

Australian Curriculum Mapping

SugarByHalf – Guardians of the Gums: How Sugar Attacks – Early Learning to Yr 2

21st century skills:



Critical Thinking



Global Citizenship



Problem Finding



Problem Solving

Content descriptions:

EYLF Learning Outcome	Elaborations
<p>Outcome 3:</p> <p>Child have a strong sense of wellbeing</p>	<p>2. Children take increasing responsibility for their own health and physical wellbeing</p>
<p>Outcome 4:</p> <p>Children are involved and confident learners</p>	<p>1. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>2. Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p>

<p>Outcome 5:</p> <p>Children are effective communicators</p>	<ol style="list-style-type: none"> 1. Children interact verbally and non-verbally with others for a range of purposes 2. Children engage with a range of texts and gain meaning from these texts 3. Children express ideas and make meaning using a range of media
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Foundation Health and Physical Education

- Name parts of the body and describe how their body is growing and changing ([ACPPS002](#))
- Identify actions that promote health, safety and wellbeing ([ACPPS006](#))

Years 1 & 2 Health and Physical Education

- Recognise situations and opportunities to promote health, safety and wellbeing ([ACPPS018](#))
- Examine health messages and how they relate to health decisions and behaviours ([ACPPS021](#))

Foundation Science

- Living things have basic needs, including food and water ([ACSSU002](#))
- Objects are made of materials that have observable properties ([ACSSU003](#))
- Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE013](#))
- Participate in guided investigations and make observations using the senses ([AC SIS011](#))

Year 1 Science

- Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE021](#))
- People use science in their daily lives, including when caring for their environment and living things ([ACSHE022](#))
- Pose and respond to questions, and make predictions about familiar objects and events ([AC SIS024](#))
- Participate in guided investigations to explore and answer questions ([AC SIS025](#))

Year 2 Science

- Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE034](#))
- People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))
- Pose and respond to questions, and make predictions about familiar objects and events ([ACSIS037](#))
- Participate in guided investigations to explore and answer questions ([ACSIS038](#))

Syllabus outcomes: [GDES1.9](#), [SLES1.13](#), [PHES1.2](#), [SLS1.13](#), [PHS1.12](#), [STe-8NE](#), [STe-9ME](#), [STe-4WS](#), [ST1-4WS](#), [ST1-11LW](#), [ST1-9ES](#), [ST1-11LW](#)

General capabilities: [Critical and Creative Thinking](#), [Personal and Social Capability](#)

Relevant parts of Foundation Health and Physical Education achievement standards: Students identify actions that help them be healthy, safe and physically active.

Relevant parts of Year 1 - 2 Health and Physical Education achievement standards: Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.

Relevant parts of Foundation Science achievement standards: Students describe the properties and behaviour of familiar objects. They share and reflect on observations.

Relevant parts of Year 1 Science achievement standards: Students describe objects and events that they encounter in their everyday lives. They respond to questions, make predictions, and participate in guided investigations of everyday phenomena.

Relevant parts of Year 2 Science achievement standards: Students describe examples of where science is used in people's daily lives. They pose and respond to questions about their experiences and predict outcomes of investigations.