hands up perhaps) as to who cleaned their teeth before coming school. Present data at an assembly</li> </ul> <p><b>Science</b> Include teeth (and the skeleton) in the discussion/brainstorm of how forces operate.  Compare the different teeth (tusks, fangs) of animals and how these are an adaption to their environment.</p> <p><b>Languages</b> Using the information from the Health and Physical Education activity, create a cartoon of the first aid.</p> <p><b>Geography</b> No activities provided</p> <p><b>Health and physical education</b> Discuss the reasons for a mouthguard. What to do if your teeth and/jaw are damaged during activity</p> <p><b>Technology and Enterprise</b> Use the design process to make a tooth fairy bag from a piece of fabric that they have designed (with a tooth theme). Create a placemat from a piece of their tooth fabric.</p>
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