

Food and fibre: Science

Science

The Australian Curriculum addresses learning about food and fibre predominantly in Design and Technologies and F-6/7HASS/Geography, however there are opportunities to make connections with aspects of Science, in particular biological sciences and science as a human endeavour.

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Food and fibre dimensions

Science - Foundation to Year 2

Foundation

Science Understanding

Biological sciences

Content description with elaborations:

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

- identifying the needs of humans such as warmth, food and water, using students' own experiences
- recognising the needs of living things in a range of situations such as pets at home, plants in the garden and animals in bushland
- comparing the needs of plants and animals

Year 1

Science Understanding

Biological sciences

Content descriptions with elaborations:

Living things have a variety of external features (ACSSU017)

- recognising common features of animals such as head, legs and wings
- describing the use of animal body parts for particular purposes such as moving and feeding
- identifying common features of plants such as leaves and roots
- describing the use of plant parts for particular purposes such as making food, and obtaining water

Living things live in different places where their needs are met (ACSSU211)

- exploring different habitats in the local environment such as the beach, bush, bush and backyard

Science as a human endeavour

Nature and development of science

Content descriptions with elaborations:

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)

- jointly constructing questions about the events and features of the local environment with teacher guidance

People use science in their daily lives, including when caring for their environment and living things (ACSHE022)

- considering how science is used in activities such as cooking, fishing, transport, sport, medicine, and caring for plants and animals

Year 2

Science Understanding

Biological sciences

Content descriptions with elaborations:

Living things grow, change and have offspring similar to themselves (ACSSU030)

- recognising that living things have predictable characteristics at different stages of development
- exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly
- observing that all animals have offspring, usually with two parents

Science as a human endeavour

Nature and development of science

Content descriptions with elaborations:

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)

- describing everyday events and experiences and changes in our environment using knowledge of science
- suggesting how everyday items work, using knowledge of forces or materials
- identifying and describing sources of water

Use and influence of science

Content descriptions with elaborations:

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

- identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies
- recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources