Ekka

ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

SCHOOL GARDEN COMPETITION

Foundation - 6

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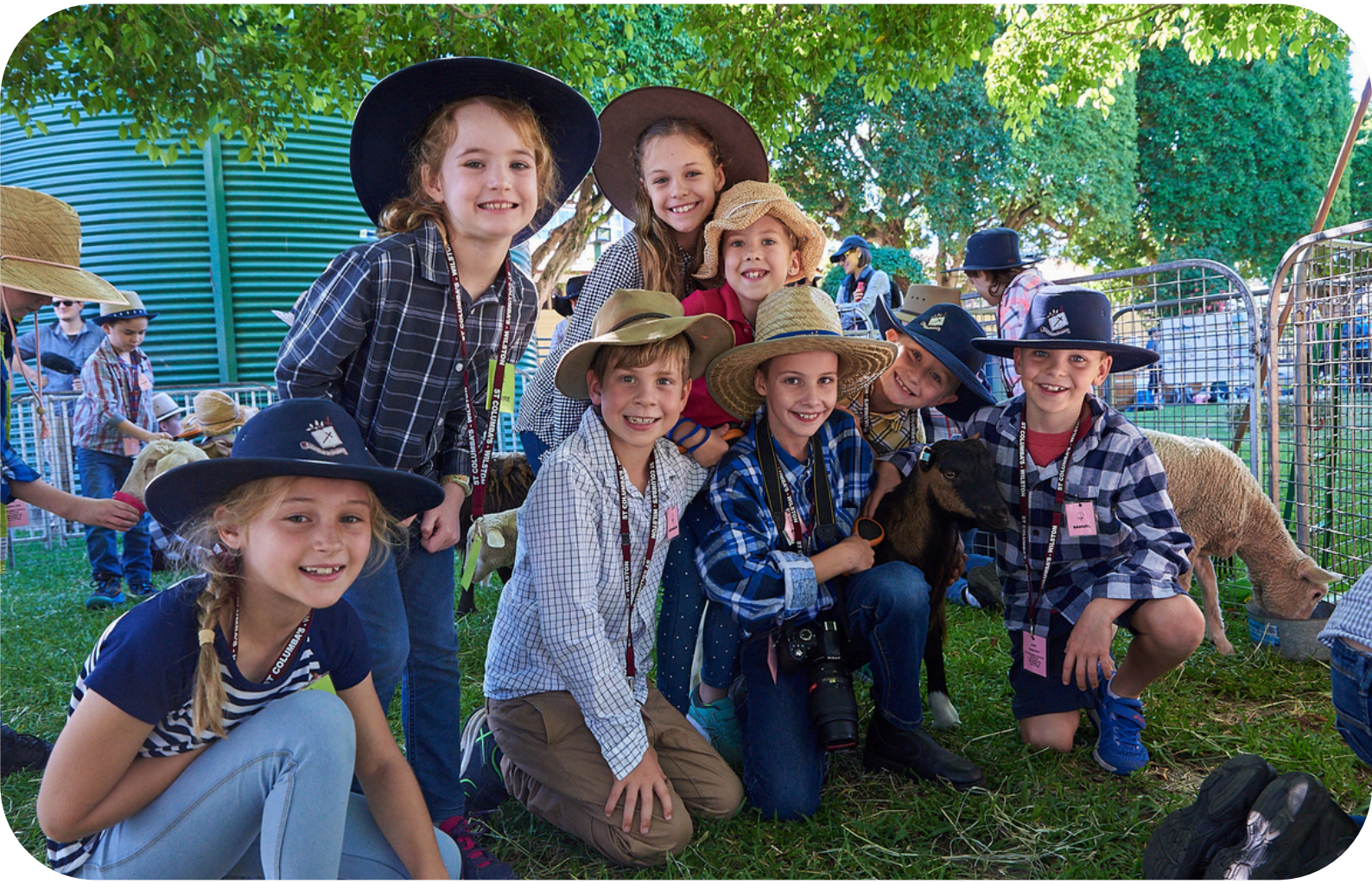
COMPETITION OVERVIEW

School Garden

The School Garden Competition is a great opportunity for school students to learn and apply their gardening skills in a fun environment.

Students will create a mini farm that reflects their dream farm. It should include crops, animals, farm machinery, vehicles and people, but feel free to get creative!



IMPORTANT CONTACTS

Competition Enquiries

entries@rna.org.au

Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au

CURRICULUM ALIGNMENT

FOUNDATION

Science Understanding: Biological Sciences

Living things have basic needs, including food and water (ACSSU002)

Science Inquiry Skills: Planning and Conducting

Engage in investigations safely and make observations using their senses (AC9SFI02)

Design and Technologies

explore how familiar products, services and environments are designed by people (AC9TDEFK01)

generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose (AC9TDEFP01)

Literacy

Creative and critical thinking

Numeracy

CURRICULUM ALIGNMENT

YEAR 1

Science Understanding: Biological Sciences

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)

Science Inquiry: Planning and Conducting

Suggest and follow safe procedures to investigate questions and test predictions (AC9S1I01)

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)
Use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02)

Literacy

Creative and critical thinking

Numeracy

CURRICULUM ALIGNMENT

YEAR 2

Science as a Human Endeavour: Use and influence of science

Describe how people use science in their daily lives, including using patterns to make scientific predictions (AC9S2H01)

Science Inquiry Skills: Planning and Conducting

Suggest and follow safe procedures to investigate questions and test predictions (AC9S2I02)

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)
Use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02)
Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03)

Sustainability

Literacy

Creative and critical thinking

Numeracy

Personal and social capability

CURRICULUM ALIGNMENT

YEAR 3

Science Understanding: Biological Science

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01)
Compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources (AC9S3U02)

Science Inquiry Skills: Planning and Conducting

use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment (AC9S3I02)

Design and Technologies

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)
Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01)
Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)

Sustainability

Literacy

Creative and critical thinking

Numeracy

Personal and social capability

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CURRICULUM ALIGNMENT

YEAR 4

Science Understanding: Biological Sciences

Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)

Science as a Human Endeavour: Nature and Development of Science

Examine how people use data to develop scientific explanations (AC9S4H01)

Science as a Human Endeavour: Use and Influence of Science

Consider how people use scientific explanations to meet a need or solve a problem (AC9S4H02)

Design and Technologies: Knowledge and Understanding

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)
Describe the ways of producing food and fibre (AC9TDE4K03)
Describe the ways food can be selected and prepared for healthy eating (AC9TDE4K04)

Design and Technologies: Process and Production Skills

Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01)
Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)
Use given or co-developed design criteria including sustainability to evaluate design ideas and solutions (AC9TDE4P04)
Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Sustainability

Creative and critical thinking

Literacy

Personal and social capability

Numeracy

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CURRICULUM ALIGNMENT

YEAR 5

Science Understanding: Biological Sciences

Examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)

Science as a Human Endeavour: Use and Influence of Science

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S5H02)

Design and Technologies: Knowledge and Understanding

Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01)
Explain how and why food and fibre are produced in managed environments (AC9TDE6K03)
Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions (AC9TDE6K05)

Design and Technologies: Process and Production Skills

investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)
select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE6P03)
negotiate design criteria including sustainability to evaluate design ideas, processes and solutions (AC9TDE6P04)
develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Sustainability

Creative and critical thinking

Literacy

Personal and social capability

Numeracy

CURRICULUM ALIGNMENT

YEAR 6

Science Understanding: Biological Sciences

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)

Science as a Human Endeavour: Use and Influence of Science

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02)

Design and Technologies: Knowledge and Understanding

Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01)
Explain how and why food and fibre are produced in managed environments (AC9TDE6K03)
Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions (AC9TDE6K05)

Design and Technologies: Process and Production Skills

investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)
select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE6P03)
negotiate design criteria including sustainability to evaluate design ideas, processes and solutions (AC9TDE6P04)
develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Sustainability

Creative and critical thinking

Literacy

Personal and social capability

Numeracy

CLASSROOM RESOURCES

How to Grow a Mini Farm

Teachers, learn how to grow a mini farm as Ekka's Garden Committee Member, Ann Marie Andrews, shows you the steps in this quick how to video as part of our Ekka School Garden Competition supported by Brunnings.
youtube.com/watch?v=6ipkU5Bac7Y

How to Make a School in a Box

Watch how to make a School in a Box with Ann Marie from the Ekka Flower and Garden Committee.
vimeo.com/1062210778?fl=pl&fe=vl

ARC Centre of Excellence for Translational Photosynthesis

This is a teacher resource designed to achieve biological understanding outcomes, based on current photosynthesis research. The unit contains five lessons including an inquiry-based investigation, easy-to-set and see science displays, word games, practical activities and maths learning activities. The lessons have been created and compiled by the ARC Centre of Excellence for Translational Photosynthesis, based on real research techniques, translated for the classroom environment.
photosynthesis.org.au/year1/

Gardening Australia Junior

A new cast of kids are pulling on their gloves, grabbing their spades and getting set to explore all things gardening alongside hosts Costa Georgiadis, Clarence Slockee, Hannah Moloney, Tammy Huynh and Millie Ross.
iview.abc.net.au/show/gardening-australia-junior/series/1

Farm Diaries - Accessible for All Ages

This is a unit with five inquiry teaching sequences about exploring someone's life on farms through the story of one day.
Khttps://primezone.edu.au/resource/farm-diaries-video-and-worksheet/

Visiting the Farm - Foundation - 2

Years F - 2 'Visiting the farm' is a cross-curriculum unit, focused on the Design and Technologies, Science, Mathematics, English, HASS and associated elaborations. Sustainability as a cross-curriculum priority is emphasised, valuing the importance of environment in supporting and maintaining human life. Topics include Living things on the farm; Life cycles on the farm; Depending on each other; Livestock on the farm; Modelling changes on the farm; and Technology and food from the farm.
goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/f-2/gme-teacher-f-2-lesson-overview-v1.pdf

CLASSROOM RESOURCES

Looking After Hens and Chicks - Foundation - 2

This short video explores how John the farmer looks after the hens on his farm to produce delicious eggs for people all over Australia! Students will learn what hens and chicks need to stay healthy plus why eggs are so good for our bodies and a sneak peek into what happens on an egg farm. Consider using the Teachers Notes questions below the video to provoke student curiosity and encourage further thinking about the egg industry.
australianeggs.org.au/education/primary/looking-after-hens-and-chicks

Eggs-actly where do eggs come from? - Year 1

In this lesson students will learn to describe displays by identifying categories of animals and the quantity and appearance of their eggs. They will represent data relating to hens and eggs laid on farms in Australia. australianeggs.org.au/education/primary/eggs-actly-where-do-the-eggs-we-eat-come-from

Gardening Australia: Growing Vegetables and Natives - Years 3 - 6

Discover what vegetables the students at Swan Valley Anglican School choose to grow first in their new school garden. In this clip, Josh Byrne is helping students transform a bare patch of ground into a productive garden. Find out about the landscaping materials they use, and why particular plants, including natives, are chosen for the garden. The accompanying questions assist teachers in delving further into discussions with their classes and highlight opportunities for research and investigation.
abc.net.au/education/gardening-australia-growing-vegetables-and-natives/13898870

Life on the Farm - Year 3 - 4

This resource is a cross curriculum unit, focused on Design and Technologies, Science, and many other areas of the curriculum. Sustainability as a cross-curriculum priority is also emphasised. Topics include Living things on the farm; Life cycles on the farm; Depending on each other; Livestock on the farm; Modelling changes on the farm; and Technology and food from the farm.
goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/3-4/gme-teacher-3-4-lesson-overview-v1.pdf

CLASSROOM RESOURCES

Sustainable Egg Farms - Year 4

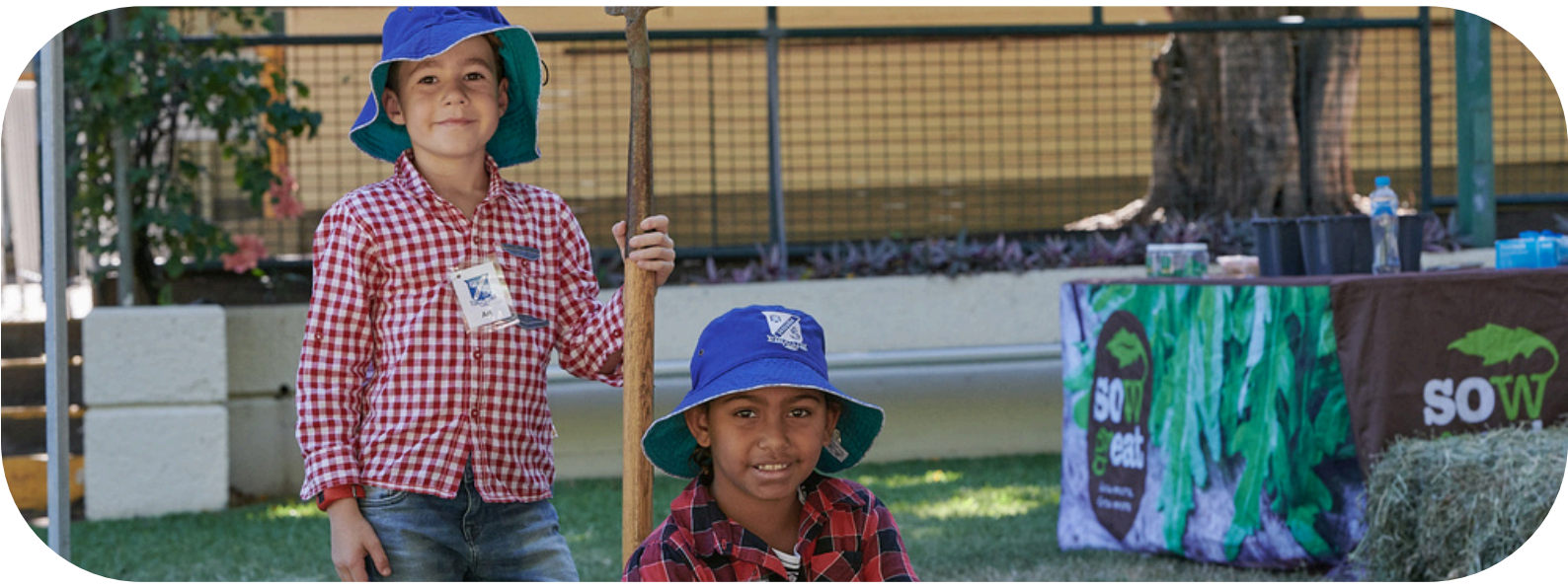
Every human activity affects the environment in some way. In this lesson, students will learn how Australian farmers work to create efficient and sustainable practices to ensure little impact upon their neighbours and the surrounding environment.
australianeggs.org.au/education/primary/sustainability-egg-farmers-are-doing-their-bit

From the Paddock to the Plate - Year 5 - 6

This resource is a cross curriculum unit, focused on Design and Technologies, Maths, and some other areas of the curriculum. Sustainability as a cross-curriculum priority is also emphasised. Topics include All about adaptations; From paddock to plate; Safety, sustainability and technology; The farming environment; Safe food preparation; and Healthy eating and nutrition.
goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/teacher/5-6/gme-teacher-5-6-lesson-overview-v1.pdf

'Kids in the Garden: Plants in our Daily Lives' - Years 5 - 6

Can you imagine a world without plants? Listen and watch as Nick explains the amazing ways you use plants every day, often without knowing it. Plants play an essential role in our lives from clothes to medicines to food and buildings, different types of plants surround us and sometimes we don't even know it. The accompanying questions assist teachers in delving further into discussions with their classes and highlight opportunities for research, investigation and inspiration for their 'School Garden' entries.
https://www.abc.net.au/education/kids-in-the-garden-ep-13-plants-in-our-daily-lives/13605914



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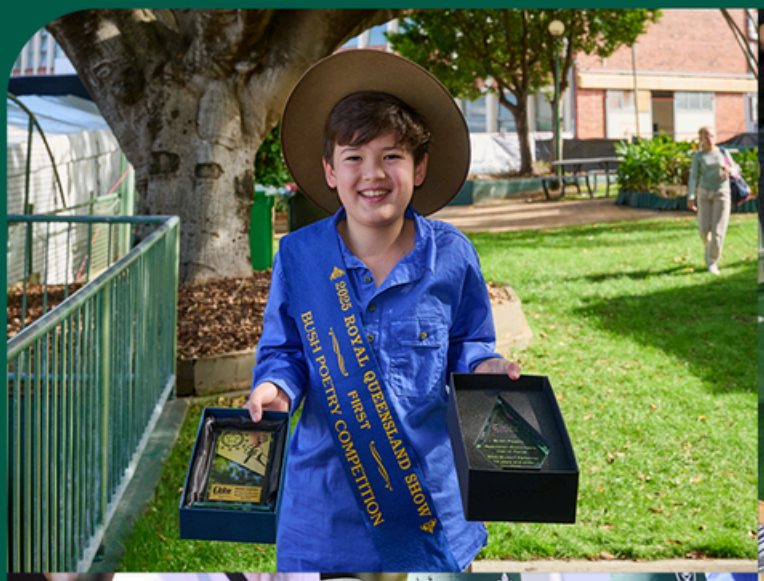
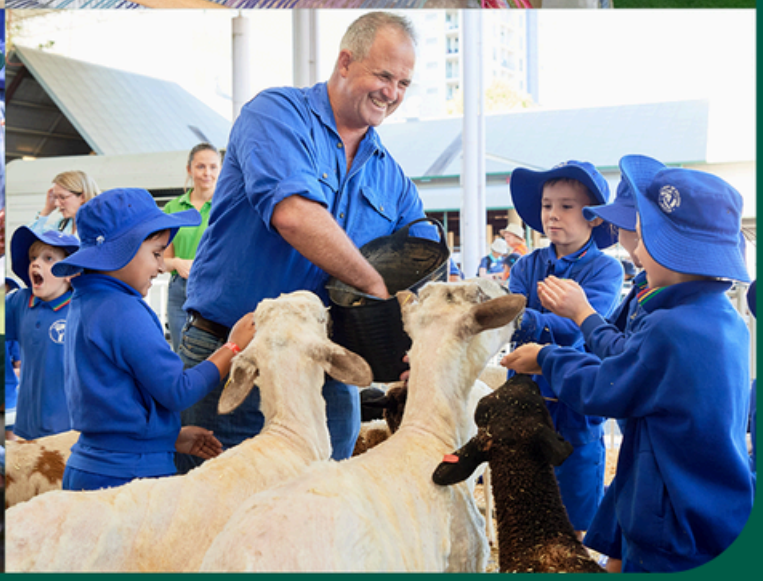
DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

Join schools from across the state bringing learning to life through the Ekka experience.





Scan here to get involved!

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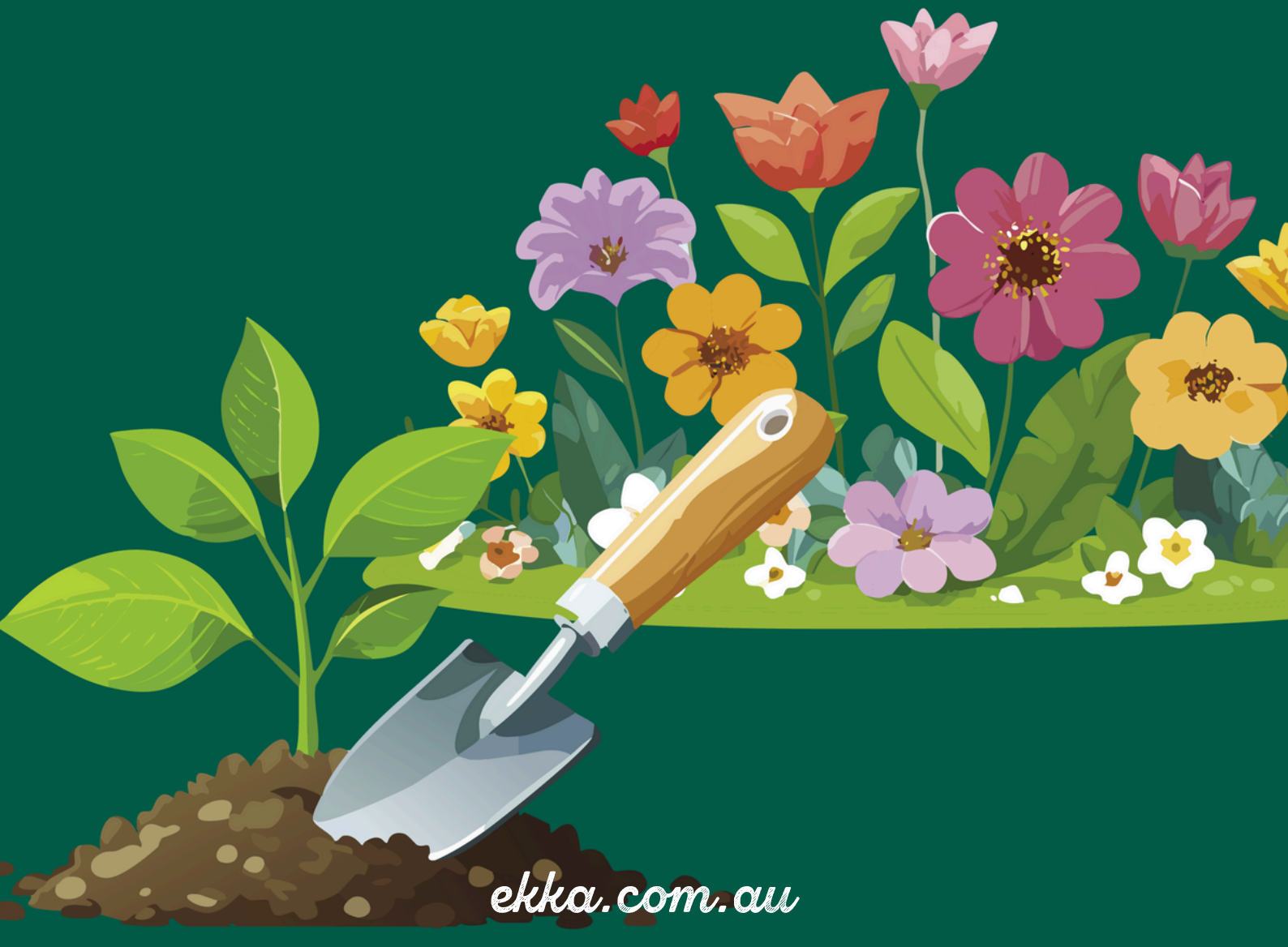
ROYAL QUEENSLAND SHOW

INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.



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