

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

Year 3

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Year 3 content elaborations
Design and Technologies (Years 3–4) – see Year 4			
HPE – see Year 4			
Science	Science understanding <i>Biological sciences</i>	Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	<ul style="list-style-type: none"> • sorting living and non-living things based on characteristics • exploring differences between living, once living and products of living things
	Science as a human endeavour <i>Nature and development of science</i>	Science involves making predictions and describing patterns and relationships (ACSHE050)	<ul style="list-style-type: none"> • considering how posing questions helps us plan for the future
	<i>Use and influence of science</i>	Science knowledge helps people to understand the effect of their actions (ACSHE051)	<ul style="list-style-type: none"> • investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners
F–6/7 HASS	Knowledge and understanding <i>Geography</i>	The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of people who live there and people's perceptions of these places (ACHASSK069)	<ul style="list-style-type: none"> • exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities) • investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country • examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country and inferring what it would be like to live in these places
F–6/7 HASS	Knowledge and understanding <i>History</i>	How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development	<ul style="list-style-type: none"> • exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example transport, entertainment, the natural and built environment, technology) has changed

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		and character of the local community (ACHASSK063)	<p>over time (for example, from the time of European settlement to the present day)</p> <ul style="list-style-type: none"> comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (similarities and differences over time) associated with people, events/developments, places or ecosystems
Mathematics	Measurement and geometry <i>Using units of measurement</i>	Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)	<ul style="list-style-type: none"> recognising the importance of using common units of measurement recognising and using centimetres and metres, grams and kilograms, and millilitres and litres

Year 4

Learning area/subject	Strand/sub-strand	Year 4 content descriptions	Year 4 content elaborations
Design and Technologies	Design and technologies knowledge and understanding	Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)	<ul style="list-style-type: none"> critiquing designed products, services and environments to establish the factors that influence the design and use of common technologies (for example, the characteristics that contribute to energy-efficient cooking such as wok cooking; the suitability and sustainable use of particular timbers)
		Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)	<ul style="list-style-type: none"> recognising the benefits food technologies provide for health and food safety and ensuring that a wide variety of food is available and can be prepared for healthy eating investigating the labels on food products to determine how the information provided contributes to healthy eating, for example ingredients and nutrition panels
		Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)	<ul style="list-style-type: none"> investigating the mass production of products to ensure standardisation (for example, students setting up a production line to produce a product for a school fete)
	Design and technologies processes and production skills	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)	<ul style="list-style-type: none"> exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities and countries of Asia critiquing and selecting appropriate joining techniques for materials to produce working models exploring and testing a range of materials under different conditions for suitability including sustainability considerations and identifying appropriate tools, equipment and techniques examining the structure and production of everyday products, services and environments to enhance their own design ideas

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			<ul style="list-style-type: none"> exploring the properties of materials to determine suitability (for example, the absorbency of different fabrics or the strength of different resistant materials)
		Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)	<ul style="list-style-type: none"> exploring ways of joining, connecting and assembling components that ensure success generating a range of design ideas for intended products, services, environments identifying the properties of materials needed for the designed solution visualising and exploring innovative design ideas by producing thumbnail drawings, models and labelled drawings to explain features and modifications planning, sharing and documenting creative ideas and processes using digital tools such as a class blog or collaborative document
		Select and use materials, components, tools equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)	<ul style="list-style-type: none"> using appropriate technologies terms to confidently describe and share with others procedures and techniques for making (for example cutting and joining materials) exploring ways of joining, connecting and assembling components that ensure success, and the impact digital technologies have had on these processes using tools and equipment accurately when measuring, marking and cutting; and explaining the importance of accuracy when designing and making, for example creating a template, measuring ingredients in a recipe, sowing seeds selecting and using materials, components, tools, equipment and processes with consideration of the environmental impact at each stage of the production process demonstrating safe, responsible and cooperative work practices when making designed solutions

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		Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)	<ul style="list-style-type: none"> negotiating criteria for success with class or group members evaluating, revising and selecting design ideas, based on criteria for success and including consideration of ethics, social values and sustainability evaluating the functional and aesthetic qualities of a designed solution reflecting on the sustainability implications of selected designed solutions comparing the amount of waste that would be produced from different design and development options and the potential for recycling waste reflecting on designed solutions to critique and assess suitability, sustainability and enterprise opportunities and determine how well they meet success criteria
		Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)	<ul style="list-style-type: none"> determining planning processes as a class, for example recording a procedure or creating time plans managing time and resource allocation throughout production, for example materials, tools, equipment and people identifying the steps in a mass production process sequencing steps to collaboratively produce a designed solution
Health and Physical Education	Personal, social and community health <i>Being healthy, safe and active</i>	Explore how success, challenge and failure strengthen identities (ACPPS033)	<ul style="list-style-type: none"> examining factors that support personal achievement and development of personal identities, such as the influence of family, friends and school suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking
		Explore strategies to manage physical, social and emotional change (ACPPS034)	<ul style="list-style-type: none"> discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations

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			<ul style="list-style-type: none"> exploring how friendships change as they grow older and identifying strategies to manage change identifying people or sources of information that they can access if they have questions about the changes that are occurring
		Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	<ul style="list-style-type: none"> examining their own eating patterns by researching <i>The Australian Guide to Healthy Eating</i> and identifying healthier food choices
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	<ul style="list-style-type: none"> describing behaviours that show empathy and respect for the rights of others creating an online connection with another school and identifying similarities and differences between students predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them recognising that bullying behaviour can take many forms, not only physical
		Investigate how emotional responses vary in depth and strength (ACPPS038)	<ul style="list-style-type: none"> recognising own emotional responses and levels of their response in different situations understanding that emotional responses vary across cultures and differ between people and different situations analysing scenarios and identifying possible triggers and warning signs to predict emotional responses describing strategies they can use to identify and manage their emotions before making a decision to act
		Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)	<ul style="list-style-type: none"> accessing different sources of health information and examining the accuracy of these sources examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages

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			<ul style="list-style-type: none"> investigating how health messages influence health decisions
	Personal, social and community health <i>Contributing to healthy and active communities</i>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)	<ul style="list-style-type: none"> establishing a small fruit and vegetable garden for the class that can be used to create healthy lunches or snacks exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving
		Research own heritage and cultural identities and explore strategies to respect and value diversity (ACPPS042)	<ul style="list-style-type: none"> investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background
Science	Science understanding <i>Chemical sciences</i>	Natural and processed materials have a range of physical properties; that can influence their use (ACSSU074)	<ul style="list-style-type: none"> describing a range of common materials, such as metals or plastics, and their uses investigating a particular property across a range of materials selecting materials for uses based on their properties
	<i>Use and influence of science</i>	Science knowledge helps people to understand the effect of their actions (ACSHE062)	<ul style="list-style-type: none"> investigating how a range of people, such as clothing designers, builders or engineers use science to select appropriate materials for their work
F–6/7 HASS	Knowledge and understanding <i>Geography</i>	The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)	<ul style="list-style-type: none"> identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)
Mathematics	Number and algebra <i>Money and financial mathematics</i>	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)	<ul style="list-style-type: none"> carrying out calculations in another currency as well as in dollars and cents, and identifying both as decimal systems

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	Statistics and probability <i>Data representation and interpretation</i>	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)	<ul style="list-style-type: none"> comparing the effectiveness of different methods of collecting data choosing the most effective way to collect data for a given investigation
		Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	<ul style="list-style-type: none"> exploring ways of presenting data and showing the results of investigations investigating data displays using many-to-one correspondence
		Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)	<ul style="list-style-type: none"> interpreting data representations in the media and other forums in which symbols represent more than one data value suggesting questions that can be answered by a given data display and using the display to answer questions