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| F-2           | Investigate sustainable systems of care for plants and animals that are grown, raised and processed for food, clothing<br>• Investigating systems of care for supporting the needs of farming plants and animals and how the process is managed (growing vegetable plant - using in recipe)<br>• Identifying farm products (wool, milk, eggs, vegetable crops, herbs)<br>• Consider the suitability of a range of tools when cultivating a vegetable garden | Living things have basic needs, including food and water (Foundation)<br>• Recognise and compare the basic requirements of common farm animals (feed, water, sunlight)<br>• Recognise the needs of living things on a farm in a range of situations such as plants in a vegetable garden or plants in a paddock. |}
| 3-4           | Recognise the contribution food and fibre production and food technologies make to modern and traditional societies<br>• Read the labels on food products to identify their country of origin. (Focus on Australian products)<br>• Explore farm environments which improve plant and animal production (animal housing, chicken brooder, raised garden bed)<br>• Describe ideal conditions for successful plant and animal production (climate, soils, disease prevention)<br>• Recognising benefits of food technology in providing health and food safety. (pasteurization, homogenization, hygiene) | Living things can be grouped on the basis of observable features and can be distinguished from non-living things (Year 3)<br>• Recognise characteristics of farm animals such as growing, moving, sensitivity and reproducing<br>• Sort living and non-living things on a farm based on characteristics<br>• Explore differences between living, once living and products of living things (Composting, Sheep & dairy products) | Living things have life cycles (Year 4)<br>• Observe the stages of life cycles of different farm plants. (Germination, emergence, growing, flowering, harvesting)<br>• Compare the life cycles of farming plants and animals<br>• Recognise environmental factors that impact on the life cycle of farm animals (Day length on sheep breeding cycle) | Living things, including plants and animals, depend on each other and the environment to survive (Year 4)<br>• Investigate how plants provide shelter for farm animals<br>• Investigate the roles of living things in a farm habitat, for instance producers, consumers or decomposers. (Composting) |
Recognise that sustainable resource management is essential in food and fibre production
- Identify methods of conserving and recycling nutrients in food and fibre production (sustainable vegetable garden)
- Consider the relationship between plant and animal types and environmental suitability (Breeds, varieties, intensive & extensive enterprises)
- Paddock to the plate supply chain (milk – butter, wool – clothes)

Living things have structural features and adaptations that help them to survive in their environment (Year 5)
- Explain how particular adaptations help survival of farm plants and animals (mothering ability, growing season)
- Describe adaptations of living things suited to particular farm environments. (weeds, pests biosecurity)

The growth and survival of living things are affected by the physical conditions of their environment (Year 6)
- Investigate how changing the physical conditions for farm plants and animals impacts on their growth and survival. (fertilizers, soil type, watering, feed)

Explain how food and fibre is produced in dynamic and interactive systems
- Investigate the manipulation of plant and animal growth through natural and artificial means when producing food and fibre products (Animal genetic programs, objective & subjective selection criteria)
- Evaluate emerging production methods in terms of productivity, profitability and sustainability (Global positioning system (GPS))
- Recognize the importance of food and fibre production to Australia’s food security and economy.

Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (Year 7)
- Recognise the role & impact of microorganisms within a farm environment (internal & external parasites, symptoms, prevention, treatment)
- Investigate the effect of introduced species on agriculture and the environment (foxes, cane toads, birds etc)

Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (Year 8)
- Compare digestive systems of common farm animals (Ruminant, monogastric)
- Compare reproductive systems of common farm animals.
- Examine breeding principles commonly used in the agricultural industry.

Dot points provide exemplars were the knowledge and/or understandings of the Learning Areas can be incorporated within the Agricultural Awareness Program.