

# Two-way Science Integrated Planner

Term: Term 3, Weeks 5-9

Year:

Year level: **R,1,2**

**Anangu learning intent.** What do Anangu want to focus the learning on this term? Use the bush planner to identify a topic.

*Collecting and preparing seed and making damper (seed cakes)*

## SCIENCE

**PLAN** using the Two-way Science book: Topic    Index → Units → Activities

What **topic(s)** and **unit(s)** from the book does this suggest?

**Plants** > bushfood – page 194



**LINK ACARA** What achievement standards will be the focus? **Year 2**

1. **Students identify the changes to objects and materials and living things**
2. **Students identify that certain materials and resources have different uses**

**TEACH** learning activities that teach the ACARA science curriculum and Anangu learning intent

**On country:** Anangu teach students to identify seeding plants and their names, when to collect (what season or weather), plant life cycle, how to collect, how to prepare, how to cook.

Ask questions: what happens to the seed when it is \*winnowed \*yandied \*ground \*mixed with water \*cooked? What changes? What can you see? Smell? (Photograph steps)

What wood is best for cooking? What sort of fire is best for cooking? How does the fire change? (Photograph changes)

Collect plant samples for bush food folder. Include parts of the plant and lifecycle/changes over the seasons

**In classroom:**

Investigation; can we make damper with other seeds? E.g. Wheat, barley, bean seeds?

Bush food folder with plant samples

**On Country:** With Anangu: What other grasses are nearby? What can they be used for/how were they used in the old days? (e.g. strainer for drinking out of water hole, manguri for carrying things on the head, hat)

**INTEGRATION** (Towards Year 2 Achievement standards)

**English/LEAP** Write a procedural text using photos of making damper with collected seed. Add new plant words to word wall.

Read: **Napangardi's Bush Tucker Walk** Identify sight words and words featuring phonics focus. Talk about sentence structure and write own class book about a bush tucker walk using same structure.

**Language** Add words to Pitj. Word wall from learning on country (names of plants, parts of plants, different processes to make damper, words describing fire)

**Mathematics**

Locating places visited when on Country on a map

Adding up km travelled on a map. Comparing different distances if different routes taken.

**Humanities and Social Sciences**

Learn whose Country school trip was on. How is Country cared for? Visit from Rangers to tell how they care for Country. Produce posters about how to care for Country.

Compare food from the old days with now (bush food v store). Make a large chart including drawings from students

**The Arts** Tjanpi desert weavers; look at work and video:

**Ngayuku papa** (<https://tjanpi.com.au/pages/animation-projectstories>) and create own models/sculptures using grasses Produce own short film using models.



**Technologies** Design a tool for grinding seeds. Compare different grinding tools and discuss what works and what doesn't.