Learning about food and nutrition in the Victorian Curriculum F–10

Mapping Levels A–D content

Below is a table that maps content descriptions that explicitly include references to food and/or nutrition, plus content descriptions that have elaborations that make explicit reference to food and/or nutrition. Teachers can explore these content descriptions and elaborations to determine opportunities to develop a teaching and learning program related to food and/or nutrition using content from one or more curriculum areas. Schools have flexibility in the design of their teaching and learning program for food and nutrition education, determining the best ways to utilise their own local resources, expertise and contexts. These content descriptions and relevant elaborations highlight a range of approaches that could be used in the classroom to teach content related to food and/or nutrition.

The table is organised by curriculum areas, beginning with Design and Technologies and followed by Health and Physical Education, where there is an explicit focus area entitled ‘Food and nutrition’. The remaining curriculum areas are listed in alphabetical order after these entries.

| **Curriculum area** | **Level A** | **Level B** | **Level C** | **Level D** |
| --- | --- | --- | --- | --- |
| Design and Technologies | Experience the characteristics and properties of familiar designed solutions in at least one technologies context [(VCDSTC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC002) | Explore the characteristics and properties of familiar designed solutions in at least one technologies context [(VCDSTC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC005) | Examine and indicate the characteristics and properties of familiar designed solutions in at least two technologies contexts [(VCDSTC008)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC008)  Examine and indicate how designed solutions are created and produced safely to meet needs [(VCDSCD009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD009) | Explore and communicate the characteristics and properties of familiar designed solutions in at least two technologies contexts [(VCDSTC011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC011)  Explore and communicate how designed solutions are generated and produced to meet needs [(VCDSCD012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD012) |
| Health and Physical Education |  | Identify what they like and dislike [(VCHPEP015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP015) | Practise a variety of health, safety and wellbeing actions [(VCHPEP034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP034) | Explore what actions promote health, safety and wellbeing [(VCHPEP048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP048) |
| Critical and Creative Thinking | Experience the world and react using emotions [(VCCCTM060)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM060) |  |  |  |
| Geography | Experience places that are important for specific people and related activities [(VCGGC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC003) |  |  |  |
| Mathematics | Respond to groups of personally relevant objects [(VCMNA003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA003) |  | Compare two objects based on measurement attributes of length [(VCMMG044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG044) |  |
| Science |  |  |  | Objects can be sorted into groups based on their properties, and some objects can be mixed and changed [(VCSSU033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU033) |