



**Link to Western Australian Curriculum**

**YEAR 1**

## **Note to the Teacher**

The following 6 areas will be addressed throughout the Brownes Dairy School Tours for Year 1 students:

### **1. Farm to Food process**

Topics for discussion will include;

- Live milking cow demonstration.
- The dairy supply chain – what's involved with getting milk from cows to their fridge at home.

### **2. Dairy Health Benefits**

Topics for discussion will include;

- Dairy is essential part of a balanced diet.
- Dairy produces strong bones, teeth, helps you grow tall...

### **3. Science of Dairy**

Topics for discussion will include;

- Homogenization
- Pasteurisation
- Live cultures

### **4. Food safety**

Topics for discussion will include;

- Hand washing
- Safety clothes
- Why we refrigerate dairy products
- Quality standards at the dairy

## **5. Animal Welfare / Environment / Sustainability**

Topics for discussion will include;

- How happy, healthy cows give us more and better quality milk
- Recycling packaging

## **6. Food miles**

Topics for discussion will include;

- Why WA grown and made is best

## Links to the Western Australian Curriculum

Brownes Dairy School Tours complement learning outcomes of the Year 1 Western Australian Curriculum (Scope and Sequence).

### Learning Area: English

#### *Expressing and developing ideas*

- Sentences and clause-level grammar Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances.
- Word-level grammar Explore the differences in words that represent people, places and things, happenings, qualities and details such as when, where and how.
- Visual language Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning.
- Vocabulary Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts.

#### *Interacting with others*

- Listening and speaking interactions Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.  
Use interactive skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace.

### Learning Area: Humanities and Social Sciences

#### *Knowledge and understanding*

- Geography The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time and how they can be cared for.  
The activities that take place in the local community which create its distinctive features.
- History How the present, past and future are signified by terms indicating time as well as by dates and changes that may have personal significance.

### *Humanities and Social Sciences Skills*

- Questioning and researching  
Reflect on current understanding of a topic.  
Pose questions about the familiar and unfamiliar.  
Sort and record selected information and/or data.
- Evaluating  
Draw conclusions based on information and/or data displayed in pictures, texts, and maps.
- Communicating and reflecting  
Present findings in a range of communication forms, using relevant terms.  
Reflect on learning and respond to findings.

### **Learning Area: Science**

#### *Science Understanding*

- Biological Sciences  
Living things have a variety of external features.  
Living things live in different places where their needs are met.
- Chemical Sciences  
Everyday materials can be physically changed in a variety of ways.
- Earth and space sciences  
Observable changes occur in the sky and landscape.

#### *Science as a human endeavour*

- Nature and development of science  
Science involves observing, asking questions about, and describing changes in, objects and events.
- Use and influence of science  
People use science in their daily lives, including when caring for their environment and living things.

#### *Science inquiry skills*

- Questioning and predicting  
Pose and respond to questions, and make predictions about familiar objects and events.
- Planning and conducting  
Participate in guided investigations to explore and answer questions.
- Processing and analysing data and information  
Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions.
- Evaluating  
Compare observations with those of others.
- Communicating  
Represent and communicate observations and ideas in a variety of ways.