



# From little things, big things grow

## INTRODUCTION

### **Module topic: Food and drink sources**

This theme encompasses promoting skills, knowledge and understanding of concepts relating to the nature of food, its production, technologies and availability. Children are introduced to the roles of nature and nurture in the process of food production and planting, tending and observing plant growth, which can promote early concepts of environmental sustainability.

### **Key messages**

- 1) Healthy food comes from plants and animals.
- 2) We can grow and produce our own healthy food.

### **This module will assist young children to:**

- Identify a range of foods and drinks and their plant and animal sources.
- Identify different foods which can be purchased or grown at home or at childcare and in other settings.
- Identify different conditions required for plants and animals to grow and survive.
- Learn basic skills related to growing foods such as planting, tending and harvesting.

All activities, images and recipes are provided and/or adapted courtesy of the Health Department of Western Australia, the *Refresh.ED Food and Nutrition Teaching Resources* (Refresh.ED) project and the *Supporting Nutrition for Australian Childcare* (SNAC) project (<http://snacwa.com.au/>), except where attributed to other sources or obtained, to the best of our knowledge, free of copyright.

## LINKS TO THE NATIONAL QUALITY STANDARD

The National Quality Standard (NQS) sets the national benchmarks for early childhood education and care, and also for outside school hours care in Australia. When implemented in the early childhood education and care setting, this module meets the following requirements:

QUALITY AREA	STANDARD	ELEMENT
<b>Quality area 1</b>		
Educational program and practice	1.1 The educational program enhances each child's learning and development.	1.1.1 1.1.2 1.1.3
	1.2 Educators facilitate and extend each child's learning and development.	1.2.1 1.2.2 1.2.3
<b>Quality area 2</b>		
Children's health and safety	2.1 Each child's health and physical activity is supported and promoted.	2.1.1 2.1.2
	2.2 Each child is protected	2.2.1 2.2.2 2.2.3
<b>Quality area 3</b>		
Physical environment	3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning	3.2.1 3.2.2 3.2.3
<b>Quality area 5</b>		
Relationships with children	5.1 Respectful and equitable relationships are maintained with each child.	5.1.1 5.1.2
	5.2 Each child is supported to build and maintain sensitive and responsive relationships.	5.2.1 5.2.2
Supportive relationships with families	6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.	6.1.1 6.1.2
<b>Quality area 6</b>		
Collaborative partnerships	6.2 <b>Collaborative</b> partnerships enhance children's inclusion, learning and wellbeing.	6.2.1 6.2.2



**From little things, big things grow**

## LINKS TO THE EARLY YEARS LEARNING FRAMEWORK

The Early Years Learning Framework (EYLF) consists of five outcomes to assist educators to enhance and develop a foundation for successful learning in children from birth to five years of age. The relevance of the *From little things, big things grow* learning activities to the EYLF can be seen in the matrix below:

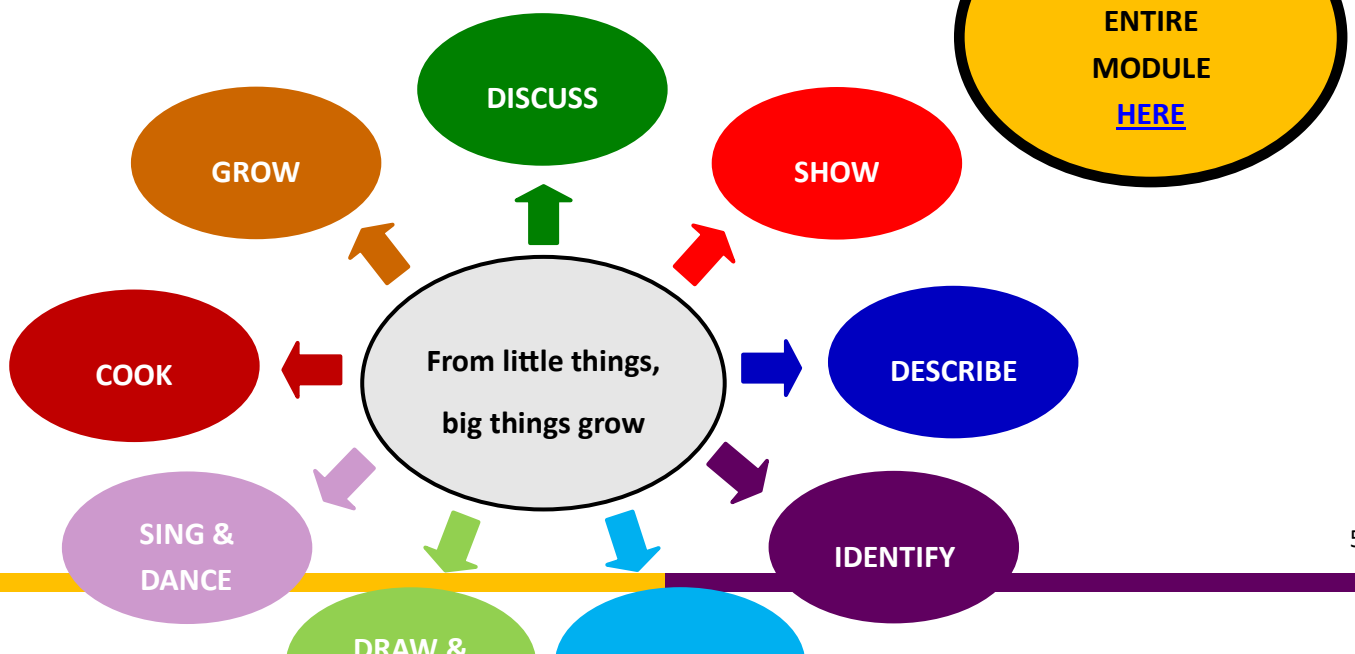
EARLY YEARS LEARNING FRAMEWORK OUTCOMES	DISCUSS	SHOW	DESCRIBE	IDENTIFY	READ	DRAW & MAKE	SING & DANCE	COOK	GROW
<b>Outcome 1</b> Children have a strong sense of identity	✓		✓	✓	✓	✓	✓	✓	✓
<b>Outcome 2</b> Children are connected with and contribute to their world	✓	✓			✓	✓	✓	✓	✓
<b>Outcome 3</b> Children have a strong sense of well-being	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 4</b> Children are confident and involved learners	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 5</b> Children are effective communicators	✓		✓	✓	✓	✓	✓	✓	✓

## MODULE STRUCTURE

This module consists of nine learning activities. Each learning activity consists of a 'why/ what/how' instruction and feedback record sheet, activity sheet, parent letter and supporting activity sheet (if applicable). Timings for each activity are up to you, however an indication (**S**=short, **M**=medium, **L**=long) gives an estimates of the time investment, which can be further determined by reviewing at the individual activity requirements. The topics for each learning activity are:

Growing seeds	<b>S</b>
Healthy seed and grain foods	<b>S</b>
How milk gets from the farm to my fridge	<b>S</b>
The parts of plants we eat	<b>S</b>
'The Little Red Hen'	<b>M</b>
'The Little Red Hen'	<b>M</b>
Vivaldi's 'Spring'	<b>M</b>
Baking bread	<b>L</b>
Herbs and vegetables	<b>L</b>

Download individual activity from each button below:





# From little things, big things grow

Discuss -

Show -

Describe -

Identify -

Read -

Draw & Make -

Sing & Dance -

Cook -

Grow -

## OVERVIEW

Some learning activities require prior preparation, so please refer to the **RESOURCES REQUIRED** list below. Activity sheets are already included in each separate learning activity. When planning for these activities:

- Check children do not have any allergies or sensitivities to foods or plants used.
- Ensure foods and drinks are culturally acceptable.
- Refer to foods and drinks from other cultures whenever possible.
- Model and talk about food hygiene and safety practices

RESOURCES REQUIRED	DISCUSS	SHOW	DESCRIBE	IDENTIFY	READ	DRAW & MAKE	SING & DANCE	COOK	GROW
<i>The Little Red Hen</i> storybook (hardcopy or online version) <a href="https://www.lavendersbluehomeschool.com/blogs/story-the-little-red-hen">https://www.lavendersbluehomeschool.com/blogs/story-the-little-red-hen</a>					✓	✓			
Wheat and other grains or seeds such as barley, oats, rice, etc.	✓								
Safety scissors and glue.						✓			
Bread maker/mixer or baking equipment, bread mix and/or ingredients.								✓	

A variety of healthy grain foods such as bread, rolls, crumpets, pita bread, naan bread, etc.		✓							
Butcher's paper sheets.						✓			
Contact									✓
Clothes pegs									✓
Easy to grow herbs and vegetable seedlings, pots and potting mix or a suitable garden bed									✓
A CD copy of Vivaldi's <i>Four Seasons</i> , or download from <a href="https://www.youtube.com/watch?v=l-dYNttdgl0">https://www.youtube.com/watch?v=l-dYNttdgl0</a>							✓		

<b>STEP 4: COMPLETE THE ACTIVITY - How did it go?</b>
<b>STEP 5: FOLLOW-UP AFTER ACTIVITY</b>
Did the children enjoy it?
Did you enjoy it?
Did you have enough information?
What would you do differently next time?
Anything else?





From little things, big things grow — **'DISCUSS'**

### STEP 1 WHY

Children can learn about seeds and grains and how they grow, employing their sense of agency and autonomy, and developing dispositions for learning and skills of inquiry and investigation. Children can develop environmental understanding and learn about belonging to groups, while hypothesising and investigating how seeds grow, and connecting with the environment.

### STEP 2 WHAT

Provide a range of seeds and grains such as sunflower, sesame, apple, pea, watermelon and wheat for children to handle and explore.

### STEP 3 HOW

#### DISCUSS:

- The differences between the seeds and grains and encourage children to describe the colours, shapes, textures and sizes, as well as their experiences growing plants from seeds.
- Ask the children to explain their ideas of what they think the seeds will look like when they germinate.
- Explain that the seeds and grains are asleep and all they need to wake them up is water and sunshine—this is called germination. The *Growing Seeds* activity sheet may be useful for this.
- Use vocabulary such as plant, prepare, ground, earth, soil, sprout, harvest, mill, knead, bake, germinate and germination.

The seed splits open and roots start to grow.

The seed sends a shoot up towards the sun.

The shoot grows bigger and bigger.

The plant has grown. It has leaves and roots. It is ready to pick and eat.

From little things, big things grow — 'DISCUSS'

# GROWING SEEDS ACTIVITY SHEET



The seed is planted in the soil.



The seed needs water and  
sunshine to grow.



## What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about... SEEDS AND GRAINS**

### Optional At-home Activity:

1) Grow your own sprouts at home in as little as 5 days, then enjoy them in a salad or sandwich. Instructions are provided in the *Grow your own sprouts at home* instruction sheet attached.

This activity allows your child to nurture and grow the sprouts, and contribute a healthy home-grown product to a family meal. Sprouts can be enjoyed in a variety of ways including in a healthy salad or sandwich.

You may also like to take pictures of the progress of the sprouts on a daily basis, and discuss the changes in the seeds and sprouts each day as they grow with your child.

# What did I learn today...?

## Grow your own sprouts at home INSTRUCTION SHEET

### Equipment for Growing Sprouts in a Jar

- Wide mouth jar (a Mason jar, or you can reuse a jar from peanut butter or pasta sauce).
- Sprouting seeds - alfalfa, beans, radish, peas, etc. The important thing to note about buying seeds for sprouting is that you should look for seeds specifically labelled as "sprouting seeds" or "for sprouting". You may find these at your local garden centre or online. Follow the Green Harvest website link to order online:

[https://greenharvest.com.au/blogs/general-gardening/sprouts-growing-information-1?\\_pos=2&\\_sid=8d06c0056&\\_ss=r](https://greenharvest.com.au/blogs/general-gardening/sprouts-growing-information-1?_pos=2&_sid=8d06c0056&_ss=r)

- Fine mesh strainer or cheesecloth.
- Bowl with lid or plastic storage bag for storing sprouts.

### How to Grow Sprouts in a Jar

Growing sprouts in a jar is easy. Here's how to do it:

1. Place one to two tablespoons of seeds in your jar and cover with approximately 10 centimetres of warm water. Let this sit overnight.
2. Drain the water, using a fine sieve or cheesecloth.
3. Rinse the seeds by adding water to the jar, swishing the seeds around, and draining. Place the seed on a window sill with plenty of sunshine.
4. Repeat twice a day, every day until your sprouts are the desired size. This will take anywhere from three to seven days, depending on the variety of sprouts you're growing. Sprouts are best when they're still fairly small and just starting to turn green.



5. Store your sprouts in a covered bowl or food storage bag with a paper towel inside to absorb excess moisture. Use the sprouts within a week.

(<http://organicgardening.about.com/od/vegetablesherbs/a/growingsprouts.htm>)



**From little things, big things grow - 'SHOW'**

#### **STEP 1 WHY**

Children can learn about the healthy foods that seeds and grains are used for and how these healthy foods come from many different cultures. Children can transfer and adapt their learning from one concept to another, interact verbally and non-verbally, and can hypothesise, investigate and be curious about the links between grains and foods made from grains or with grains.

#### **STEP 2 WHAT**

Provide a range of healthy grain foods for children to see, taste, and explore. The bread aisle in your local supermarket is an ideal source of these foods.

**NOTE: Check for any food allergies prior to allowing children to taste or handle grain products!**

### STEP 3 HOW

#### SHOW:

- Different healthy grain foods such as bread, rolls, crumpets, flat breads and pasta. Include wholemeal or wholegrain options.
- A range of bread products from other cultures, e.g. bagels, pita bread, naan bread, seeded bread, or breads with seeds on top.
- Explain that grains and seeds can be used to make many healthy foods.

#### STEP 4: COMPLETE THE ACTIVITY - How did it go?

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#### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

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Did you enjoy it?

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Did you have enough information?

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What would you do differently next time?

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Anything else?

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**What did I learn today...?**

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**Today I learnt about...**

## **HEALTHY SEED AND GRAIN FOODS**

### **Optional At-home Activity:**

- 1) Take your child shopping to the supermarket to select a healthy seed and/or grain bread to eat at meal time.
- 2) The *Seeds and Grains on my Plate* activity is designed to introduce your child to the concept of healthier foods recommended by the Australian Dietary Guidelines. More information is available in the brochure *Healthy Eating for Children*. This is a cut and paste activity and you will need some grocery pictures, which you can access from your local supermarket advertisements or your mailbox. During the activity you could engage in a discussion about where the foods come from, how they grow or are produced, and whether they require cooking.

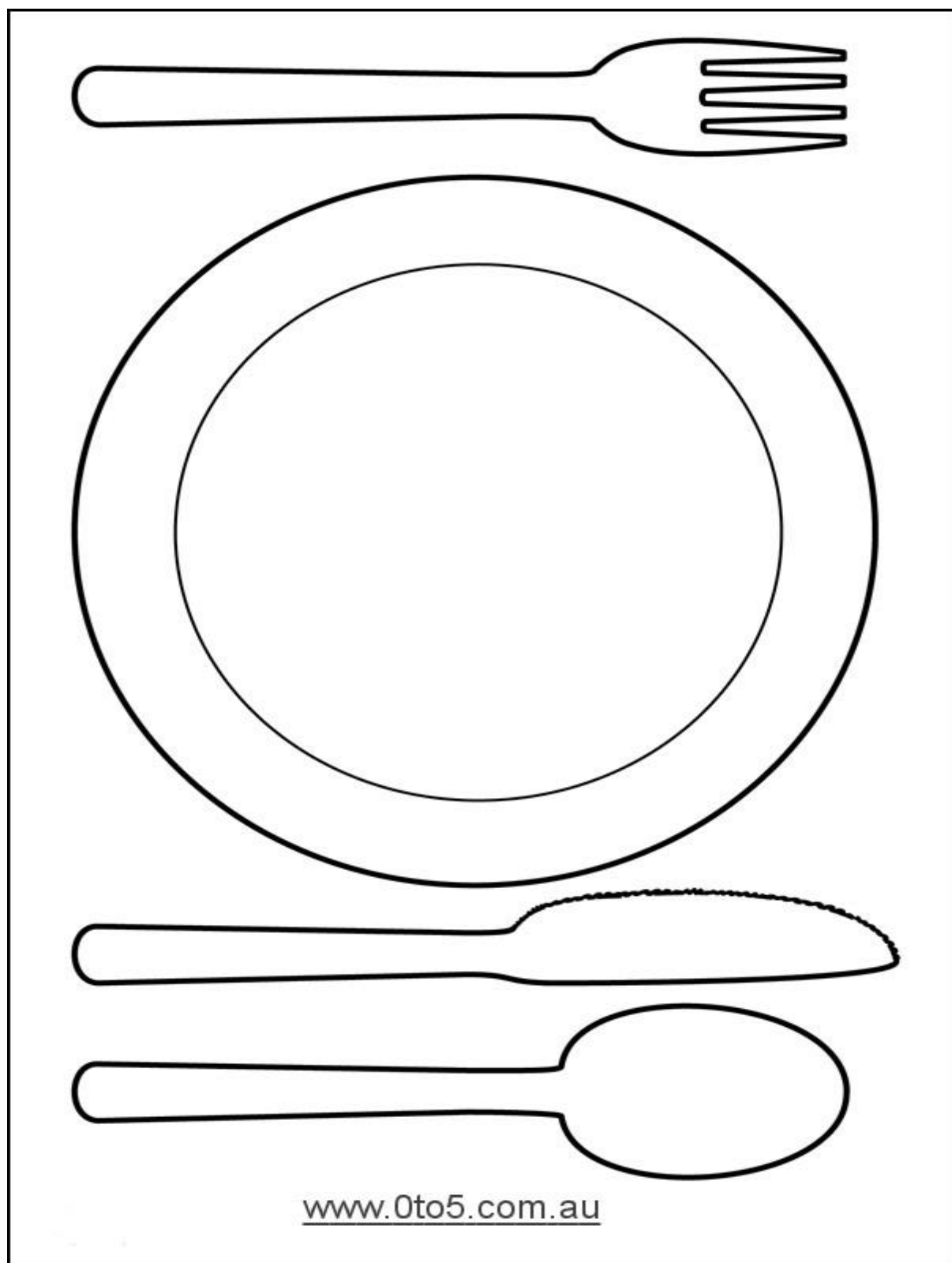
Adapted from the National Food Management Institute “CARE connection” program.



## What did I learn today...?

### SEEDS AND GRAINS ON MY PLATE.

Cut out and paste some pictures of seeds, grains and foods made from these on the plate below. Use supermarket advertising brochures or magazines to find pictures, talk about how seeds and grains grow, and become (or are made into) the healthy foods we like to eat. You might also like to talk about which of the other foods on the plate grow from seeds as well.





Australian Government  
National Health and Medical Research Council  
Department of Health and Ageing

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

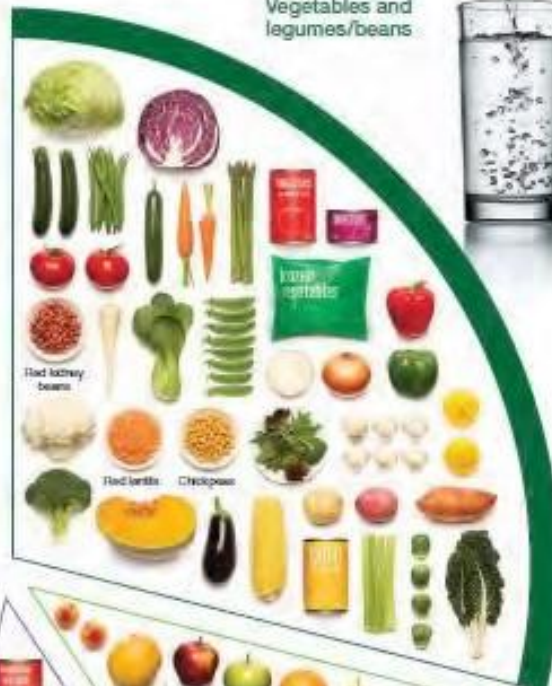
# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.  
Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Fruit



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Use small amounts



Only sometimes and in small amounts



Downloadable poster from <http://www.eatforhealth.gov.au/>

## From little things, big things grow— ‘DESCRIBE’

### STEP 1 WHY

Children can become knowledgeable about the process of food production, can adapt this knowledge to other concepts, and make connections between technologies, natural and processed materials. Children can learn about taking responsibility for their health and physical well-being by understanding the process of ‘farm to my fridge’.

### STEP 2 WHAT

Using the *There’s a cow in my fridge* activity sheet, describe each step of the process of getting milk and dairy foods from the farm to my fridge.

### STEP 3 HOW

#### DESCRIBE:

- ♦ Ask the children to describe what they know about cows.
- ♦ Using the activity sheet describe many things that need to happen to get milk from the farm to the supermarket.
- ♦ Talk about the healthy foods that are made from milk, such as cheese, yoghurt and milk for drinking.

### STEP 4: COMPLETE THE ACTIVITY - How did it go?


### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

Did you enjoy it?

Did you have enough information?

What would you do differently next time?

Anything else?



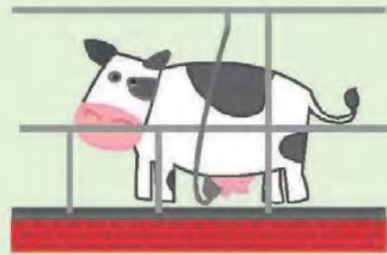
## There's a cow in my fridge

1.



cow eating grass in the paddock

2.



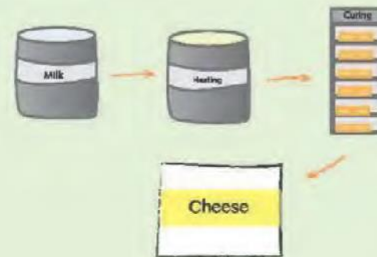
machines milking the cow in the dairy

3.



milk truck travelling to the factory

4.



milk being made into products

5.



products being taken to shops and supermarkets

6.



consumer buying and taking products home

7.



Products being stored in fridge and eaten





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**Today I learnt about...**

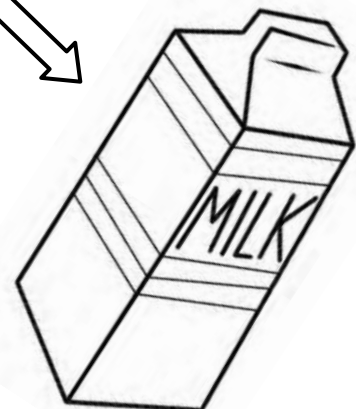
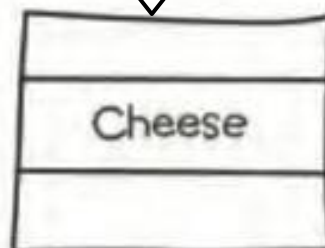
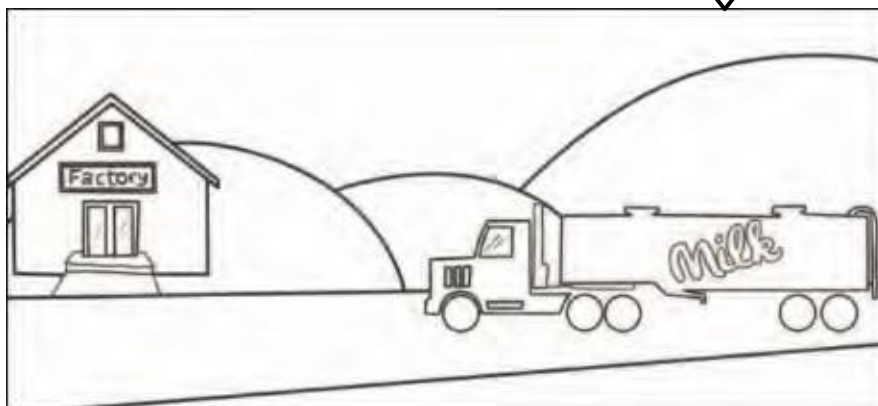
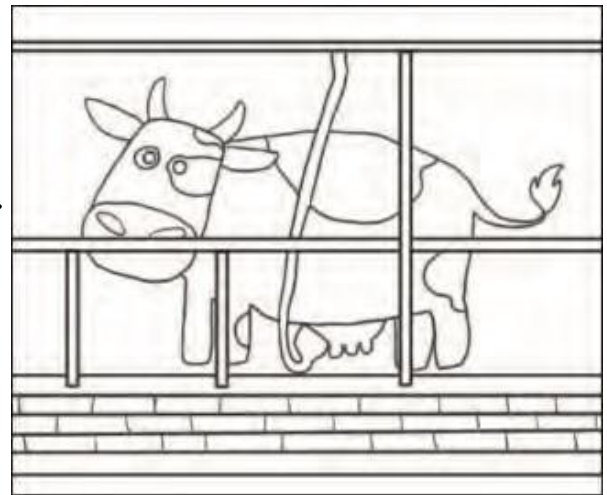
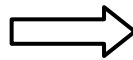
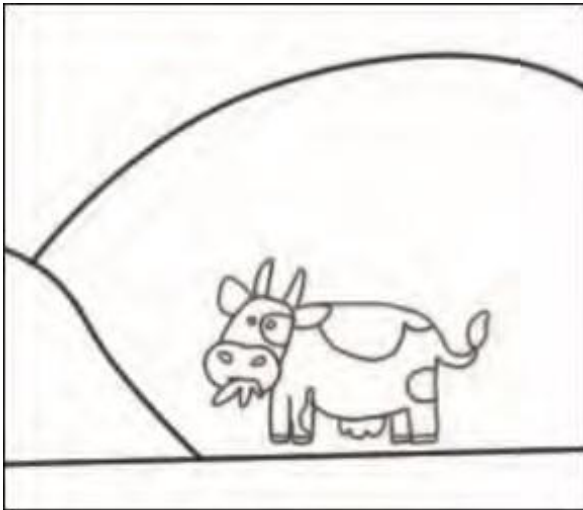
**HOW MILK GETS FROM THE  
FARM TO MY FRIDGE**

**Optional At-home Activity:**

1) Using the *Paddock to plate* colouring sheet, colour the sheet together and encourage your child to re-tell the story of how milk is produced and processed into healthy dairy foods that make our bones strong and help us grow.

# What did I learn today...?

## From paddock to plate



## From little things, big things grow — ‘IDENTIFY’

### STEP 1 WHY

Children can learn to take increasing responsibility for their health and physical wellbeing, exercise autonomy and interact verbally with others with respect. Children can develop a disposition for learning, including curiosity and imagination, transfer and adapt what they have learned from one concept to another.

### STEP 2 WHAT

Draw a plant on the board, on a large piece of butcher’s paper, or use the *Plant parts* activity sheet.

### STEP 3 HOW

#### IDENTIFY:

□ Name and explain the purpose of each part of the plant part (e.g. roots keep the plant in the ground and feed the plant with the water and nutrients it needs to grow) □ Discuss with the children the parts of the plant that we eat:



lettuce, spinach	Roots— carrots, garlic, potato, sweet potato	Leaves—
cauliflower	Stem—celery, asparagus	Flowers—broccoli,
broad beans, sunflowers	Fruit—banana, pear, tomato, apple	Seeds—

Please see glossary on page 19 for definitions on the parts of the plant.

**STEP 4: COMPLETE THE ACTIVITY - How did it go?**


**STEP 5: FOLLOW-UP AFTER ACTIVITY**

Did the children enjoy it?

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Did you enjoy it?

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Did you have enough information?

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What would you do differently next time?

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Anything else?

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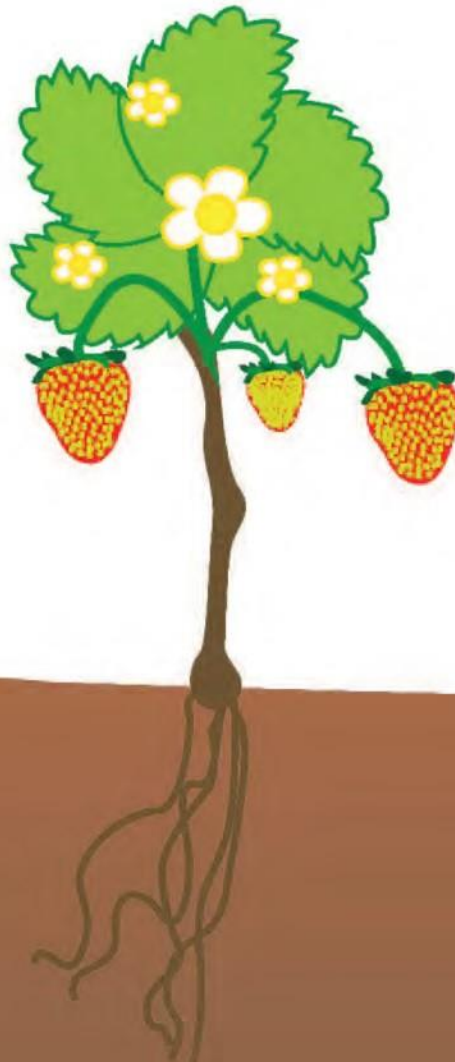
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## From little things, big things grow — 'IDENTIFY'

Plant parts

Activity sheet



# From little things, big things grow — ‘IDENTIFY’

## Parts of Plants - Glossary

**Roots** - The part of the plant that grows underground, fleshy or enlarged and used as a vegetable e.g. **carrots, garlic, potato, sweet potato**

**Leaves or leaf** - The flat parts of a plant or tree that grows from stem or branch. Leaves are usually green; plural form of leaf e.g., **lettuce, spinach**

**Stem** - The main body or stalk of the plant or shrub, typically rising above the ground e.g. **celery, asparagus**

**Flowers** - the part of plant that makes fruit or seeds. Flowers often have a pleasant smell and colour e.g., **broccoli, cauliflower**

**Fruit** - the part of plant that has seeds and flesh. Most fruits that people eat are sweet e.g., **banana, pear, tomato, apple**

**Seeds** - the small part of the plant with flowers that grows into a new plant e.g. **broad beans, sunflowers**

(Wordsmyth Dictionary— Retrieved from [www.wordsmyth.net/?level=1&ent](http://www.wordsmyth.net/?level=1&ent))

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Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about... THE PARTS OF PLANT WE EAT**

### Optional At-home Activity:

- 1) Whilst preparing a meal with fruits and vegetables ask your child to identify different parts of the plant e.g. ‘leaves are used in the salad and can be eaten too.’ Explain to your child if the plant can be eaten raw, cooked or both.
- 2) Take your child shopping for fruits and vegetables and discuss different parts of the plant. You may talk about whether you can eat the different part e.g., ‘a beetroot has stems and leaves and we eat the leaves too.’



# From little things, big things grow— ‘READ’

## STEP 1 WHY

Children can engage with stories to gain meaning, express their ideas in a safe, supportive environment, learn about fairness and the rights and responsibilities of being a member of a community, and also develop skills for co-operation, problem-solving, and investigation.

## STEP 2 WHAT

Obtain or download and print the story of *The Little Red Hen* in a suitably sized format and read the story out aloud to the children.

## STEP 3 HOW

### READ:

- Show the cover of *The Little Red Hen* and flick through the pages.
- Read the story, taking time to discuss the different stages of growing wheat.
- The story using suggested questions:

*Why did the little red hen want to plant the grain of wheat?*

*What did the little red hen do first?*



*What else did the little red hen need to do to make the wheat grow?*

*When the grain of wheat has grown, what did the little red hen do?*

*Why did the little red hen take the wheat to the mill?*

*What did the little red hen make from the flour?*

*Why do you think the little red hen wouldn't share the bread with the other animals?*

**STEP 4: COMPLETE THE ACTIVITY - How did it go?**


**STEP 5: FOLLOW-UP AFTER ACTIVITY**

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Did you enjoy it?

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Did you have enough information?

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What would you do differently next time?

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Anything else?

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Please feel free to share resources you find that other parents and caregivers could use to support the activity.

**Today I learnt about... 'THE LITTLE RED HEN' STORY**

### **Optional At-home Activity:**

1) Look in your cupboard or pantry at home and discuss the types of flour (self-raising flour, plain flour, cornflour, rice flour, coconut flour, almond flour, etc. ), their colours, textures, what they can be used for in healthy cooking, and from which plants they come.

from the National Food Management Institute “CARE connection” program.

23

## **From little things, big things grow— ‘DRAW & MAKE’**

### **STEP 1 WHY**

Children can learn about sequencing and problem solving through being creative and they can interact and express ideas using a range of media. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

### **STEP 2 WHAT**

Print and copy *The Little Red Hen* activity sheet, ensuring there is one per child, and have sheets of butcher’s paper ready for the cut and paste activity.

### **STEP 3 HOW**

### **DRAW & MAKE:**

- If not already done, read the story *The Little Red Hen* to the children.



- Distribute copies of *The Little Red Hen* activity sheet to children, and ensure scissors and glue are available.
- Explain to the children that they are to cut and paste pictures in order of the story.

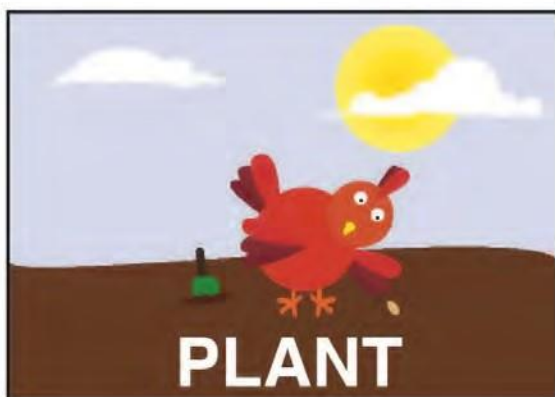
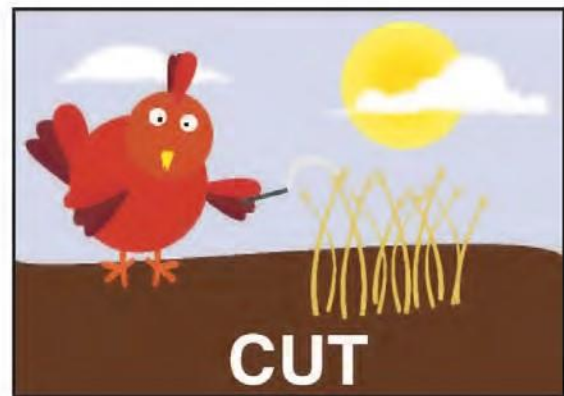
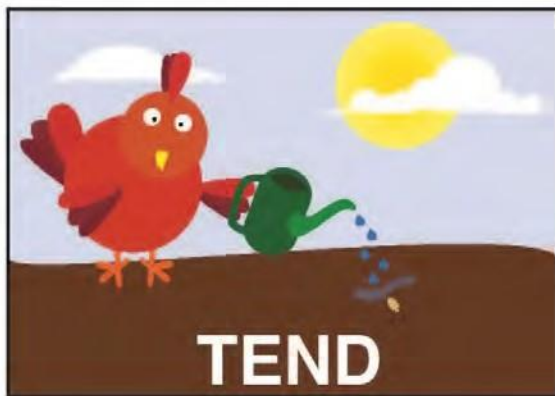
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**STEP 5: FOLLOW-UP AFTER ACTIVITY**

Did the children enjoy it?
Did you enjoy it?
Did you have enough information?
What would you do differently next time?
Anything else?

# Little Red Hen Activity

Cut out the pictures. Glue them in order.







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**Today I learnt about...**

**'THE LITTLE RED HEN' STORY**

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**Optional At-home Activity:**

- 1) Choose a time to re-tell the story of *The Little Red Hen* (available from:  
<https://www.lavendersbluehomeschool.com/blogs/story-the-little-red-hen>)

Encourage your child to use a different voice for each character, and discuss the interactions between the little red hen and the other animals, how the wheat grows from seeds and is finally made into bread to be eaten.



Re-tell the Little Red Hen

**What did I learn today...?**

Using the script below to re-tell the story of the *Little Red Hen* with your child.

You may also like to cut out pictures of a hen, goose, cat, and a dog. Glue these to popsticks or staple to drinking straws to make puppets for re-telling the story more fun!

**Scene 1:**

The little red hen asked 'Who will plant these grains of wheat'?

'Not I', said the goose

'Not I', said the dog

'Not I', said the cat

**Scene 2:**

The little red hen asked 'Who will help me take care of the wheat'?

'Not I', said the goose

'Not I', said the dog

'Not I', said the cat

**Scene 3:**

The little red hen asked 'Who will help me take this wheat to the mill'?

'Not I', said the goose

'Not I', said the dog

'Not I', said the cat

**Scene 4:**

The little red hen asked 'Who will help me eat this bread'?

'I will!', said the goose

'I will!', said the dog

'I will!', said the cat

# What did I learn today...?

## Re-tell the Little Red Hen

Cut the images of the hen, goose, cat and dog along the dotted line and glue them on popsticks to re-tell the Little Red Hen story.





## From little things, big things grow— ‘SING & DANCE’

### STEP 1 WHY

Children learn to interact with others, develop their self-identity and feel safe and supported in expression of their feelings. Children can also develop respect for others, and develop their emotional well-being while being creative and expressing their ideas through dance and interacting with other children.

### STEP 2 WHAT

Provide an open area (indoors or outdoors) with plenty of space for children to move around, and a suitable music system with suitable volume and speakers to play music.

### STEP 3 HOW

#### SING & DANCE:

- ☐ Choose a piece of classical music such as *Spring* from The Four Seasons by Vivaldi.
- ☐ After listening to the music, invite children to talk about how the music made them feel and what it made them think about.
- ☐ Explain that *Spring* was written to make people think about plants, flowers and springtime.
- ☐ Divide the children into three groups and explain that one group is to pretend to be plants, one group is to be the sun, and one group is to be gardeners.
- ☐ Play the music again and ask the children to interpret the music through movement and dance.
- ☐ Swap roles and play the music again so each group has a turn at each role if time permits.
- ☐ Ask the children:

*How did you feel trying to be a plant and trying to grow?*

*What did the plants need from the sun? From the gardener?*

#### STEP 4: COMPLETE THE ACTIVITY - How did it go?


#### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

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Did you enjoy it?

--

Did you have enough information?

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What would you do differently next time?

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Anything else?

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**Today I learnt about... PLANTS, FLOWERS AND  
SPRINGTIME**

## **Optional At-Home Activity: 15 Minutes—Plants, Flowers and Springtime**

1) The *Plants, Flowers and Springtime* activity is designed to introduce your child to the season of springtime and growth of plants and flowers.

Spring is the season of growth and development and this is a great opportunity for teaching your child about eating a variety of fresh and healthy foods to grow fit and strong with lots of energy to play.

This is a learning activity that allows your child to connect the letter to the correct picture using a line. These images may also be coloured in for added fun!

# What did I learn today...?

## Spring

The season of **spring** occurs over 3 months:

**September, October and November.**

The day is longer and warmer. New plants spring up, grow and flowers bloom. The ground is warmer and it is a great season to plant some seeds in your garden. Spring is also a great time to eat a variety of fresh fruit and vegetables, meats and grains to help children grow!

Connect the letter to the correct picture!

C

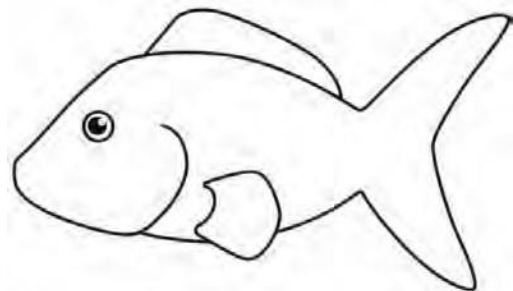
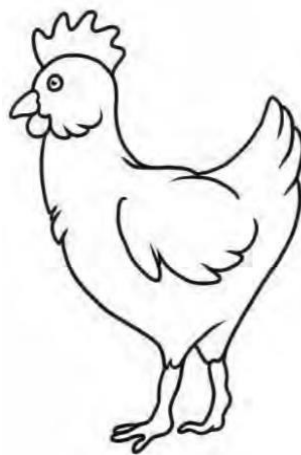
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M

R

P

Y





Children can transfer  
and resource learning  
people and materials  
inquiry and investigati

#### STEP 1

#### WHY

Children discover c  
can make progres

## From little things, big things grow— ‘C

#### STEP 2

#### WHAT

a suitable  
making bread. Refe  
for further guidance.

-operation a

#### STEP 3

#### HOW

### COOK:

*Cooking with Chil*

☐ **CAUTION:**  
care. This activit

☐

☐ and 40 i  
mixer or bowl.

☐ Be aware of children with any allergies to bread ingredients—choose your recipe v  
*Wholemeal B*

Bake a loaf of bread using a bread maker using suitable ingredients. You will need an oven  
a as a guide.

Have children assist with measurement of ingredients as they are added to the bread  
maker/

☐ maker/o  
from the bread Watch through the top of the bread machine or through cling wrap on the bowl as the do

Discuss the safety aspects of baking bread, and CAUTION children about the parts of the b

☐ Serve the fr  
and

☐ the veget If you have completed the ‘GROW’ activity, use the dough as a base for Pizza made with s

#### STEP 4: COMPLETE THE ACTIVITY - How did it go?

**STEP 5: FOLLOW-UP AFTER ACTIVITY**

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What would you do differently next time?

Anything else?



## Wholemeal Bread Recipe Activity Sheet



40 minutes preparation  40 mins cooking time

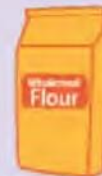
### Ingredients



1 teaspoon salt



1 teaspoon brown Sugar



450g Wholemeal Bread Flour



450ml Tepid Water



1 tablespoon plain flour



1 sachet dried yeast

### Directions

1. Lightly grease a 13 × 23 cm loaf tin. Set aside in a warm place while you make the dough.
2. Sift the flour into a large mixing bowl, tipping in any bran left in the sieve. Add salt. Stir in the yeast and make a well in the centre. Stir the sugar or honey into the tepid water, then pour into the well in the dry ingredients.
3. Mix together with your clean hand about 2 minutes or until the dough comes away from the side of the bowl; it will be very soft and sticky.
4. Pour the dough into the prepared tin, cover with a damp clean tea-towel and leave in a warm place for about 30 minutes or until the dough has risen almost to the top of the tin.
5. Towards the end of the rising time, preheat the oven to 200°C. Uncover the tin and dust the top of the loaf evenly with the white flour. Bake for 30-40 minutes or until well risen and brown. It should feel light and sound hollow when turned out of the tin and tapped on the base.
6. Transfer the loaf to a wire rack and, if necessary, return it to the oven for 5 minutes to crisp the sides and base. Leave on the wire rack to cool.



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**Today I learnt about...      BAKING BREAD**

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**Optional At-home Activity:**

1) Bake some damper at home with your child. Ensure food safety rules are followed and enjoy the damper with a meal with your family. A simple and quick recipe for damper is attached.

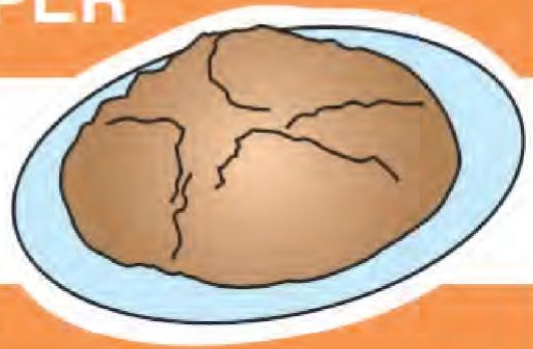
While preparing the damper, ask your child to predict what will happen at each stage of preparation and baking.



## FRESH DAMPER

**Preparation & cooking time:**  
**45 minutes**

**Serves 4**



### Ingredients

- 450g (3 cups) self-raising flour
- 80g butter, chilled, cubed
- 185ml (3/4 cup) water

### Method

1. Preheat oven to 200°C.
2. Line a baking tray with non-stick baking paper.
3. Place flour in a large bowl.
4. Use your fingertips to rub butter into flour until mixture resembles fine breadcrumbs.
5. Add water gradually to flour mixture and use a round-bladed knife in a cutting motion to mix until mixture just comes together.
6. Use your hands to bring mixture together.
7. Turn dough onto a lightly floured surface and knead gently for 1-2 minutes or until smooth.
8. Shape into an 18cm disc and place on tray.
9. Use a sharp knife dipped in flour to mark 8 wedges on top.
10. Dust damper dough with a little extra flour and bake in preheated oven for 30 minutes or until cooked through and sounds hollow when tapped on the base.
11. Transfer to a wire rack for 5 minutes to cool slightly.
12. Serve warm or at room temperature.



## From little things, big things grow — ‘GROW’

### STEP 1 WHY

Children can show respect for the environment and develop their autonomy and sense of agency through growing their own food. Children learn about co-operation and being members of a community, with the rights and responsibilities of membership, and to take increasing responsibility for their own health and physical well-being. Children learn about research and investigation and develop enthusiasm for learning through monitoring of the growth of the plants.

### STEP 2 WHAT

Obtain items required for a small vegetable and herb garden, depending on the resources your centre has available.

### STEP 3 HOW

#### **GROW:**

- This activity could take between 4—10 weeks, depending on the seeds/seedlings chosen and time of year.
- Select easily grown herbs and vegetables to use as ingredients in a healthy pizza such as basil, parsley, oregano, cherry tomatoes, capsicum and garlic.
- Using the *Growing Seeds* sheet, describe the growing process.



- Supply seedlings, and show children how to plant seedlings in pots or garden beds.
- Assist children to make/draw labels for their plants - see *How to make—Plant markers* instructions, and attach these to pop sticks and push into pots or garden bed.
- Keep a class diary, either by drawing pictures or taking photographs showing seedling growth.
- Measure height of seedlings using an arbitrary unit such as a pop stick and record in class diary.
- Use herbs and vegetables as ingredients to make healthy salads, or see the 'COOK' activity.

**STEP 4: COMPLETE THE ACTIVITY - How did it go?**


**STEP 5: FOLLOW-UP AFTER ACTIVITY**

Did the children enjoy it?

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Did you enjoy it?

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Did you have enough information?

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What would you do differently next time?

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Anything else?

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From little things, big things grow — ‘GROW’

# GROWING SEEDS ACTIVITY SHEET



The seed is planted in the soil.



The seed needs water and  
sunshine to grow.



The seed splits open and roots start  
to grow.



The seed sends a shoot up  
towards the sun.



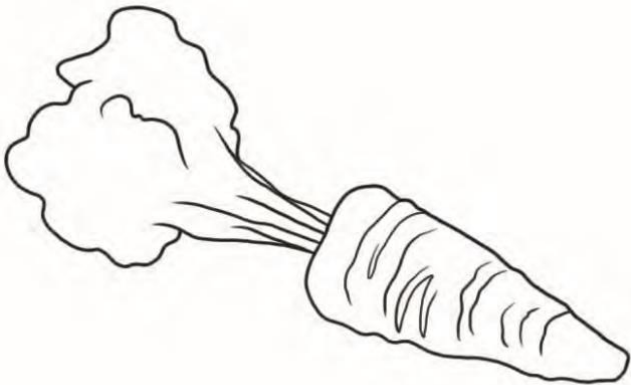


The shoot grows bigger and bigger.

The plant has grown. It has leaves and roots. It is ready to pick and eat.

## From little things, big things grow — ‘GROW’

### How to make - Plant Markers



Step 1: Provide some outlines of the vegetables or herbs to be grown .



Step 2: Get the children to colour the vegetable outlines—you can also print the name of the vegetable underneath if you wish.



Step 3: The children can then cut out their plant markers. Sandwich the markers in clear contact to protect them from water, and attach pegs to spike them or peg to pots into the ground.

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**I have learnt about...**

## **GROWING HERBS AND VEGETABLES**

### **Optional Activity - Planting Calendar 15-30 minutes**

- 1) The Planting Calendar colouring sheet teaches your child that different vegetables are planted and grown at different times of the year.


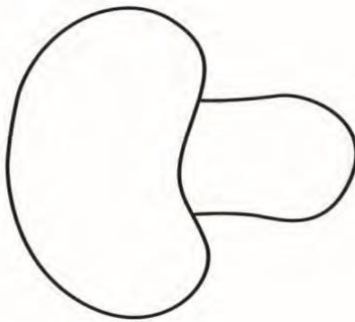
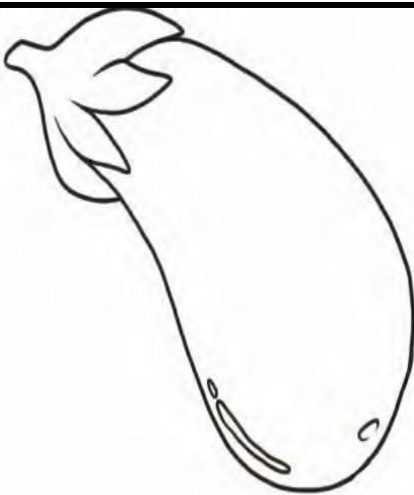

You will need some colouring pencils or crayons for this activity.

- 2) How to: Make an everyday event a learning opportunity

While cooking dinner or lunch describe the edible parts of veggies used for dinner, e.g. talk about peeling potatoes (or leaving skins on), preparing fruit, or soaking beans the night before, and why this is done.

# What did I learn today...?

## PLANTING CALENDAR

<p>March</p> 	<p>Cos Lettuce</p>	<p>June</p> 	<p>Mushroom</p>
<p>February</p> 	<p>Eggplant</p>	<p>May</p> 	<p>Broad beans</p>

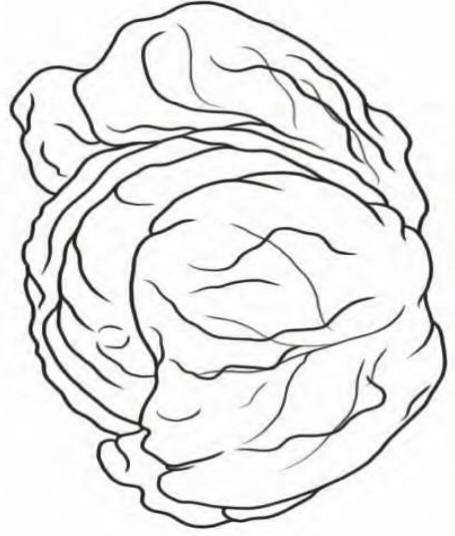


January



Carrot

April



Lettuce

What did I learn today...?

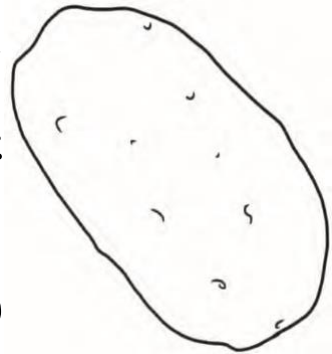
## PLANTING CALENDAR

September


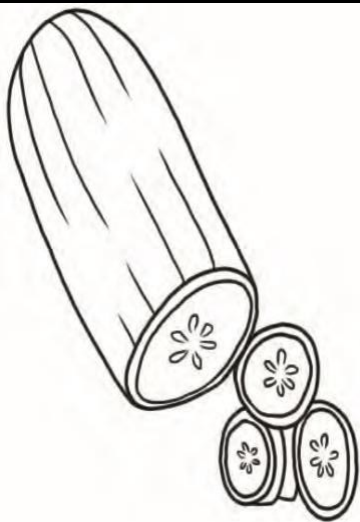
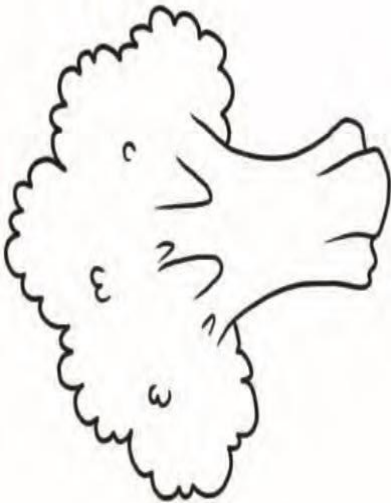



Peas

December



Potato

<p>August</p> 	<p>Lentils</p>
<p>November</p> 	<p>Cucumber</p>
<p>July</p> 	<p>Broccoli</p>
<p>October</p> 	<p>Tomato</p>