

Food and wellbeing

Introduction

The Australian Curriculum addresses learning about food and wellbeing in two ways:

- in content descriptions as in Health and Physical Education (HPE), Science and Technologies, noting that in HPE there is a food and nutrition focus area and in Design and Technologies there is a technologies context (food specialisations)
- where it is identified in content elaborations in other learning areas, such as Mathematics.

The scope of learning in food and wellbeing reflects relevant content from across the Australian Curriculum.

The Australian Curriculum Connection: Food and wellbeing provides a framework for all young Australians to understand and value the importance of good nutrition for health and wellbeing both across learning areas and specifically within the Technologies learning area as a technologies context in core learning across Foundation to Year 8 and as additional learning opportunities offered by states and territories in Years 9–10.

The food and wellbeing connection is presented in bands of schooling. In Foundation – Year 6, the connection is described as **nutrition, health and wellbeing**. In Years 7–10, it is described as **home economics**.

Australian Curriculum content descriptions and elaborations relating to nutrition, health and wellbeing

Foundation

Learning area/subject	Strand/sub-strand	Foundation content descriptions	Foundation content elaborations
Design and Technologies (Foundation – Year 2) – see Year 2			
Health and Physical Education	Personal, social and community health <i>Being healthy, safe and active</i>	Identify personal strengths (ACPPS001)	<ul style="list-style-type: none"> identifying things they are good at and describing how these have changed over time
		Name parts of the body and describe how their body is growing and changing (ACPPS002)	<ul style="list-style-type: none"> recognising how bodies grow and change over time
		Identify people and demonstrate protective behaviours and other actions that help keep them safe and healthy (ACPPS003)	<ul style="list-style-type: none"> identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Practise personal and social skills to interact positively with others (ACPPS004)	<ul style="list-style-type: none"> accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation discussing how it feels to be included in activities practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member
		Identify and describe emotional responses people may experience in different situations (ACPPS005)	<ul style="list-style-type: none"> identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused learning and using appropriate language and actions to communicate their feelings in different situations recalling and sharing emotional responses to different situations and representing this in a variety of ways

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		Identify actions that promote health, safety and wellbeing (ACPPS006)	<ul style="list-style-type: none"> grouping foods into categories such as food groups and 'always' and 'sometimes' foods looking at different ways the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers
Science	Science understanding <i>Biological sciences</i>	Living things have basic needs, including food and water (ACSSU002)	<ul style="list-style-type: none"> identifying the needs of humans such as warmth, food and water, using students' own experiences
F-6/7 HASS	Knowledge and understanding <i>Geography</i>	The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)	<ul style="list-style-type: none"> identifying the places they live in and belong to (for example, a neighbourhood, suburb, town or rural locality) describing the features of their own place and places they are familiar with, or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television) identifying how places provide people with their basic needs (for example, water, food and shelter) and why they should be looked after for the future
		The reasons why some places are special to people, and how they can be looked after (ACHASSK017)	<ul style="list-style-type: none"> identifying places they consider to be 'special', for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance), and explaining why the place is special to them describing the features of places that are special to them based on what they see, hear, smell and feel

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F–6/7 HASS	Knowledge and understanding <i>History</i>	Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)	<ul style="list-style-type: none"> identifying and naming the different members of a family (for example, mother, father, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating concept maps of their family with pictures or photographs to show the relationship between family members finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map
Mathematics	Numbers and algebra <i>Patterns and algebra</i>	Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)	<ul style="list-style-type: none"> observing natural patterns in the world around us creating and describing patterns using materials, sounds, movements or drawing
	Measurement and geometry <i>Using units of measurement</i>	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) Compare and order duration of events using everyday language of time (ACMMG007) Connect days of the week to familiar events and actions (ACMMG008)	<ul style="list-style-type: none"> comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more sequencing familiar events in time order choosing events and actions that make connections with students' everyday family routines
	Statistics and probability <i>Data representation and interpretation</i>	Answer yes/no questions to collect information and make simple inferences(ACMSP011)	<ul style="list-style-type: none"> posing questions about themselves and familiar objects and events

Year 1

Learning area/subject	Strand/sub-strand	Year 1 content descriptions	Year 1 content elaborations
Design and Technologies (Foundation – Year 2) – see Year 2			
HPE – see Year 2			
Science	Science understanding <i>Biological sciences</i>	Living things have a variety of external features (ACSSU017)	<ul style="list-style-type: none"> describing the use of plant parts for particular purposes such as making food and obtaining water
		Living things live in different places where their needs are met (ACSSU211)	<ul style="list-style-type: none"> exploring different habitats in the local environment such as the beach, bush, backyard
	Science as a human endeavour <i>Nature and development of science</i>	People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	<ul style="list-style-type: none"> considering how science is used in activities such as cooking, fishing, transport, sport, medicine, farming and caring for plants and animals considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks
F–6/7 HASS	Knowledge and understanding Geography	The natural, managed and constructed, features of places, their location, how they change and how they can be cared for (ACHASSK031)	<ul style="list-style-type: none"> using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings) describing local features people look after (for example, a bushland, wetland, park, or heritage building), and finding out why and how these features need to be cared for, and who provides this care
		Activities in the local place and reasons for their location (ACHASSK033)	<ul style="list-style-type: none"> identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office recreational, farming, manufacturing, waste management)

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			<p>activities), locating them on a pictorial map, and suggesting why they are located where they are</p> <ul style="list-style-type: none"> describing how they rearrange the space within the classroom for different activities (for example reading time or for a drama activity)
F–6/7 HASS	Knowledge and understanding <i>History</i>	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)	<ul style="list-style-type: none"> comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) considering a range of family structures (for example, nuclear families, one child families, large families, single parent families, extended families, blended (step) families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work at home, work outside the home, childcare, gender roles, children’s responsibilities, pocket money)
Mathematics	Measurement and geometry <i>Using units of measurement</i>	Describe duration using months, weeks, days and hours (ACMMG021)	<ul style="list-style-type: none"> describing the duration of familiar situations such as ‘how long is it until we next come to school?’
	Statistics and probability <i>Data representation and interpretation</i>	Choose simple questions and gather responses and make simple inferences (ACMSP262)	<ul style="list-style-type: none"> determining questions which will gather appropriate responses for a simple investigation
		Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)	<ul style="list-style-type: none"> understanding one-to-one correspondence describing displays by identifying categories with the greatest or least number of objects

Year 2

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Design and Technologies (Foundation – Year 2)	Design and technologies knowledge and understanding	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)	<ul style="list-style-type: none"> exploring how local products, services and environments are designed by people for a purpose and meet social needs, for example the range of shelters provided for the public in a local community; graphical displays to market school and community events making design decisions based on personal and family needs, for example downloading and comparing recipes to suit available cooking facilities such as cooking in the bush compared to cooking in a kitchen
		Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)	<ul style="list-style-type: none"> exploring which plants and animals can provide food or materials for clothing and shelter and what basic needs those plants and animals have identifying products that can be designed and produced from plants and animals, for example food products, paper and wood products, fabrics and yarns, and fertilisers considering the suitability of a range of tools when cultivating gardens, mulching and building garden structures and preparing and cooking food from recipes identifying and categorising a wide range of foods, including Aboriginal bush foods, into food groups and describing tools and equipment needed to prepare these for healthy eating exploring how people from different cultures including those of Asia design and produce different cuisines based on the plants and animals in their region and available tools and equipment exploring the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating
		Explore needs or opportunities for designing, and the technologies needed to realise	<ul style="list-style-type: none"> exploring opportunities around the school for designing solutions, for example how school play areas could be

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	Design and technologies processes and production skills	designed solutions (ACTDEP005)	<p>improved; how the school removes classroom waste and identifying opportunities to reduce, recycle and re-use materials; reviewing the school canteen menu to identify healthy food options and suggesting changes to promote future good health</p> <ul style="list-style-type: none"> discussing possible designed solutions based on experience and some research, for example asking adults for advice considering the importance of sustainability in designed solutions, for example comparing the durability of materials for a selected solution exploring which tools, equipment and techniques to use with selected materials
		Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)	<ul style="list-style-type: none"> recording a judgment about design ideas with teacher guidance, for example expressing own likes and dislikes about a design idea identifying one common testing method, and recording results, for example taste-testing comparisons of a food product and recording results in a digital form describing how design ideas meet the needs of those who will use the solution
		Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)	<ul style="list-style-type: none"> learning and safely practising a range of technical skills using tools and equipment (for example, joining techniques when making products, watering and mulching gardens, preparing food, using software to design an environment)
		Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)	<ul style="list-style-type: none"> developing criteria for success with teacher guidance including consideration of impact on environment reflecting on the processes and challenges of designing and producing a solution and sharing these reflections using digital technologies (for example, when growing a food product, designing a structure to take a load or making a nutritious snack)

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		Sequence steps for making designed solutions and working collaboratively (ACTDEP009)	<ul style="list-style-type: none"> recording the procedure for making a product, for example a recipe or instructions for making a container
Health and Physical Education	Personal, social and community health <i>Being healthy, safe and active</i>	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	<ul style="list-style-type: none"> describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess
		Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	<ul style="list-style-type: none"> describing changes in their physical appearance now compared to when they were younger identifying and describing significant relationships in their lives and how these have evolved or changed over time discussing ways families and cultural groups acknowledge and celebrate major stages of development discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger
		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	<ul style="list-style-type: none"> exploring how eating healthy foods can influence health and wellbeing
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Describe ways to include others to make them feel that they belong (ACPPS019)	<ul style="list-style-type: none"> identifying and appreciating similarities and differences in people and groups exploring how people feel when they are included and excluded from groups and activities demonstrating appropriate language when encouraging others expressing appreciation and offering encouragement using a variety of communication techniques

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		Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> recognising own emotions and demonstrating positive ways to react in different situations identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses predicting how a person or character might be feeling based on the words they use, their facial expressions and body language understanding how a person's reaction to a situation can affect others' feelings
		Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	<ul style="list-style-type: none"> identifying advertisements they have encountered that contain health messages identifying popular health slogans and discussing the behaviours these slogans are encouraging creating their own positive health message and sharing it with the class
	Personal, social and community health <i>Contributing to healthy and active communities</i>	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	<ul style="list-style-type: none"> exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class exploring how fruit and water breaks help support class health and wellbeing recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis explaining and demonstrating how being fair and respectful contributes to class health and wellbeing
		Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected (ACPPS024)	<ul style="list-style-type: none"> examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different sharing the things that make them similar to and different from others in the class

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			<ul style="list-style-type: none"> discussing practices of their own culture used to pass on significant information from one generation to the next
Science	Science understanding <i>Chemical sciences</i>	Different materials can be combined, for a particular purpose (ACSSU031)	<ul style="list-style-type: none"> suggesting why different parts of everyday objects such as toys and clothes are made from different materials
	Science as a human endeavour <i>Nature and development of science</i>	Science involves observing asking questions about, and describing changes in, objects and events (ACSHE034)	<ul style="list-style-type: none"> suggesting how everyday items work, using knowledge of forces or materials
	<i>Use and influence of science</i>	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	<ul style="list-style-type: none"> finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply exploring how different cultures have made inks, pigments and paints by mixing materials
F–6/7 HASS	Knowledge and understanding <i>History</i>	How changed technology affected people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHASSK046)	<ul style="list-style-type: none"> examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people’s lives (for example, changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies; how people shopped and what they liked to buy; changes in the nature of waste and how waste is managed) identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood and finding out where each was produced
Mathematics	Measurement and geometry <i>Using units of measurement</i>	Name and order months and seasons (ACMMG040)	<ul style="list-style-type: none"> investigating the seasons used by Aboriginal people, comparing them to those used in Western society and recognising the connection to weather patterns

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	Statistics and probability <i>Data representation and interpretation</i>	Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)	<ul style="list-style-type: none"> carrying out a survey to identify types of waste/rubbish created at school by collecting and categorising rubbish types, such as A4 photocopy paper determining the variety of birdlife in the playground and using a prepared table to record observations
		Collect, check and classify data (ACMSP049)	<ul style="list-style-type: none"> recognising the usefulness of tally marks identifying categories of data and using them to sort data
		Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)	<ul style="list-style-type: none"> creating picture graphs to represent data using one-to-one correspondence comparing the usefulness of different data displays

