## Paddock To Plate 2015 Program

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Content</th>
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<tr>
<td>• Science knowledge helps people understand the effect of their actions (ACSHE 051)</td>
<td>• What is a garden?</td>
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<td>• Living things, including plants and animals, depend on each other and the environment to survive (ACSHE 073)</td>
<td>• Tool Identification</td>
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<td>• The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</td>
<td>• Equipment Skills- tool licenses</td>
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<td>• Seed Germination &amp; experimentation</td>
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<td>• Seed sprouting activities</td>
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<td>• Parts of a Plant- parts we eat</td>
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<td>• Plant life Cycle</td>
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<td>• Seasons in Australia</td>
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<td>• The Water Cycle</td>
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<td>• The pH scale</td>
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<td>• Exploring Seeds</td>
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<td>• Fruit &amp; Vegetable month : 24\textsuperscript{th} August-18\textsuperscript{th} September</td>
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<td>• Sensory Garden maintenance</td>
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<td>• Garden Activity Reports</td>
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<td>• Seasonal cropping</td>
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<td>• Harvesting of Produce-Packaging &amp; Selling goods in school</td>
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<td>• Principles of organic fertilising</td>
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<td>• Maintaining a worm farm</td>
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<td>• Essentials of composting</td>
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<td>• Principles of organic gardening</td>
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<td>• Composting</td>
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<td>• Partnering with South school Stephanie Alexander program</td>
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<tr>
<td>Date/ Topic/Learning Goal</td>
<td>Registration/ Adjustments/Evaluation</td>
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| **Term 1 Week 1: What is a garden?**
  29/1/15- “I will complete the sentence- A garden is a place” | |
| **Week 2: 5/2/15 What plants need.**
  “I will name what a plant needs to grow” | |
| **Week 3: 12/2/15 Germination**
  Experiment- using bean seeds. “I will watch my bean seed experiment to look for growth” | |
| **Week 4: 19/2/15 Seed germination**
  Observations- “I will describe the growth of my seeds” | |
| **Week 5: 26/2/15 Bean Sprouting**
  “I will set up my beans in the sprouter” | |
| **Week 6: 5/3/15 Sprout study**
  “I will look at my sprouts under a magnifier” | |
| **Week 7: 12/3/15 Leaf Colouring**
  Experiment
  “I will set up a cabbage leaf in some coloured water” | |
| **Week 8: 19/3/15 Leaf water flow experiment conclusion**
  “I will look to see if there is colour through the leaves of my cabbage” | |
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<tr>
<td><strong>Term 1 Week 9:</strong> Australian Organic Schools- Unit 1- Growing Organic Food (video/ worksheet) 26/3/15-&quot;I will see how an organic garden can be made&quot;</td>
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<td><strong>Week 10:</strong> 2/4/15 - Ability day- no lesson</td>
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<td><strong>Term 2 Week 1:</strong> 23/4/15 Planted vegetable seedlings in wicking boxes. &quot;I will plant the vegetable seedlings into the wicking boxes&quot;</td>
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<td><strong>Week 2:</strong> 30/4/15 Garden bed weeding/Garden Activity Report &quot;I will use a garden fork to weed&quot;</td>
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<td><strong>Week 3:</strong> 7/5/15 Worm casting collection to fertilise seedlings &quot;I will mix up a batch of worm castings to fertilise the garden&quot;</td>
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<td><strong>Week 4:</strong> 14/5/15 Planting seedlings into raised bed: &quot;I will use a trowel to plant the seedlings&quot;</td>
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<td><strong>Week 5:</strong> 21/5/15 Distribution of mulch onto raised beds &quot;I will spread mulch around the seedlings in the raised bed&quot;</td>
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<td><strong>Week 6:</strong> 28/5/15 Completion of mulching the garden bed &quot;I will use mulch to surround the carrots and spinach&quot;</td>
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<td><strong>Term 2 Week 7:</strong> 4/6/15 “I will checklist our garden work for the month of May” Complete the worksheet for our May gardening and plant remaining seedlings</td>
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<td><strong>Week 8:</strong> 11/6/15 “I will plant the herb seeds into our wicking boxes” Use oregano and parsley seed to plant in the wicking boxes.</td>
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<td><strong>Week 9:</strong> 18/6/15 “I can divide bok choy seedlings”. Demonstrate the method used to safely divide vegetables so keep roots intact.</td>
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<td><strong>Week 10:</strong> 25/6/15 “I can separate spinach seedlings and use worm fertiliser”. Plant the spinach seedlings and use worm fertiliser to feed the bed.</td>
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<td><strong>Term 3 Week 1:</strong> 16/7/15 “I can sort fruits &amp; vegies that are Green for Go”! Use the week one lesson stage 2 for Fruit &amp; Veg month to create a traffic light sorting activity.</td>
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<td><strong>Week 2:</strong> 23/7/15 “I can taste a variety of green vegies and record the characteristics” Pick an assortment of leaves from the garden and students describe appearance and taste test.</td>
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<td><strong>Week 3:</strong> 30/7/15 “I can give reasons for composting” View “Costa” video (lesson3)- see lesson 3 Fruit &amp; Veg month and complete worksheet.</td>
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<td><strong>Week 4:</strong> 6/8/15 “I can select items that can be composted” Use the composting cut &amp; paste activity to determine suitable materials to compost</td>
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<td><strong>Term 3 Week 5:</strong> 13/8/15 “I can describe the cycle of compost” Refer to composting cycle diagram &amp; highlight the cyclical nature of compost.</td>
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<td><strong>Term 3 Week 6:</strong> 20/8/15 “I can identify weeds in the garden” Students work in the garden to identify and remove weeds.</td>
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<td><strong>Term 3 Week 7:</strong> 27/8/15 “I can identify seasons in Australia” Students observe a dvd to explain the seasons and complete a worksheet questionnaire.</td>
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<td><strong>Term 3 Week 8:</strong> 3/9/15 “I can identify an assortment of vegetable diagrams” Use the vegetable game cards to play an active card id &amp; describe the use of the veg (try sweet potato and beetroot)</td>
<td>Also played vegetable snap and concentration with veg cards. Sourced from Fruit &amp; Veg month lesson 4.</td>
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<td><strong>Term 3 Week 9:</strong> 10/9/15 “I can describe the “Water Cycle”. Students view the video and complete the cut and paste diagram describing the cycle.</td>
<td>Students have a supplementary program on Fridays to harvest the veg &amp; package goods for ‘sale’ in school</td>
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<td><strong>Term 3 Week 10:</strong> 17/9/15</td>
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<td><strong>Term 4 Week 1:</strong></td>
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<td><strong>Term 4 Week 2:</strong></td>
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Seed Experiment

1. We used two kinds of beans a) __________ and b) __________.

2. We all __________ to Mrs Gibson tell us the procedure for the experiment.

3. Some seeds had been prepared ____________ days before in wet paper.

4. Hugh, Dylan and Cameron used the _____________ beans to place into their cups.

5. Tyson lined a cup with wet ________________ towel.

6. Zack ________________ his cup with wet paper towel.

7. Clare and Layne place the _________________ seeds into soil.

8. Tyson and Hugh put their plastic cups into a ________________ bag.
1. After 5 days the seeds in the are growing small shoots.

2. After 5 days in the light the seeds are growing small

3. After 5 days the germinated seeds in the are growing short stems.

4. After 7 days the germinated seeds in the light were and leaves were growing.

5. The germinated seeds in the dark on the right are in colour and bent in shape.

6. All the seeds.
1. Brandon places the germinated seeds into some ________.

2. Sam prepares a roll of ________ into a cup.

3. Lissy and Shayne place ________ into cups.

4. Caleb prepares a cup for some ________ beans.

5. Lissy places the seeds into the ________ and David places the seeds into the ________.
Room 4 Seed Experiment Results

Wordbank:
dark shoots green leaves white tall

1. After 5 days the beans in the light are growing small.
   ____________.

2. After 5 days the germinated seeds in the soil are forming ________.

3. The seeds in the __________ after 5 days are starting to grow shoots.

4. After 7 days the seeds in the soil and light were __________, green and straight with leaves.

5. Sam and Shayne’s seeds that were grown in the dark grew __________ shoots.

6. Caleb and Lissy’s germinated seeds that were in the light grew long, __________ shoots.
Water Flow in Plants

1. Day 1 we set up the celery and cabbage leaf into some ________ water.

2. Day 2 the cabbage leaf is turning ______ up the leaf.

3. Day 5 the dye has moved into the ________ of the leaves.

Wordbank: red, coloured, tips
1. Day 1 we set up the celery and cabbage leaf into some ________ water.

2. Day 2 the cabbage leaf is turning _______ up the leaf.

3. Day 5 the dye has moved into the _________ of the

**Wordbank:** red, coloured, tips
1. We all planted mixed _________ into the garden bed.

2. Caleb places the lettuce into the _________

3. Sam and Ryley press the _____________ down around the lettuces.

4. Brandon _____________ the seedlings.

5. Brandon, David, Mrs Gibson and Caleb plant _________ seeds.

6. Lissy places _____________ around the silverbeet.

Wordbank: tomato lettuce mulch hole soil waters
1. Ethan, Cameron and Hugh plant ________ in the bed.

2. Hugh presses down the ________ around the silverbeet.

3. Tyson sets up the ________ for the snowpeas.

4. Cameron, Mrs Gibson, Hugh and Tyson add ________ to the sugar cane mulch.

5. Cameron, Mrs Gibson and Hugh place ________ around the bed.

6. Tyson plants ________ seeds in the trough.

Wordbank: mulch  water  silverbeet  soil  carrot  tripod
1. We all planted mixed _______ into the garden bed.

2. Caleb places the lettuce into the ________

3. Sam and Ryley press the _________ down around the lettuces.

4. Brandon _________ the seedlings.

5. Brandon, David, Mrs Gibson and Caleb plant ________ seeds.

6. Lissy places _________ around the silverbeet.

Wordbank: tomato lettuce mulch hole soil waters
Worm Farm Activity

1. Cameron and Mrs Gibson __________ the trays from the work farm.

2. We remove the worms from the __________.

3. Hugh and Dylan prepare the box with worm casting soil and plant __________ seeds.

4. Layne prepares to remove the liquid worm castings then __________ is added to the bucket.

5. Zack and Ethan carry the fertiliser to the garden and Clare adds worm fertiliser onto the __________.
June Activity Report:

1. Dylan, Tyson and Cameron ________ the bed to plant seedlings.
2. Clare plants __________ seedlings
3. Hugh waters with a ________________
4. We all lay _____________ on the bed.
5. Zack, Layne Tyson and Dylan prepare to plant __________ into the bed.
6. Layne and Dylan _____________ the bed with mulch.

Wordbank
cauliflower
seed
dig
cover
watering can
mulch
bed
Room 3 Paddock To Plate: Garden Report

Select words from the wordbank to complete the sentences.

1. Cameron, Clare and Tyson plant _____________ in the wicking box.
2. The boys prepare the _____________ to plant snow peas.
3. We mix up a batch of _____________ fertiliser.
4. Layne fertilises the _____________ in the boxes.
5. Zack and Ethan use a _____________ to weed the garden.
6. Cameron, Ms Di and Hugh _____________ the garden.
7. Clare and Hugh fertilise the _____________.
8. Our wicking boxes are full of vegetable ___________.

Wordbank

- worm
- strawberries
- fertilises
- fork
- weed
- lettuce
- seedlings
- wicking box
Worm Farm Activity

1. We all look to see how a ____________ farm works.

2. Ryley and Sam ____________ the worms from the castings.

3. David and Lissy prepare the box with worm soil and Caleb spreads ____________ seeds into the bed.

4. David replaces the ____________ of the worm farm after adding more scraps.

5. Brandon and Shayne ____________ the garden with the diluted worm castings.
Room 4 Paddock To Plate: Garden Report:

Select words from the wordbank to complete the sentences

1. David uses the ___________ to plant silverbeet.
2. Mrs Gibson and Ryley work in the ___________.
3. Sam helps to plant ___________.
4. We all help to make a batch of worm ___________.
5. Shayne and Lissy remove ___________ weed in the garden.
6. Lissy uses a ___________ to fertilise the plants.
7. We planted many ___________ in the boxes.
8. Sam uses a ___________ to weed the garden.
9. David helps Ryley to ___________ the bed.
10. Brandon and David put the weeds in a ___________.

Wordbank:
wick, trowel, lettuce, clover, cup, fork, vegetables, watering can, weed
June Activity Report:

1. Shayne, Lissy, Mrs Gibson and David _________ broccoli seedlings.

2. Caleb ________ a hole for the broccoli.

3. Shayne ____________ the plants

4. David ________________ down the soil.

5. Ryley digs a hole to plant a broccoli

   ________________

6. Mrs Gibson and Sam cart mulch in the

   ____________________

7. Lissy spreads ___________ around the bed.

8. Brandon removes ____________ from the bed.

Wordbank

- digs
- seedling
- wheelbarrow
- separate
- weeds
- waters
- presses
- mulch