

Our Community: The Building Process

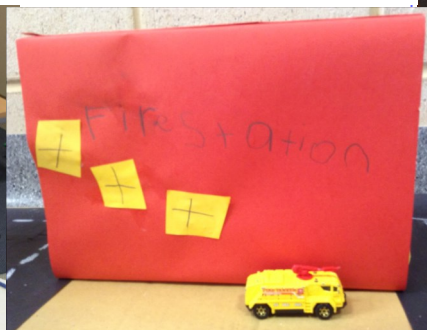
The children asked if they could build their 'ideal community' and after brainstorming a few ideas, we decided that the best way to do it would be with cardboard boxes. The children, and teachers raided their houses, and we managed to collect enough boxes to get started. The children decided that the first thing that they needed to do was make the roads. The children used their maps and our 'needs' and 'wants' lists to work on their project. As they did, we discussed what 2D and 3D shapes they would be using, helped them write the names of their buildings and took part in lots of in depth conversations.



We also needed a **river**, as this is where we would get water from. 'We need water to live. It will have to be washed first though.' - Luka

Then it was time to start the construction works. Sean started with the **fire station** and Fedya built a **police station** 'to keep our community safe. Where the car goes is a cube.'

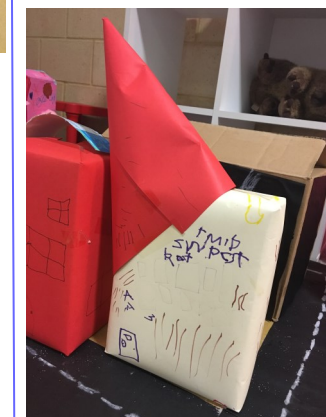
Everyone agreed that there would need to be a **park** to play in, and so Cori and Ruby set to work.



Henry built '**The Northbridge Hotel**.' One of his favourite places for dinner.



Nicole built the **hospital**, complete with chimney. 'The orange is bright and will make people feel better.' She added red crosses at the top as the symbol for a hospital.

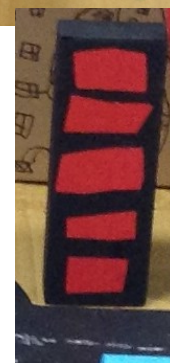


Alex added a **supermarket** to our community and...

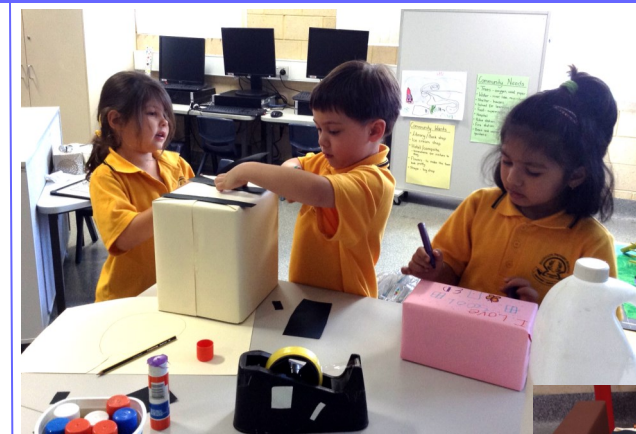
Pablo added the **bank**, as 'no one would have any money to buy food without a bank!'



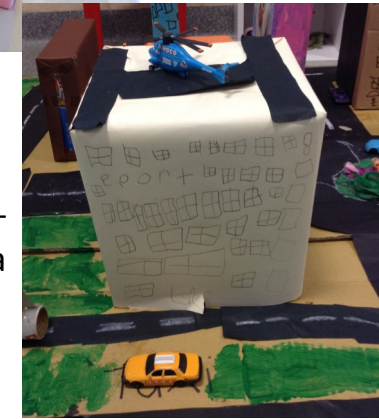
Our community was starting to come together. Kirby added an **office block** 'where people go to work' and of course we also needed a **beach**. This was some children's favourite place.



Jeshika decided that there needed to be a **school** for learning. 'People need to go to school. I love school.'



Cori and Tytan built an **airport** as they decided that people would want to come and visit our town by plane. It came complete with a runway, and even a 'H' on the roof for a helipad.



To be continued...

Our Community: The Farm

Whilst designing our community, Pablo identified that supermarkets get a lot of their food from farms. Therefore, for our community to thrive, we would need a farm.

This began our investigation into farms.

What type of farms are there?

What food comes from farms?

We began to make a list.

Fruit and vegetables

- Apples
- Carrots
- Turnips
- Potatoes
- Broccoli
- Oranges
- Strawberries
- Bananas
- Lemons
- Cucumbers

We began with some cream.



Then we put it into some jars and shook....

Animals

- Cows
- Pigs
- Chickens
- Sheep
- Goats

Grains

- Wheat

“We get milk from cows.”

- Tytan

“and cheese” - Cori

“and butter” - Pablo

“and yoghurt” - Cori

“and ice cream” - Kirby

“How?? We know that we milk cows, but where does the cream, butter, cheese... come from?” ...Silence...

It was time for an experiment!

The children were intrigued.



... and shook some more.
It really was quite a workout.

SCSA WA Curriculum Outcomes

- Familiar features in the local area and why places are important to people **ACHGK002**
- Plant and animal products are used in everyday life **ACTDEK003**
- People produce familiar products to meet personal and community needs **ACTDEK001**
- Science involves observing, asking questions about, and describing changes in, objects and events **ACSHE013**
- Engage in discussions about observations and represent ideas **AC SIS233**
- Objects are made of materials that have observable properties **ACSSU003**
- Participate in guided investigation and make observations **AC SIS011**

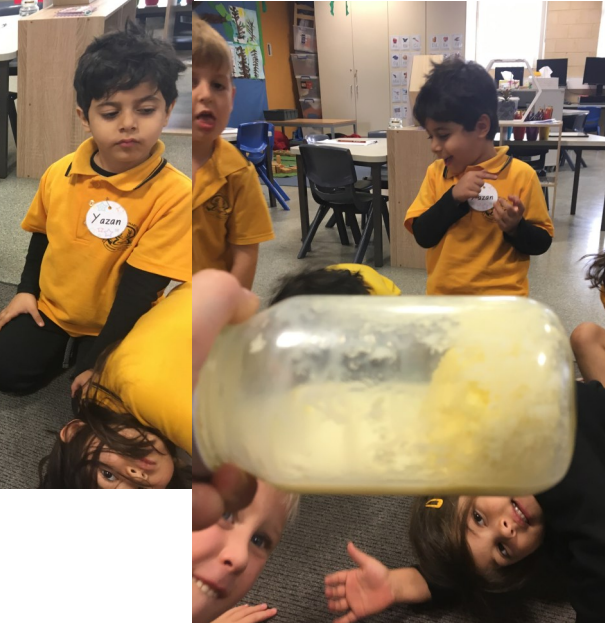
EYLF Outcomes

Outcomes 1, 2, 3, 4 & 5.



We stopped to have a look. Slowly it began changing. Jeshika told us that it was ‘ becoming more yellow. It used to be white’. Eli described it as ‘getting thicker. It’s not as gooey’ anymore.’

We kept shaking until we saw that It had changed again. We poured it into two bowls and observed.



‘It’s turned into milk again. We shook too much’.—Alex
‘Wow butter.’

We discussed that we now had butter milk and butter. And how it **changed** from a liquid to a solid.

Does this really happen? Do people spend days shaking milk to make butter?

‘No, they use big machines.’ - Alex

‘In a factory’ - Henry

So what’s next?

‘They put it in a box and take it to the supermarket’ - Kirby

‘If we keep going, it will turn in to cheese!’ - Tytan

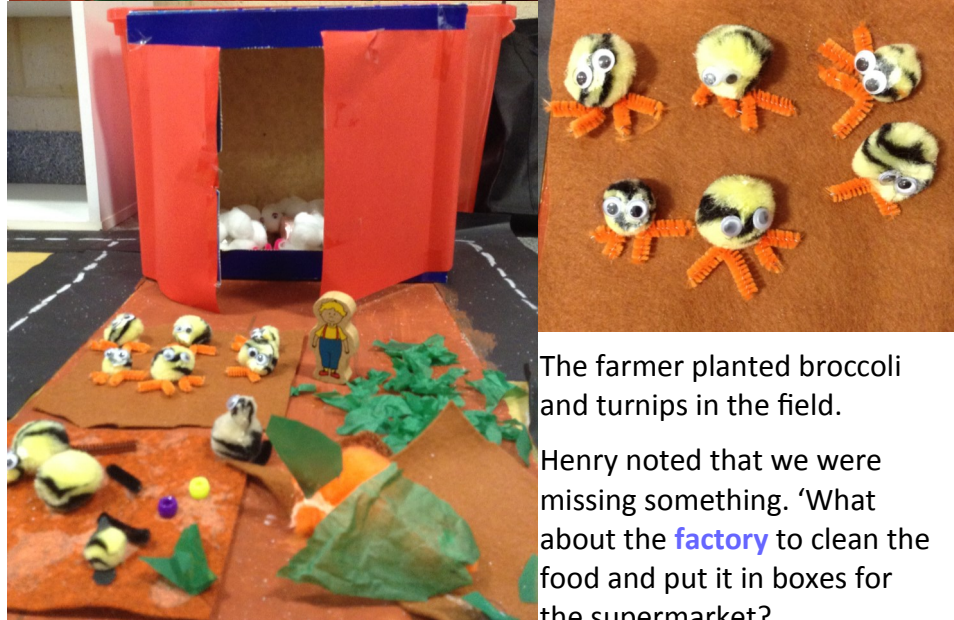


Out in the playground the children were role-playing how to churn the butter into cream, and then butter, then cheese and packaging it ready for the supermarket shelf.



Our Community Cont.

After learning a little more about farming, the children decided that we would need a farm with both animals and vegetables. Lois made a barn for the pigs and sheep, whilst the chickens roosted outside. Lois decided that it should be placed beside the supermarket, so that the food wouldn't have far to go.



The farmer planted broccoli and turnips in the field.

Henry noted that we were missing something. 'What about the **factory** to clean the food and put it in boxes for the supermarket?

Before long Kirby had it under control, and Kirby's factory was placed beside both the **farm and supermarket**.

All we had left to do was the finishing touches and arrange our buildings in just the right places

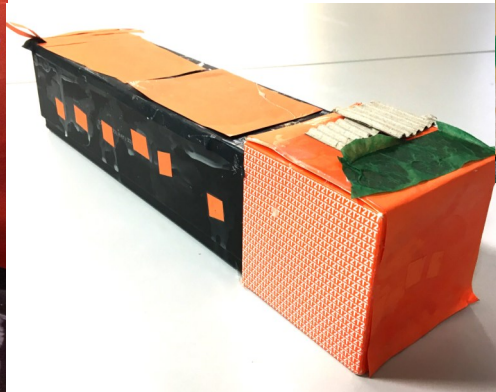


Cori and Lois made flowers to make the community look pretty.

Henry made traffic lights to keep the road safe.



Sean decided that there couldn't be an airport without a plane.



Even so, Alex decided that we would still need a **big truck** to take it there.



Henry decided that the Northbridge Hotel should go close to the airport as people may come by plane to visit the community, but also close to the river and the park as it looks nice and gives them somewhere to play during their stay.



Trees were added to give the community oxygen.

The beach was a popular location.

Sean: 'The fire station needs to be beside the sea because they need to get water for their hose to put the fire out.'

Jeshika: 'The school needs to be beside the beach, because I would like a school beside the beach. We could do swimming lessons in the sea and go to the beach after school.'

Yara: 'My house is on the beach because I would like to live there.'

Ok, so we've mentioned this word '**community**', but what does it actually mean?

'A community is a town' - Cori

'Communities have buildings' - Kirby

'I've heard of a community centre' - Jeshika

'There are parks' - Fedya

'There are playgrounds' - Candice

'They need trucks' - Alex

'There needs to be a hotel' - Nicole

'There are houses and apartments for people to live in' - Ruby

'and flats' - Pablo

So what do we do in a '**community**'?

'People live there.'

'Play.'

'We go to school.'

'Mums and dads go to work.'

Our Community definition: 'Where we live, work and play.'

Then we started to question:

Does that make the school a community? '**Yes**'

What about **Perth**? Do people live, work and play in Perth? '**Yes**'

What about **Australia**? Is it a community? '**Maybe**'

What about **the World**? - mixed opinions

Do people live, work and play all around the world? '**Yes**'

So using our definition, is it a **community**? '**Yes**'

We concluded that there were different types and sizes of communities, all over the world. But do they all look the same as ours?

Our Community: 'Where we live, work and play.'



Main SCSA WA Curriculum Outcomes

The representation of familiar places on a pictorial map **ACHGK001**

The places people live in and belong to, the familiar features in the local area and why these places are important **ACHGK002**

SCIENCE

Living things have basic needs, including food and water **ACSSU002**

Engage in discussions about observations and represent ideas **ACSIS233**

DESIGN AND TECHNOLOGIES

Plant and animal products are used in everyday life **ACTDEK003**

People produce familiar products to meet personal and community needs **ACTDEK001**

LITERACY

Listen to and respond orally to the communication of others in informal and structured classroom situations **ACELY1646**

Understand how to use knowledge of letters and sounds to spell words **ACELA1438**

VISUAL ARTS

Use a variety of techniques to create 2D and 3D artwork inspired by personal experiences ready for display **ACAVAM108**

MATHS

Describe and name familiar 2D and 3D objects in the environment **ACMMG009**