

# The Royal Agricultural Society of NSW Primary Schools Program

Did you know? Each Australian farmer  
produces enough food to feed 600 people;  
150 at home and 450 overseas.

## Welcome

The **RASedu Primary Schools Program** will help you plan a series of successful lessons exploring food, fibre and farming. You can use the eight units as the basis of a term's work or you may choose to dip into any of the units or resources to integrate into your own teaching/learning cycle. This program can be used to enhance and reinforce students' learning combined with a school excursion to your local Agricultural Show, Field Day, Farm or Processing Plant Visit. If in Sydney, the Sydney Royal Easter Show will give students an opportunity to participate in dedicated school sessions and hands-on activities that are all part of Australia's largest annual event and an important part of Australia's culture and tradition. Alternatively, your students may like to take part in our hands-on Primary Farm Day excursions. Visit our website for more information: [www.rasnsw.com.au/education](http://www.rasnsw.com.au/education).

The Royal Agricultural Society of NSW (RAS) is a 190+ year-old not for profit society, whose main aim is to forge the future of agriculture through competition, education and events. Our education goals are;

- To build awareness, understanding and respect for agriculture and the fundamental role our farmers play.
- To increase the engagement and participation of young people in Australian agriculture, with a particular focus on metropolitan audiences.
- To showcase modern and sustainable agriculture and its use of innovation and technology.

## Program Rationale

The **RASedu Primary Schools Program** provides a learning opportunity where students can develop knowledge, skills, values and attitudes about people and their environments and some of the technologies and innovations used in Australian agriculture over time.

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The program meets NSW Syllabus Outcomes across all Stages, with particular emphasis on **Science & Technology, English and Geography**. The program also provides opportunities to pursue learning outcomes in **History, Mathematics, and Creative Arts**. The **RASedu Primary Schools Program** is organised into eight units of work with suggested activities for each Stage (ES1-S3). Each unit of work allows you to select the appropriate resources to differentiate teaching and learning, catering for students' special needs or to extend students' learning experiences.

<b>Unit One</b>	Where does our food and fibre come from? (Pre-testing for teachers to tailor their programs)
<b>Unit Two</b>	The Farming Story (shared reading/viewing of a text to build background knowledge with a focus on seasons)
<b>Unit Three</b>	What types of farms are in NSW? (Focus on farming regions/climate)
<b>Unit Four</b>	Farm Animals (Focus on livestock needs and the technologies used to care for animals)
<b>Unit Five</b>	Fruit, Vegetable and Crop Farming (Focus on growth cycle)
<b>Unit Six</b>	Farm Resources (natural & man-made, focus on stewardship, relationship between resources and change)
<b>Unit Seven</b>	Farm Products ( <i>Paddock to Plate</i> and <i>Field to Fibre</i> stories and the processes to meet the needs of consumers)
<b>Unit Eight</b>	The Sydney Royal Easter Show (Focus on heritage, culture, competitions and artefacts)

Throughout the **RASedu Primary Schools Program**, you will find links to electronic resources to allow for student-based research and in-depth explanations for teachers along with a huge assortment of interactive games, fact sheets, multimedia presentations, student activities and print resources. There is an emphasis on internet research and summarising skills. This program encourages group work for students to share, explain and justify answers and validate their learning through presentations to the class.

### Assessment Tasks

Teachers are encouraged to use this opportunity to promote excellence through competition as has been the focus for 190+ years at the RAS through hundreds of products and livestock being judged each year at the Sydney Royal Easter Show and in local shows held across NSW. **Assessment tasks** are in the form of **competitions for each Year level**.

- **Kindergarten & Year One:** Fruit & Vegetable Collage
- **Year Two:** Paddock to Plate Story
- **Year Three:** Thank a Farmer Poem
- **Year Four:** Make a Chook House Model
- **Year Five:** Track where my food came from
- **Year Six:** Plan a farm using wind and water sustainable practices

Teachers are encouraged to enter the schools best work into the Sydney Royal Easter Show to be judged against other schools, but can be used as a stand-alone assessment task in the classroom. **RASedu Primary Schools Competitions** provide authentic opportunities to achieve outcomes across explicitly identified KLAs to ensure students see learning as linked between the classroom and the real-world and to support the notion that excellence is promoted through competition.

The RAS Schools Program has a series of scaffolding activities for establishing the context within which the focus and contributing questions can be addressed. The activities could be used before a **visit to the Sydney Royal Easter Show (SRES)**, during the excursion, or as follow-up work. It is desirable for your students to visit the (SRES) or one of our other excursion activities to support classroom learning of the Paddock to Plate story and to gain insight to Australia's culture by viewing iconic activities of farming communities that are different to those of city communities; e.g. dress style, skill set or leisure activities.

Experiences outside the formal classroom can lay the foundation for shaping a child's growing knowledge, confidence and identity. An excursion to the SRES or other RAS excursion activity, integrated into the RAS Schools Program, provides a balance between what children can learn and do in classrooms and what they are exposed to and experience outside the classroom. Student engagement is maximised by interesting, relevant **Schools Sessions** such as each child milking a cow or feeling the lanolin in the wool that they just watched being shorn off a sheep's back. Real world and experiential learning are models that emphasise children's problem solving and critical skills. Booking into any of the free Schools Sessions offers some real life experiences and problems beyond the classroom walls which are indicative of current teaching/learning practices.

### NSW Syllabus Links

This program is syllabus-linked and provides Project Based Learning and Assessment tools with completion of the classroom competitions. Outcomes are from the latest Syllabi released by the Board of Studies NSW from 2012 to 2015. These resources complement an excursion to the Sydney Royal Easter Show by providing pre-visit and post-visit information and activities, along with competitions for each Year group to enter for judging at the Show.

## SCIENCE & TECHNOLOGY

### WORKING SCIENTIFICALLY

- STe-4WS: explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas.
- ST1-4WS: investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.

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- ST3-4WS: investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.

### WORKING TECHNOLOGICALLY

- STe-5WT: uses a simple design process to produce solutions with identified purposes.

### NATURAL ENVIRONMENT

- STe-7NE: observes, using their senses, how daily and seasonal changes in the environment affect them and other living things.
- STe-8NE: identifies the basic needs of living things.

### MADE ENVIRONMENT

- STe-9ME: identifies that objects are made of materials that have observable properties.
- STe-10ME: recognises how familiar products, places and spaces are made to suit their purpose.

### EARTH AND SPACE

- ST1-8ES: identifies ways that people use science in their daily lives to care for the environment and the Earth's resources.
- ST2-9ES: describes how relationships between the sun and the Earth cause regular changes.

### LIVING WORLD

- ST1-10LW: describes external features, changes in and growth of living things.
- ST1-11LW: describes ways that different places in the environment provide for the needs of living things.
- ST2-10LW: describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.
- ST3-11LW: describes some physical conditions of the environment and how these affect the growth and survival of living things.

### BUILT ENVIRONMENTS

- ST1-14BE: describes a range of places and spaces in the local environment and how their purposes influence their design.

### INFORMATION

- ST1-15I: describes a range of familiar information sources and technologies and how their purposes influence their design.
- ST2-15I: describes ways that information solutions are designed and produced, and factors to consider when people use and interact with information sources and technologies.

### PRODUCTS

- ST1-16P: describes a range of manufactured products in the local environment and how their different purposes influence their design.
- ST2-16P: describes how products are designed and produced, and the ways people use them.

- ST3-16P: describes systems used to produce or manufacture products, and the social and environmental influences on product design.

## GEOGRAPHY

### PEOPLE LIVE IN PLACES

- GEe-1: identifies places and develops an understanding of the importance of places to people.
- GEe-2: communicates geographical information and uses geographical tools.

### FEATURES OF PLACES/PEOPLE AND PLACES

- GE1-1: describes features of places and the connections people have with places.
- GE1-3: communicates geographical information and uses geographical tools for inquiry.

### PLACES ARE SIMILAR AND DIFFERENT

- GE2-2: describes the ways people, places and environments interact.
- GE2-3: examines differing perception about the management of places and environments.
- GE2-4: acquires and communicates geographical information using geographical tools for inquiry.

### THE EARTH'S ENVIRONMENT

- GE2-2: describes the ways people, places and environments interact.

### FACTORS THAT SHAPE PLACES

- GE3-1: describes the diverse features and characteristics of places and environments.
- GE3-2: explains interactions and connections between people, places and environments.
- GE3-3: compares and contrasts influences on the management of places and environments.
- GE3-4: acquires, processes and communicates geographical information using geographical tools for inquiry.

### A DIVERSE AND CONNECTED WORLD

- GE3-2: explains interactions and connections between people, places and environments.

## ENGLISH

### SPEAKING AND LISTENING 1

- ENe-1A: communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

- EN1-1A: communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.
- EN2-1A: communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

### **SPEAKING AND LISTENING**

- EN3-1A: communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.

### **WRITING AND REPRESENTING 1**

- ENe-2A: composes simple texts to convey an idea or message.
- EN1-2A: plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.
- EN2-2A: plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.

### **WRITING AND REPRESENTING 2**

- ENe-7B: recognises some different purposes for writing and that own texts differ in various ways.
- EN1-7B: identifies how language use in their own writing differs according to their purpose, audience and subject matter.
- EN2-7B: identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.

### **WRITING AND REPRESENTING**

- EN3-2A: composes, edits and presents well-structures and coherent texts.

### **READING AND VIEWING 1**

- EN1-4A: draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.
- EN2-4A: uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

### **READING AND VIEWING 2**

- ENe-8B: demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.
- EN1-8B: recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

### **READING AND VIEWING**

- EN3-3A: uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

### RESPONDING AND COMPOSING

- EN3-5B: discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.

### SPELLING

- EN2-5A: uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.
- EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.

### GRAMMAR, PUNCTUATION AND VOCABULARY

- ENe-9B: demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.
- EN1-9B: uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.
- EN3-6B: uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.

### THINKING IMAGINATIVELY AND CREATIVELY

- ENe-10C: thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.
- EN1-10C: thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

### THINKING IMAGINATIVELY, CREATIVELY, INTERPRETIVELY AND CRITICALLY

- EN3-7C: thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

### EXPRESSING THEMSELVES

- ENe-11D: responds to and composes simple texts about familiar aspects of the world and their own experiences.
- EN2-11D: responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.
- EN3-8D: identifies and considers how different viewpoints of their world, including aspects of culture, and represented in texts.

### THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY

- EN2-10C: thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.

## HISTORY

### PRESENT AND PAST FAMILY LIFE

- HT1-1: communicates an understanding of change and continuity in family life using appropriate historical terms.

### COMMUNITY AND REMEMBRANCE

- HT2-1: identifies celebrations and commemorations of significance in Australia and the world.
- HT2-2: describes and explains how significant individuals, groups and events contributed to changes in the local community over time.

### FIRST CONTACTS

- HT2-4: describes and explains effects of British colonisation in Australia.

### THE AUSTRALIAN COLONIES

- HT3-1: describes and explains the significance of people, groups, places and events to the development of Australia.

### AUSTRALIA AS A NATION

- HT3-3: identifies change and continuity and describes the causes and effects of change on Australian society.

## MATHEMATICS

### MEASUREMENT AND GEOMETRY - Position

- MA1-16MG: represents and describes the positions of objects in everyday situations and on maps.
- MA2-17MG: uses simple maps and grids to represent position and follow routes, including using compass directions.
- MA3-17MG: locates and describes position on maps using a grid-reference system.

### STATISTICS AND PROBABILITY - Data

- MAe-17SP: represents data and interprets data displays made from objects.
- MA1-17SP: gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results.



## CREATIVE ARTS

### Making

- VAES1.1: Makes simple pictures and other kinds of artworks about things and experiences
- VAES1.2: Experiments with a range of media in selected forms
- VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things
- VAS1.2: Uses the forms to make artworks according to varying requirements
- VAS2.1: Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter
- VAS2.2: Uses the forms to suggest the qualities of subject matter
- VAS3.1: Investigates subject matter in an attempt to represent likenesses of things in the world
- VAS3.2: Makes artworks for different audiences, assembling materials in a variety of ways