



## Cross Curriculum Plan GARDEN TO PLATE

### MATHEMATICS

- Measurements of ingredients.
- Weights of vegetables - comparing vegetables.
- Graphing - pictographs, bar, column, line, pie. Eg. Favourite vegetables, home vegie gardens, growth of plants.
- Number - working out word problems based on 'vegetable' number stories, calorie counting etc
- Food miles - Distances travelled from growth to the completed journey to be served on our plates.
- Conversions of cooking measurements - weights, volumes and temperatures.
- Time - time to cook. Compare time required for different vegetables. Eg. Potato compared with broccoli. Why?
- Number - calculate cost to grow vegetables at home.
- Keep a tally and then graph the fruits and vegetables a child eats in a week.

### SCIENCE

#### Investigate Scientifically & Life and Living

- What makes an effective growing place? Variables of light, water, heat, could be used.
- Healthy eating plan. Variables of different foods, exercise, sleep.
- The journey of the fruits and vegetables we consume from commercial places. What is needed to preserve the foods? Investigate the variables that could contribute to preservation during travels.
- Quarantine. Why is Australia so strict? Why can some vegetables be imported and others not? What treatments are used before vegetables and fruit can be imported.
- Compare soils in the garden. How does this effect the way plants grow? Eg. Clay, sandy, loam.
- Investigate soil pH? How does it effect plants? How do you change the pH in soil?
- Investigate good bugs and bad bugs in the garden.

### HEALTH AND PHYSICAL EDUCATION

- Healthy Food Pyramid
- Eat a Rainbow. Health benefits of different coloured vegetables.
- Five fruit, Two veg - how to incorporate it into your daily food intake.
- Exercise (calorie use) and staying healthy.
- Preparing foods in a healthy way, to keep your mind and body healthy.
- Look into the effects of healthy vegetables in our diet on our Body Systems...circulatory, respiratory etc.
- Safety in the kitchen when preparing our healthy dishes.
- Food hygiene when cooking.
- Research the health benefits of gardening. Exercise, burn calories, vitamin D.
- Design a poster to show what to wear when gardening. Sun, closed in shoes, gloves, sunscreen.
- Research different diets - vegetarian, vegan, gluten-free, raw food.
- Review the Traffic Light program fun in many school canteens.

### TECHNOLOGY AND ENTERPRISE

- Design an effective garden bed for growing vegetables.
- Design, make, appraise and promote vegetable themed crockery sets & tablecloths.
- Invent a new tool for the kitchen or garden.
- Design a basket to collect vegetables, wash them and carry them into the kitchen.

### LANGUAGES OTHER THAN ENGLISH

- Identify picture/word match of vegetable words.
- Use words throughout the songs/plays/writing of vegetable stories and music.
- Learn vegetable names in other languages.
- Learn the meaning of some of the French cooking terms. Eg. Meson plus; bouquet garni.

### ENGLISH

#### Reading and Writing

- Informational texts - reading for information, skimming and scanning, note taking, writing paragraphs.
- Letters to request donations from community retailers/groups.
- Writing observations, expositions, procedures, narratives.
- Make a narrative (story book) for the Buddy Class based on "vegetable" characters.
- Recipes from the cooking session held using the self grown vegetables.
- Newsletter passages written to accompany photos of the class involved in the garden, kitchen, 'restaurant'.
- Use a table to write words to compare the flavour & appearance of home grown vegetables to similar shop bought.
- Read the Smarty Plants fact sheets to find out more about each vegetable.
- Follow the instructions for the Smarty Plants activities or recipes.
- Write instructions for a great Smarty Plants activity. Submit it to be included on the website.
- Read a gardening magazine or newspaper.
- Read a plant label. What information do they include? Design and write your own plant label.
- Write a diary for a seed from the day that it was planted, through when it grew up, got harvested, cooked and eaten.

#### Speaking and Listening

- Reading and sharing of writing tasks - eg poetry, newsletter items, recipes, brochures on healthy lifestyles.
- Interviewing guest speakers asking for knowledge about setting up effective gardens, healthy recipes, healthy exercise programs, community programs on offer to support the healthy lifestyle.
- Learning Journeys in the classroom to 'teach' and inform parents/family members of the healthy recipes they prepare.
- Hold a debate. Vegetarianism v Non; Home grown v shop bought; Why you should/shouldn't eat Brussels sprouts; Organic v Chemical.

### STUDIES OF SOCIETY AND ENVIRONMENT

- Where do our vegetables come from? Local, National, International. Mapping, research the areas and look into the distances travelled.
- Look at our local areas and map, calculate and analyse the benefits of 'buying local'.
- Draw map of school or home. Map the journey from garden to plate.
- Ask parents and grandparents about their vegetable gardens when they were a child and also the food that they cooked. Did they have fast food? What were their chores? Compare the difference.
- Research the environmental benefits of growing vegetables organically.
- Map the origin of different vegetables. Plant a Mediterranean, Asian, Italian, indigenous vegetable garden.

### THE ARTS

#### Performing Arts

- Moving to music which is loud/soft/deep/high and explain which vegetables it reflects.
- Making musical instruments out of vegetables.
- Making 'music' with different vegetables cored or solid.
- Perform "vegetable" character plays which the children may have written or read.

#### Visual Arts

- Drawing and painting plate designs with a vegetable theme/scene.
- Still line drawings of vegetables.
- Designing covers/illustrations for throughout the class produced Recipe Books.
- Draw 'super hero vegetables' to encourage younger children to eat them.
- Press flowers and leaves. Look at their different shapes and sizes

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Smarty Plants is interested in hearing from teachers with feedback or suggestions on this curriculum plan so that we can improve it for others to benefit.

