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Lesson 1

Seasons and jobs on the farm



AUSTRALIAN CURRICULUM CONTENT

Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. (ACSSU004, AC9S1U02)

Represent observations in provided templates and identify patterns with guidance. (AC9S233, AC9SFI03)

Share questions, predictions, observations and ideas with others. (AC9S012, AC9SFI05)

Explore the ways people make and use observations and questions to learn about the natural world. (AC9SHE021, AC9SHE034, AC9SFH01)

Explore how plants and animals are grown for food, clothing and shelter. (ACTDEK003, AC9TDE2K03)

Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators. (AC9ELT1575, AC9EFLE01)

Discuss literary texts and share responses by making connections with students' own experiences. (AC9ELT1582, AC9E1LE02)

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Australian Curriculum content continued

Lesson 1

Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. (ACELY1646, AC9EFLY02)

Identify features of literary texts, such as characters and settings, and give reasons for personal preferences. (ACELT1589, AC9E2LE02)

Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. (ACELY1656, AC9E1LY02)

Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions. (ACELY1666, AC9E2LY02)

LESSON OBJECTIVE

Students will learn about the features of seasons on farms and the jobs that occur because of the changing conditions.

LESSON OVERVIEW

This lesson guide contains activities that follow a developmental sequence of learning. The activities are suitable for differentiation between Foundation to Year 2 or between ability levels within a year level.

Activity 1.1	Keywords	10–20 mins
Activity 1.2	Seasons on the farm	20–35 mins
Activity 1.3	Making a seasonal calendar	20–40 mins
Activity 1.4	Just for fun	10 mins

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Lesson 1

Resources and equipment

ACTIVITY 1.1 – Keywords

1. Worksheet 1.1a – *On the farm tracing*.
2. Worksheet 1.1b – *On the farm writing template*.
3. Worksheet 1.1c – *Keywords and definitions*.
4. Worksheet 1.1d – *Keywords scramble*.
5. Timer.
6. Worksheet 1.1e – *Keywords spelling list*.

ACTIVITY 1.2 – Seasons on the farm

1. [Weather On The Go Ep 1: Aussie Weather](#) (2.00).
2. Matthews, P. and Mclean, A. (2018). *A year on our farm*, or [A Year on Our Farm](#) (5.22).
3. Butcher's paper and markers.

ACTIVITY 1.3 – Making a seasonal calendar

1. Worksheet 1.3a – *Jobs on the sheep farm*.
2. Stimulus 1.3a – *Materials*.
3. Stimulus 1.3b – *Instructions*.
4. Worksheet 1.3b – *Making a paper plate calendar*.
5. Large paper plates, scissors, gluesticks, markers, metal paper fasteners/split pins, rulers.

ACTIVITY 1.4 – Just for fun

1. Paper, markers and coloured pencils.
2. [How To Draw a Cartoon Sheep](#) (4.06).
3. [Learn Seasons for Kids | Bruno Mars – Uptown Funk \(Cover\) | Mooseclumps | Kids Learning Songs](#) (3.48).

ADDITIONAL READING/RESOURCES

- [Seasons and the Sun: Crash Course Kids 11.1](#) (3.56).
- [Why Are There Seasons?](#) (2.20).
- [Food and Fibre all Year Round](#)



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Lesson 1

Lesson guide

ACTIVITY 1.1 – Keywords

1. Foundation – Year 1: Distribute Worksheet 1.1a – *On the farm tracing*, and read through the keywords with students. Students carefully trace the words provided, focusing on the size of their letter formation and spacing. Using Worksheet 1.1b – *On the farm writing template*, students practise re-writing their keywords using the clues as prompts.
 2. Year 2: Distribute Worksheet 1.1c – *Keywords and definitions*, and read through the keywords and definitions with students. Allow time for students to individually re-read the terms and then allocate students into pairs. Set a five-minute timer and ask pairs to practise recalling the meaning of the words with each other. After five minutes, provide pairs with Worksheet 1.1d – *Keywords scramble*. Students work together to unscramble the keywords. (Answers page 16)
Optional: Provide students with Worksheet 1.1e – *Keywords spelling list*.
- What clothes are commonly worn in each of the different seasons?
 - What can happen to plants in each season?
 - What can happen to animals in each season?
 - What things might a farmer do in each of the seasons to look after their animals? (Answers page 17–18)

ACTIVITY 1.2 – Seasons on the farm

Note: Some preparation prior to Step 4 may be completed before the activity to assist students.

1. As a class, watch the video clip [Weather On The Go Ep 1: Aussie Weather](#) (2.00) to gain an understanding of some of the features of Australian weather.
 2. Record the names of the four seasons in a central area and ask students;
 - What are the features of the weather in each season?
3. After students have had the opportunity to contribute their ideas, as a class, read the story 'A Year on our Farm' by Penny Matthews and Andrew McLean or watch the video clip reading of [A Year on Our Farm](#) (5.22). Students should listen for any jobs that the people in the story perform during the different seasons.
 4. At the conclusion of the story, divide students into groups of four and nominate each student a season (summer, autumn, winter or spring). Provide each group with a piece of butcher's paper. Each student should write the name of their season in a box.
 5. Students work collaboratively to recall what activities/jobs the people in the story completed during each season and either draw a picture of the activities or write the name of the activities in the correct boxes. Each student should take turns and record the activities/jobs for their particular season.
 6. Students should be given the opportunity to share their recall with the class. After a period of time, re-read the story or watch the video clip again to allow students to add to their butcher's paper calendar. (Answers page 18)

Lesson guide continued next page



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Lesson 1

Lesson guide *continued*

ACTIVITY 1.3 – Making a seasonal calendar

Note: Some preparation prior to Step 3 may be completed before the activity to assist younger students. Schools should complete their own risk assessment prior to engaging in the design activity.

1. Facilitate a discussion about why seasons occur. Explain to students that the 'seasons are the natural cycles that occur every year as the Earth rotates around the sun on a tilted axis'. This concept can be further explained using the video clips from the Additional Resources on page 3.
2. Depending on the age and ability of students, read Worksheet 1.3a – *Jobs on the sheep farm*, as a class or allow students to read the information individually. Discuss the jobs that are listed, why these jobs are performed and in which season they take place.
3. Display Stimulus 1.3a – *Materials*, and ask students to collect the required equipment.
4. Distribute Worksheet 1.3b – *Making a paper plate calendar* and explain that students will create a calendar of operations or jobs that occur on a sheep farm during the different seasons. Assist students in following the flowchart methodology using Stimulus 1.3b – Instructions. (Answers page 19)
5. Once all students have completed their calendars, call out the name of a month and ask students to spin their arrows to the correct area of their calendar. Ask a student to contribute the name of the season and the correct operation to practise their recall of seasons and months.

ACTIVITY 1.4 – Just for fun

1. To conclude the lesson on seasons on the farm (with a focus on sheep), students can engage in the following creative and fun activities:
 - Directed Drawing : [How To Draw a Cartoon Sheep](#) (4.06)
 - Song: [Learn Seasons for Kids | Bruno Mars – Uptown Funk \(Cover\) | Mooseclumps | Kids Learning Songs](#) (3.48)



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Lesson 1

Student resources

ACTIVITY 1.1 – Keywords

Worksheet 1.1a	On the farm tracing
Worksheet 1.1b	On the farm writing template
Worksheet 1.1c	Keywords and definitions
Worksheet 1.1d	Keywords scramble
Worksheet 1.1e	Keywords spelling list

ACTIVITY 1.2 – Seasons on the farm

N/A

ACTIVITY 1.3 – Making a seasonal calendar

Stimulus 1.3a	Making a paper plate calendar: Materials
Stimulus 1.3b	Making a paper plate calendar: Instructions
Worksheet 1.3a	Jobs on the sheep farm
Worksheet 1.3b	Making a paper plate calendar

ACTIVITY 1.4 – Just for fun

N/A



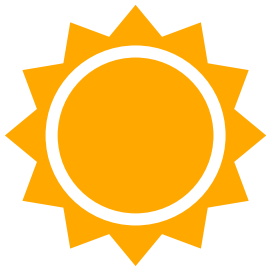
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Worksheet 1.1a

On the farm tracing

The 4 seasons are:



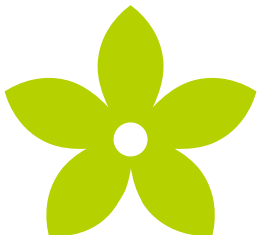
summer



autumn



winter



spring



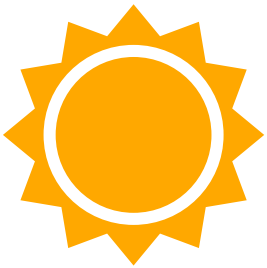
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Worksheet 1.1b

On the farm writing template

The 4 seasons are:



summer



aut



wi



s



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Worksheet 1.1c

Keywords and definitions

seasons

The natural cycles that occur every year.

summer

The warmest season of the year that is after spring.

autumn

The season after summer and before winter.

winter

The coldest season that is between autumn and spring.

spring

The season after winter and before summer.





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F-2 | WORKSHEETS

Worksheet 1.1d

Keywords scramble

Unscramble the keywords below:

m u t a n

s o n s e a s

m m u s r e

n t i e r w

r n s g i p





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Worksheet 1.1e

Keywords spelling list

Spell the keywords below.

1

2

3

4

5





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Worksheet 1.3a

Jobs on the sheep farm

Farmers in Australia take very good care of their sheep. During the different seasons, farmers have to perform jobs that keep their flocks safe and healthy so they can continue to produce meat and wool.



JOBS

Jobs on farms are called operations. Farmers have many jobs to do. Farmers provide the food and fibre we need to survive.

LAMBING

In Australia, lambs can be born at different times of the year. One of these times is autumn. When lambs are being born, farmers check the mothers and lambs to make sure they are safe and healthy.

FEEDING

Extra feeding is important if there is not much food available naturally. Farmers often give their sheep extra food during summer.

SHEARING

Sheep grow wool to protect themselves from the weather. Farmers cut (shear) the fibre that sheep grow and it is used to make things such as clothes, blankets and carpets. Shearing can be performed at different times of the year but is often done during spring. Some breeds of sheep, like Dorpers, shed their wool and don't need to be shorn.

CRUTCHING

Crutching is when wool is cut from around the bottom of a sheep to help this area stay clean. This job can be performed in winter.



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Stimulus 1.3a

Making a paper plate calendar: Materials

Collect the following materials.



1 x metal
pin/fastener



1 x scissors



1 x ruler



1 x glue stick



1 x template



1 x marker

Stimulus 1.3b continued next page

Making a paper plate calendar: Instructions

Follow the steps to make a paper plate calendar

STEP 1

Use a ruler and a marker to divide the plate as shown (2 lines that cross and a circle inside the outer edge).



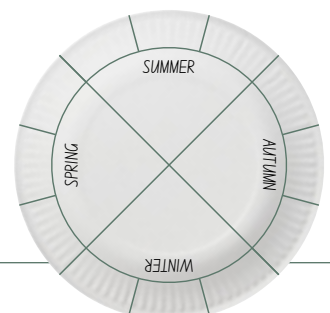
STEP 2

Use the scissors to neatly cut the words, pictures and arrow from the supplied label template.



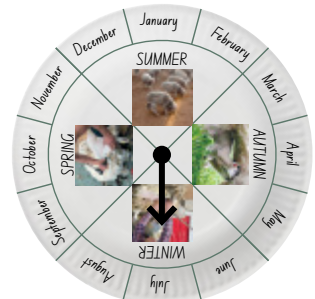
STEP 3

On the paper plate, use the marker to divide the outer circle into 12 even segments (4 x segments of 3) and then paste the names of the seasons in the correct order, starting with summer.



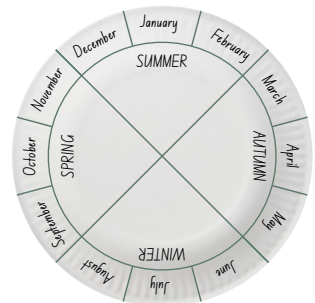
STEP 5

Match and paste the jobs into the correct season. Finally, secure the arrow with a paper fastener so that it can turn.



STEP 4

Paste the months of the year into the correct segments.





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PLEASE NOTE: This activity requires single-sided printing

Worksheet 1.3b

Making a paper plate calendar

Use scissors to neatly cut out the words, pictures and arrow.

✂	WINTER	✂	April	February
			July	September
	SUMMER		December	June
			May	November
	AUTUMN		March	January
			October	August
SPRING		✂		





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F-2 | ANSWERS

Activity 1.1

Keywords

Worksheet 1.1d – Keywords scramble.

m u t a n

a u t u m n

s o n s e a s

s e a s o n s

m m u s r e

s u m m e r

n t i e r w

w i n t e r

r n s g i p

s p r i n g



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Activity 1.2

Seasons on the farm

2. Answers will vary depending on student location. Suggestions and ideas for discussion include:

What are the features of the weather in each season?

- Summer: hot temperatures; more sunny days; less rainfall and storms; longer hours of sunlight or daylight hours.
- Autumn: temperature starts to become cooler; leaves changing colour and fall from the trees; shortening of daylight hours.
- Winter: snow; lower temperatures; frosts; wind; less daylight hours.
- Spring: temperatures start to become warmer; lengthening of daylight hours.

What clothes are commonly worn in each of the different seasons?

- As the weather changes to hotter temperatures, people wear lighter fabrics that keep them cool and don't need to be layered. People need to protect their skin from the sun, wear hats and keep cool. During the cooler seasons, people will wear warmer clothes and heavier fabrics. They will often wear many layers of clothes. There is a greater need to stay dry and people may wear waterproof layers.

What happens to plants in each season?

- Different types of plants grow in different seasons. Generally there is more growth in spring and early summer when the temperature is warmer and there are longer daylight hours. In winter it can be too cold to promote new growth. Plants depend heavily on rainfall, so seasonal rainfall can significantly affect the growth of plants.



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1.2 Answers continued

Activity 1.2

What happens to animals in each season?

- *Animals grow and develop over time. Often farmers will not plan to have baby animals born in the hottest and coldest seasons of the year. Animals will need to seek shade and shelter from the extreme temperatures.*

What things might a farmer do in each of the seasons to look after their animals?

- *Farmers need to provide their animals with food all year round. Therefore, they will check on grass/pasture levels and feed animals extra food if there is not enough. During summer, farmers will need to provide extra water to their animals and ensure that they can seek shade. In winter, cold temperatures and wind can be very harmful to animals (especially young animals), therefore farmers will provide shelter and extra feed. Depending on the time of year, farmers will give their livestock vaccinations to protect against disease and maintain their health.*

6. *Summer: Picking fruit; feeding the animals hay; filling water troughs.*

Autumn: Planting seeds; milking the cow; feeding pet lambs.

Winter: Fixing fences; crutching the sheep; planting the trees.

Spring: Shearing the sheep; watering the trees; baling the hay.



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Activity 1.3

Making a paper plate calendar

Seasons on the farm

