



Victorian Curriculum

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Introduction

The curriculum ideas have been designed to enhance the learning and experience of the students participating in the 16 Hands School Program.

They include the key learning areas: English, Mathematics, Science(Biological), The Arts (Visual Arts) and Technologies.

Provided are a series of pre and post activities that introduce your students to our Ambassador horse and allow your students to use this experience in a range of curriculum areas.

Preparing for the Incursion

- **Students can search in the library for a selection of fiction and non-fiction books on horses**
- **Tuning In Activity**

Think, wink, decide. This is a useful structure to help students generate questions or statements about the horse.

Each child has a piece of paper which they fold in half to form a booklet. On the front page they write the topic, Horses. On the inside page they write the word think, on the next, wink and on the back page decide. The students are given time to respond to *think (things I now know)* - write down what they already know about horses. *Wink (what I need to know)* - write down some questions the have about horses. *Decide* - select 2 questions to share with the class. (Kath Murdoch 2002.)

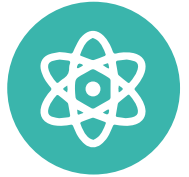
The Visit

If you have a list of questions prior or post to our visit, please email them to community@racingvictoria.net.au
Make notes on your return to class of the information gained from the visit.

Science

Biological Science

Understanding living things



Biological Science	Science Understanding	Activity
Foundation to level 2	<ul style="list-style-type: none">Living things have a variety of external features and live in different places where their basic needs including food, water and shelter are metLiving things grow, change and have offspring similar to themselves	<ul style="list-style-type: none">Describe and label the different parts of the horseAsk the questions. Does it eat? Does it grow? Does it move? Does it reproduce? Compare living and non-living thingsExplore the life cycle of the horse and compare to other animals
Levels 3 and 4	<ul style="list-style-type: none">Living things can be grouped on the basis of observational features and distinguished from non-living thingsDifferent living things have different life cycles and depend on each other and the environment to survive	<ul style="list-style-type: none">Identify what horses like to eat and classify what type of animal they are ie. Herbivore, compare to carnivore and omnivoreMake and record observations of the life cycle of a horse and compare to other animals and classify Mammal, insect, reptile, bird, fish, amphibians
Levels 5 and 6	<ul style="list-style-type: none">Living things have structural features and adaptations that help them to survive in their environmentThe growth and survival of living things are affected by the physical conditions and environment	<ul style="list-style-type: none">Research how the horse has evolved and adapted to survive in its environment

English



English	Language Modes	Activity
Foundation to level 2	Reading and Viewing	<ul style="list-style-type: none">• Compare fiction and non-fiction books about horses. How do you know it is a fiction book compared to a non-fiction book?
	Writing	<ul style="list-style-type: none">• Design a poster explaining the 16 Hands visit• Write a simple recount about your special visit, using: When, Where, Who, How, What, Why?• Make a list of the people who help horses and what do they do? Eg. Equine vet, equine dentist, farrier, strapper, stable hand, clerk of the course, trainer, jockey etc• Write a simple rhyme or acrostic poem about horses
	Speaking and listening	<ul style="list-style-type: none">• Prior knowledge and what do we want to learn about horses? Write a list of questions in preparation for the visit• During the visit, students should demonstrate good listening skills, ask questions of the presenter and understand the difference between a question and a statement

English (continued)



Levels 3 and 4	Reading and Viewing	<ul style="list-style-type: none"> Compare fiction and non-fiction books about horses. How do you know it is a fiction book compared to a non-fiction book?
	Writing	<ul style="list-style-type: none"> Procedural text - How to look after a horse, including feeding, grooming. Who are some of the people that look after horses and what do they do? Equine vet, dentist, farrier, jockey, clerk of the course Write a newspaper article about the visit from 16 Hands, include some fascinating facts about horses. What did it feel like patting the horse?
	Speaking and listening	<ul style="list-style-type: none"> During the visit, students should demonstrate good listening skills and ask questions of the presenter
Level 5 and 6	Reading and Viewing	<ul style="list-style-type: none"> Review a variety of fictional and non fiction texts and analyse the intent of the author
	Writing	<ul style="list-style-type: none"> Write an informative piece about horses, using some of the interesting facts presented. Using books and the internet, find some more interesting facts about horses
	Speaking and Listening	<ul style="list-style-type: none"> During the visit, students should demonstrate good listening skills and ask questions of the presenter

Maths	Measurement and Geometry	Activity
Foundation to level 2	Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units	<ul style="list-style-type: none"> Compare your height to the thoroughbred horse using hands (16 Hands is the average height of the thoroughbred horse)
Level 3 and 4	<ul style="list-style-type: none"> Measure, order and compare objects using familiar metric units of length, area, mass and capacity Use scaled instruments to measure and compare lengths, masses, capacities and temperatures 	<ul style="list-style-type: none"> Convert hands to cm and compare your height to the thoroughbred horse 1 hand = 10.2cm
Level 5 and 6	<ul style="list-style-type: none"> Choose appropriate units of measurement for length, area, volume, capacity and mass Connect decimal representations to the metric system 	<ul style="list-style-type: none"> Compare the height of a variety of horses and convert to cm. Compare your height and record the difference
	<p>Statistics and Probability</p> <ul style="list-style-type: none"> Y5 - List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions Recognise the probabilities range from 0 to 1 Y6- Describe probabilities using fractions, decimals and percentages 	<ul style="list-style-type: none"> Horse Racing Probability and Chance

The Arts



Visual Arts	Content	Activity
Foundation to level 2	<ul style="list-style-type: none"> • Explore and Express Ideas Explore ideas, experiences and imagination to create visual artworks(they create) • Visual Arts Practices Experiment with different techniques to make artworks(in a range of art forms) 	<ul style="list-style-type: none"> • Make sketches of the horse using grey lead pencil. Make multiple copies of the children’s sketches. Provide different materials to colour the horse, creating different effects. This could also include 3D models
Level 3 and 4	<ul style="list-style-type: none"> • Explore and Express Ideas Explore ideas and artworks from different cultures and times as inspiration to create visual artworks • Visual Arts Practices Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks 	<ul style="list-style-type: none"> • Make sketches of the horse using grey lead pencil. Make multiple copies of the children’s sketches. Provide different materials to colour the horse, creating different effects. This could also include 3D models
Level 5 and 6	<ul style="list-style-type: none"> • Explore and Express Ideas Explore visual arts practices inspiration to create artworks that express different ideas and beliefs • Visual Arts Practices Select and apply visual conventions, materials, techniques, technologies and processes specific to different art form when making artworks 	<ul style="list-style-type: none"> • Make sketches of the horse using grey lead pencil. Make multiple copies of the children’s sketches. Provide different materials to colour the horse, creating different effects. This could also include 3D models • Look at a series of artworks including sculpture and how horses have been depicted in artworks over time