# **Australian Curriculum Mapping:** SugarByHalf - What Do Your Kidneys Do? - Foundation to Year 2

Biological Science

Foundation:

* Living things have basic needs including food and water. ([ACSSU002](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12000&elaborations=true&cd=ACSSU002&searchTerm=acssu002#dimension-content))

Year 2:

* Living things grow, change and have offspring similar to themselves ([ACSSU030](https://www.australiancurriculum.edu.au/f-10-curriculum/science/?strand=Science+Understanding&strand=Science+as+a+Human+Endeavour&strand=Science+Inquiry+Skills&capability=ignore&priority=ignore&year=12002&elaborations=true&cd=ACSSU030&searchTerm=acssu030#dimension-content))

Health and Physical Education

Foundation:

* Name parts of the body and describe how their body is growing and changing ([ACPPS002](https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/?strand=Personal,+Social+and+Community+Health&strand=Movement+and+Physical+Activity&capability=ignore&priority=ignore&year=12993&elaborations=true&cd=ACPPS002&searchTerm=ACPPS002#dimension-content))

Year 1 & 2:

* Examine health messages and how they relate to health decisions and behaviours ([ACPPS021](https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/?strand=Personal,+Social+and+Community+Health&strand=Movement+and+Physical+Activity&capability=ignore&priority=ignore&year=12994&elaborations=true&cd=ACPPS021&searchTerm=acpps021#dimension-content))

Relevant parts of Year F-2 achievement standards:

Australian Foundation:

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active.

Australian Year 1 and 2:

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

21st Century Skills

  

Syllabus outcomes: [STe-8NE, ST1-10LW](http://syllabus.bostes.nsw.edu.au/science/science-k10/outcomes/), [GDES1.9, PHS1.12](http://k6.boardofstudies.nsw.edu.au/wps/wcm/connect/330e5ccb-782a-432b-8ce5-122a8c42967e/k6_pdhpe_syl.pdf?MOD=AJPERES)

General capabilities: [Literacy](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/), [Critical and Creative Thinking](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/).

Cross-curriculum priority: [Sustainability](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/)