

# Love Food Hate Waste

## Education Resources Curriculum Map

The following curriculum links tool is designed to support teachers in NSW and Victoria when mapping the Love Food Hate Waste resources against state syllabus outcomes.

**LOVE  
FOOD**  
hate waste

### Year 1 - How to Save Food

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 1 – Science <b>Science as a Human Endeavour</b> <b>ACSHE022</b> People use science in their daily lives, including when caring for their environment and living things</p>	<p>Stage 1 - Science &amp; Technology <b>Living World</b> <b>ST1-4LW-5</b> Describes observable features of living things and their environments</p>	<p>Foundation to Level 2 – Science <b>Science as a Human Endeavour</b> <b>VCSSU041</b> People use science in their daily lives</p>
<p>Year 1 – English <b>Literacy</b> <b>ACELY1656</b> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</p>	<p>Stage 1 - English <b>Communicate through speaking, listening, reading, writing, viewing and representing</b> <b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p>	<p>Level 1 – English <b>Literacy - Interacting with others</b> <b>VCELY210</b> Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others</p>

### Year 2 - Cupboard, fridge or freezer – which is best?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 2 – Science <b>Science Understanding</b> <b>ACSSU032</b> Earth's resources are used in a variety of ways</p> <p><b>Science as a Human Endeavour</b> <b>ACSHE035</b> People use science in their daily lives, including when caring for their environment and living things</p>	<p>Stage 1 - Science &amp; Technology <b>Knowledge &amp; Understanding</b> <b>ST1-5LW-T</b> Identifies how plants and animals are used for food and fibre products</p> <p><b>Living World</b> <b>ST1-4LW-5</b> Describes observable features of living things and their environments</p>	<p>Foundation to Level 2 – Science <b>Earth &amp; Space Sciences</b> <b>VCSSU047</b> Earth's resources are used in a variety of ways</p> <p><b>Science as a Human Endeavour</b> <b>VCSSU041</b> People use science in their daily lives</p>
<p>Year 2 – English <b>Literacy</b> <b>ACELY1666</b> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p>	<p>Stage 1 - English <b>Communicate through speaking, listening, reading, writing, viewing and representing</b> <b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p>	<p>Year 2 – English <b>Literacy - Interacting with others</b> <b>VCELY244</b> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner</p>

## Year 3 - What is food waste and why does it happen?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 3 – Science <b>Science as a Human Endeavour</b> <b>ACSHE051</b> Science knowledge helps people to understand the effect of their actions</p>	<p>Stage 2 - Science &amp; Technology <b>Working Scientifically</b> <b>ST2-1WS-5</b> Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations</p>	<p>Levels 3 and 4 - Science <b>Science as a Human Endeavour</b> <b>VCSSU056</b> Science knowledge helps people to understand the effects of their actions</p>
<p>Year 3 – Humanities and Social Sciences (HASS) <b>Civics and Citizenship</b> <b>ACHASSK071</b> Who makes rules, why rules are important and the consequences of rules not being followed</p>	<p>Stage 2 – Personal Development, Health and Physical Education (PDHPE) <b>Health, Wellbeing and Relationships</b> <b>PD2-9</b> Demonstrates self-management skills to respond to their own and others' actions</p>	<p>Levels 3 and 4 – The Humanities <b>Civics &amp; Citizenship</b> <b>VCCCL005</b> Distinguish between rules and laws and discuss why rules and laws are important</p>

## Year 4 - What a waste! How much does food waste cost?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 4 – Mathematics <b>Number and Algebra</b> <b>ACMNA080</b> Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p><b>Fractions and Decimals</b> <b>ACMNA079</b> Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</p>	<p>Stage 2 – Mathematics <b>Number and Algebra</b> <b>MA2-5NA</b> Uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers</p> <p><b>Number and Algebra</b> <b>MA2-4NA</b> Applies place value to order, read and represent numbers of up to five digits</p>	<p>Level 4 – Mathematics <b>Number &amp; Algebra</b> <b>VCMNA160</b> Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p><b>Number &amp; Algebra</b> <b>VCMNA159</b> Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</p>
<p>Year 4 – Humanities and Social Sciences (HASS) <b>Geography</b> <b>ACHASSK090</b> The use and management of natural resources and waste, and the different views on how to do this sustainably</p>	<p>Stage 2 – Human Society and its Environment (HSIE) <b>Geography</b> <b>GE2-3</b> Examines differing perceptions about the management of places and environments</p>	<p>Levels 3 and 4 – The Humanities <b>Geography</b> <b>VCGGK082</b> Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably</p>

## Year 5 - What a waste! But what exactly are we wasting?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 5 – Science <b>Science Understanding</b> <b>ACSSU077</b></p> <p>Solids, liquids and gases have different observable properties and behave in different ways</p>	<p>Stage 3 - Science &amp; Technology <b>Physical World</b> <b>ST3-8PW-ST</b></p> <p>Explains how energy is transformed from one form to another</p>	<p>Levels 5 and 6 – Science <b>Chemical Sciences</b> <b>VCSSU059</b></p> <p>A change of state between solid and liquid can be caused by adding or removing heat</p>
<p>Year 5 – Humanities and Social Sciences (HASS) <b>Geography</b> <b>ACHASSK113</b></p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them</p>	<p>Stage 3 – Human Society and its Environment (HSIE) <b>Geography</b> <b>GE3-3</b></p> <p>Compares and contrasts influences on the management of places and environments</p>	<p>Levels 5 and 6 – The Humanities <b>Geography</b> <b>VCGGK096</b></p> <p>Environmental and human influences on the location and characteristics of places and the management of spaces within them</p>

## Year 6 - How can I prevent food waste and be a food boss?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 6 – Science <b>Science Understanding</b> <b>ACSSU095</b></p> <p>Changes to materials can be reversible or irreversible</p>	<p>Stage 3 – Science &amp; Technology <b>Material World</b> <b>ST3-7MW-T</b></p> <p>Explains how the properties of materials determines their use for a range of purposes</p>	<p>Levels 5 and 6 – Science <b>Chemical Sciences</b> <b>VCSSU077</b></p> <p>Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting</p>
<p>Year 5 and 6 – Health and Physical Education <b>Personal, Social and Community Health</b> <b>ACPPS054</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing</p>	<p>Stage 3 – Personal Development, Health and Physical Education (PDHPE) <b>Health, Wellbeing and Relationships</b> <b>PD3-1</b></p> <p>Identifies and applies strengths and strategies to manage life changes and transitions</p>	<p>Levels 5 and 6 – Health and Physical Education <b>VCHPEP108</b></p> <p>Plan and practise strategies to promote health, safety and wellbeing</p>

## Year 7 - How does food waste harm the environment and what can we do to prevent it?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 7 – Science <b>Science Understanding</b> <b>ACSSU116</b> Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable</p>	<p>Stage 4 – Science &amp; Technology <b>Earth &amp; Space</b> <b>SC4-13ES</b> Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management</p>	<p>Levels 7 and 8 – Science <b>Earth and Space Sciences</b> <b>VCSSU100</b> Some of Earth’s resources are renewable, but others are non-renewable VCSSU100</p>
<p>Year 7 – Humanities and Social Sciences (HASS) <b>Geography</b> <b>ACHASSK185</b> The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa</p>	<p>Stage 4 – Human Society and its Environment (HSIE) <b>Geography</b> <b>GE4-5</b> Discusses management of places and environments for their sustainability</p>	<p>Levels 7 and 8 – The Humanities <b>Geography</b> <b>VCGGK108</b> Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa</p>
<p>Year 7 and 8 –Technologies <b>Design and Technologies Knowledge and Understanding</b> <b>ACTDEK029</b> Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures</p>	<p>Stage 4 - Science <b>Technology &amp; Society</b> <b>TE4-10TS</b> Explains how people in technology related professions contribute to society now and into the future</p>	<p>Levels 7 &amp; 8 – Technologies <b>Design and Technologies</b> <b>VCDST043</b> Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures</p>

## Year 8 - Be a waste warrior! Take the pledge to reduce food waste!

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 8 - Science <b>Science as a Human Endeavour</b> <b>ACSHE135</b> Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations</p>	<p>Stage 4 - Science <b>Design &amp; Production</b> <b>TE4-1DP</b> Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p>	<p>Levels 7 and 8 – Science <b>Science as a Human Endeavour</b> <b>VCSSU090</b> Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations</p>
<p>Year 8 – Geography <b>Geographical Knowledge &amp; Understanding</b> <b>ACHGK051</b> Human causes and effects of landscape degradation</p>	<p>Stage 4 – Human Society and its Environment (HSIE) <b>Geography</b> <b>GE4-3</b> Explains how interactions and connections between people, places and environments result in change</p>	<p>Levels 7 and 8 – The Humanities <b>Geography</b> <b>VCGGK119</b> Human causes of landscape degradation, the effects on landscape quality and the implications for places</p>