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

Mapping Foundation to Level 10 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 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, where there are explicit contexts entitled ‘Food specialisations’ and ‘Food and fibre production’, and then 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 and strand** | **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
| --- | --- | --- | --- | --- | --- |
| Design and Technologies – Technologies and Society |  |  |  | Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups [(VCDSTS044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS044) | Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved [(VCDSTS054)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS054) |
| Design and Technologies – Technologies Contexts | Explore how plants and animals are grown for food, clothing and shelter [(VCDSTC015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC015)Explore how food is selected and prepared for healthy eating [(VCDSTC016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016) | Investigate food and fibre production used in modern or traditional societies [(VCDSTC025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC025)Investigate food preparation techniques used in modern or traditional societies [(VCDSTC026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026) | Investigate how and why food and fibre are produced in managed environments [(VCDSTC035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC035)Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene [(VCDSTC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036) | Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable [(VCDSTC046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC046)Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating [(VCDSTC047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC047) | Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre [(VCDSTC057)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC057)Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating [(VCDSTC058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC058) |
| Design and Technologies – Creating Designed Solutions | Explore needs or opportunities for designing, and the technologies needed to realise designed solutions [(VCDSCD018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)Visualise, generate, and communicate design ideas through describing, drawing and modelling [(VCDSCD019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)Use materials, components, tools, equipment and techniques to produce designed solutions safely [(VCDSCD020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) |  | Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions [(VCDSCD040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD040) | Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas [(VCDSCD049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD049) |  |
| Health and Physical Education – Personal, Social and Community Health | Foundation:Identify actions that promote health, safety and wellbeing [(VCHPEP062)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062)Levels 1 and 2:Recognise situations and opportunities to promote their own health, safety and wellbeing [(VCHPEP074)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP074) | Identify and practise strategies to promote health, safety and wellbeing [(VCHPEP091)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP091) | Plan and practise strategies to promote health, safety and wellbeing [(VCHPEP108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108) | Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities [(VCHPEP130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130) | Evaluate factors that shape identities, and analyse how individuals impact the identities of others [(VCHPEP142)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142)Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices [(VCHPEP145)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP145)Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities [(VCHPEP149)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP149) |
| Critical and Creative Thinking – Questions and Possibilities |  | Explore reactions to a given situation or problem and consider the effect of pre-established preferences [(VCCCTQ011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ011) |  | Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements [(VCCCTQ032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ032) | Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions [(VCCCTQ045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ045) |
| Critical and Creative Thinking – Reasoning |  |  |  |  | Examine how to identify and analyse suppressed premises and assumptions [(VCCCTR047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR047) |
| English – Reading and Viewing | Foundation:Identify some features of texts including events and characters and retell events from a text [(VCELT150)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT150) |  |  |  |  |
| Economics and Business – Resource Allocation and Making Choices |  |  |  | Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism [(VCEBR011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR011) |  |
| Geography – Geographical Concepts and Skills |  |  |  |  | Predict changes in the characteristics of places over time and identify the possible implications of change for the future [(VCGGC127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC127)Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences [(VCGGC129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC129)Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources [(VCGGC130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC130)Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate [(VCGGC131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC131)Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology [(VCGGC132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC132) |
| Geography – Geographical Knowledge | Reasons why some places are special and some places are important to people and how they can be looked after [(VCGGK069)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK069) |  | Environmental and human influences on the location and characteristics of places and the management of spaces within them [(VCGGK096)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK096) |  | The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world [(VCGGK135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK135)Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations [(VCGGK136)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK136)Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time [(VCGGK137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK137)Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges [(VCGGK138)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK138)Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia [(VCGGK142)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK142) |
| History − Historical Knowledge |  | The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions [(VCHHK081)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK081) | The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children [(VCHHK094)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK094) | *Ancient world and early civilisations 60 000 bc (bce) – c.650 ad (ce)*How physical features influenced the development of the civilisation [(VCHHK109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK109)*Middle Ages and early exploration*The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society [(VCHHK116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK116)Perspectives of subject peoples and their interactions with power and/or authority of others [(VCHHK118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK118)One significant challenge and one development faced by the society that caused progress or decline [(VCHHK120)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK120)  |  |
| Intercultural Capability − Cultural Practices | Identify what is familiar and what is different in the ways culturally diverse individuals and families live [(VCICCB001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB001) |  |  |  |  |
| Intercultural Capability − Cultural Diversity | Identify and discuss cultural diversity in the school and/or community [(VCICCD003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD003) | Explain the role of cultural traditions in the development of personal, group and national identities [(VCICCD007)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD007) |  |  | Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world [(VCICCD019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD019) |
| Languages − Arabic, Communicating, F–10 sequence |  | Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts [(VCARC123)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC123) | Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages [(VCARC144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC144) |  | Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding [(VCARC180)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC180) |
| Languages − Arabic, Communicating, 7–10 sequence |  |  |  | Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways [(VCARC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC004) |  |
| Languages − Arabic, Understanding, F–10 sequence |  | Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context [(VCARU136)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU136) |  | Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts [(VCARU169)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU169) |  |
| Languages − Arabic, Understanding, 7–10 sequence |  |  |  | Explore how language use reflects one’s thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning- [(VCARU017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU017) | Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change [(VCARU033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU033) |
| Languages − Auslan, Communicating, F–10 sequence | Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items [(VCASFC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC002)Identify specific points of information in simple Auslan texts and use the information to complete guided tasks [(VCASFC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC004) |  | Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions [(VCASFC164)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC164) | Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community [(VCASFC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC055)Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English [(VCASFC063)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC063) |  |
| Languages − Auslan, Communicating, 7–10 sequence |  |  |  | Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures [(VCASFC092)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC092)Locate specific points of information from signed texts about familiar topics and use the information in new ways [(VCASFC094)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC094) |  |
| Languages − Auslan, Understanding, 7−10 sequence | Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks [(VCASFC130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC130)Translate words used in everyday contexts from Auslan into English and vice versa [(VCASFC134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCASFC134) |  |  |  |  |
| Languages − Chinese, Second Language Learner, Communicating, 7–10 sequence |  | Locate factual information from sources and report this information to a known audience using learnt characters [(VCZHC020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC020) |  | Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action [(VCZHC081)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC081)Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships [(VCZHC193)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC193) | Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed [(VCZHC067)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC067) |
| Languages − Chinese, Second Language Learner, Understanding, F−10 sequence | Describe how people use different languages to communicate and participate in cultural experiences [(VCZHU016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU016) | Identify similarities and differences in the organisation of simple familiar texts [(VCZHU029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU029) |  | Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating [(VCZHU059)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU059) |  |
| Languages − Chinese, Second Language Learner, Understanding, 7–10 sequence |  |  |  | Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems [(VCZHU094)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU094) | Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters [(VCZHU107)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU107) |
| Languages − Chinese, Background Language Learner, Communicating, F–10 sequence | Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others [(VCZHC116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC116)Reflect on aspects of their Chinese identity and personal relationships with others [(VCZHC121)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC121)Recognise differences and similarities in communication across cultures, such as greetings, names and gestures [(VCZHU128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU128) | Collaborate in and make decisions about group activities and learning experiences in familiar contexts [(VCZHC130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC130)Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts [(VCZHC137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC137) |  |  |  |
| Languages − Chinese, Background Language Learner, Understanding, F–10 sequence |  |  | Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression [(VCZHU156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU156) |  |  |
| Languages − Chinese, First Language Learner, Understanding, 7–10 sequence |  |  |  | Analyse the use of language across genders and generations, within and across language communities [(VCZHU243)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU243) |  |
| Languages − Classical Greek, Engaging with texts |  |  |  | Convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written and digital forms, using Classical Greek as appropriate [(VCGRCE002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGRCE002) | Convey interpretations of information and ideas about ancient Greek society and culture, in oral, written and digital forms, using Classical Greek as appropriate [(VCGRCE017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGRCE017) |
| Languages − French, Communicating, F–10 sequence | Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words [(VCFRC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC010) |  |  | Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues [(VCFRC058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC058) |  |
| Languages − French, Understanding, F–10 sequence | Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them [(VCFRU018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU018) | Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts [(VCFRU031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU031)Notice differences between French, Australian and other cultures’ practices and how these are reflected in language [(VCFRU036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU036) | Understand how different French texts use language in ways that create different effects and suit different audiences [(VCFRU050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU050) | Investigate the nature and extent of French language use in both Australian and global contexts [(VCFRU071)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU071) |  |
| Languages − French, Understanding, 7–10 sequence |  |  |  | Understand the dynamic nature of French and other languages [(VCFRU106)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU106)Explore the relationship between language and culture [(VCFRU108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU108) | Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs ([(VCFRU126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU126) |
| Languages − German, Communicating, F–10 sequence | Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language [(VCDEC107)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC107)Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words [(VCDEC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC112) | Present information in modelled spoken and written texts relating to personal, social and natural worlds [(VCDEC124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC124) | Participate in guided tasks such as planning and organising events and completing transactions [(VCDEC138)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC138)Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements [(VCDEC141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC141) |  | Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented [(VCDEC174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC174) |
| Languages − German, Communicating, 7–10 sequence |  |  |  | Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations [(VCDEC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC002)Present in modelled spoken and written texts information relating to own world and that of other teenagers [(VCDEC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC005) | Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge [(VCDEU033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU033)Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts [(VCDEC026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC026) |
| Languages − German, Understanding, F–10 sequence | Notice that the languages people use relate to who they are and where and how they live [(VCDEU119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU119) |  | Understand why language is important and recognise that languages and cultures change over time and influence one another [(VCDEU152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU152) | Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge [(VCDEU169)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU169) |  |
| Languages − Hindi, Understanding, F–10 sequence |  | Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion [(VCHIU031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU031) |  | Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives [(VCHIU071)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU071) |  |
| Languages − Hindi, Understanding, 7–10 sequence |  |  |  | Understand the relationship between language and culture, reflecting on how languages reflect values, belief systems and perspectives that may be differently interpreted by speakers of other languages [(VCHIU108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU108) |  |
| Languages − Hindi, Communicating, F–10 sequence |  |  | Discuss the effects of switching between languages, noticing when they choose to use either Hindi or English and how each language and associated cultures influences their ways of communicating [(VCHIC046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC046) | Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts [(VCHIC056)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC056) | Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented [(VCHIC076)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC076) |
| Languages − Hindi, Communicating, 7–10 sequence |  |  |  |  | Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving [(VCHIC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC110)Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes [(VCHIC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC112)Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts [(VCHIC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC113) |
| Languages − Indonesian, Communicating, F–10 sequence | Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks [(VCIDC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC004)Give factual information about self, family and significant objects using labels, captions and descriptions [(VCIDC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC005)Notice what may look or feel similar or different to own language and culture when interacting in Indonesian [(VCIDC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC010) |  | Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class [(VCIDC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC036)Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning [(VCIDC042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC042) | Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations [(VCIDC053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC053)Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCIDC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC055) |  |
| Languages − Indonesian, Communicating, 7–10 sequence |  |  |  | Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts [(VCIDC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC087)Present factual information and ideas about aspects of language and culture in oral, written and multimodal form [(VCIDC090)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC090) | Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why [(VCIDC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC110)Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements [(VCIDC111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC111) |
| Languages − Indonesian, Understanding, F–10 sequence |  | Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world [(VCIDU030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU030)Make connections between cultural practices and language use, such as specific vocabulary and expressions [(VCIDU034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU034) | Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary [(VCIDU047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU047)Develop awareness that language use reflects different contexts, purposes and audiences [(VCIDU049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU049)Recognise that Indonesian contains influences from other languages, such as regional and foreign languages [(VCIDU050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU050) | Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology [(VCIDU067)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU067) |  |
| Languages − Italian, Communicating, F–10 sequence  | Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling [(VCITC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC003) | Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home [(VCITC020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC020)Participate in everyday transactions to obtain goods [(VCITC022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC022) |  |  | Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences [(VCITC082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC082) |
| Languages − Italian, Communicating, 7–10 sequence |  |  |  |  | Convey information and compare diverse perspectives from multiple sources in Italian [(VCITC120)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC120) |
| Languages − Italian, Understanding, F–10 sequence | Recognise that Italian and English borrow words from each other [(VCITU017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU017) |  |  | Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication [(VCITU074)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU074)Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages [(VCITU075)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU075) |  |
| Languages − Italian, Understanding, 7–10 sequence |  |  |  | Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia [(VCITU113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU113) |  |
| Languages − Japanese, Communicating, F–10 sequence | Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks [(VCJAC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC112)Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression [(VCJAC118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC118) | Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others [(VCJAC127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC127)Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance [(VCJAC133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC133) | Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance [(VCJAC146)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC146)Discuss the experience of speaking and interacting in a different language, what they understand by ‘identity’, and whether learning Japanese has any effect on their sense of self [(VCJAC155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC155) | Interact with others to share interests and experiences, exchange information and express opinions and feelings [(VCJAC163)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC163) | Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements [(VCJAC189)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC189) |
| Languages − Japanese, Communicating, 7–10 sequence |  |  |  | Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances [(VCJAC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC002)Locate key points of information in a range of texts and resources and use the information in new ways [(VCJAC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC004) | Participate in activities that involve transacting, negotiating, planning and participating in events and experiences [(VCJAC020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC020)Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience [(VCJAC023)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC023) |
| Languages − Japanese, Understanding, F–10 sequence |  |  | Recognise that the Japanese language is both influenced by in turn influences other languages and cultures [(VCJAU161)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU161)Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication [(VCJAU162)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU162) | Explain variations in Japanese language use that reflect different levels of formality, authority and status [(VCJAU178)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU178) |  |
| Languages − Japanese, Understanding, 7–10 sequence |  |  |  |  | Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships [(VCJAU034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU034) |
| Languages − Korean, Communicating, F–10 sequence | Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks [(VCKOC118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC118) | Present information gathered from different types of texts relating to people, objects, places and events [(VCKOC138)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC138) |  | Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions [(VCKOC173)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC173) |  |
| Languages − Korean, Communicating, 7–10 sequence |  |  |  | Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of communication [(VCKOC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC002)Present ideas and information obtained from different sources in a variety of ways for a different audiences such as listing, tabulating, sequencing or charting information [(VCKOC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC005) | Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options [(VCKOC021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC021)Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation [(VCKOC024)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC024)Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language [(VCKOC028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC028) |
| Languages − Korean, Understanding, F–10 sequence |  |  | Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts [(VCKOU167)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU167) | Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation [(VCKOU185)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU185) | Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences [(VCKOU204)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU204)Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements [(VCKOU205)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU205) |
| Languages − Korean, Understanding, 7–10 sequence |  |  |  | Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations [(VCKOU014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU014)Explore how language use and communicative practices can influence people’s lives, thoughts and perceptions [(VCKOU018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU018) | Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language [(VCKOC028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC028) |
| Languages − Latin, Engaging with Texts |  |  |  | Convey information and ideas about the daily life and attitudes of the Romans, in oral, written and digital forms, using Latin as appropriate [(VCLAE002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLAE002) | Convey interpretations of information and ideas about Roman society and culture, in oral, written and digital forms, using Latin as appropriate [(VCLAE017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLAE017) |
| Languages − Modern Greek, Communicating, F–10 sequence |  | Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps, digital texts and displays or charts [(VCELC124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC124)Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages [(VCELC127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC127) | Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines [(VCELC141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC141)Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning [(VCELC144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC144) | Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions [(VCELC155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC155)Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCELC157)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC157) |  |
| Languages − Modern Greek, Understanding, F–10 sequence |  | Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions [(VCELU136)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU136) | Explore the relationship between language and culture and how they are reflected in communication styles [(VCELU153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU153) |  |  |
| Languages − Modern Greek, Understanding, 7–10 sequence |  |  |  | Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases [(VCELU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU013) |  |
| Languages − Non-Roman Alphabet Languages, Communicating, F–10 sequence |  | Convey information about self, others, home and school life, using simple statements and support materials such as photos, maps or charts [(VCNRC022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC022)Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages [(VCNRC025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC025) | Translate simple texts from the language being studied to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning [(VCNRC042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC042) | Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCNRC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC055) |  |
| Languages – Non-Roman Alphabet Languages, Understanding, F–10 sequence |  |  | Understand that language and culture are integral to identity and are reflected in communication styles [(VCNRU051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU051) |  |  |
| Languages – Non-Roman Alphabet Languages, Understanding, 7–10 sequence |  |  |  | Recognise and use vocabulary and grammatical elements to create simple sentences and phrases [(VCNRU098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU098) |  |
| Languages − Roman Alphabet Languages, Communicating, F–10 sequence | Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks [(VCRAC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC004)Give factual information about self, family and significant objects using labels, captions and descriptions [(VCRAC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC005)Notice what may look or feel similar or different to own language and culture when interacting in the language being studied [(VCRAC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC010) |  | Collaborate with peers to plan and conduct a shared event or activity [(VCRAC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC036)Translate texts from the language to English and vice versa, selecting from possible choices to create appropriate meanings [(VCRAC042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC042) | Make plans, solve problems and address needs by, for example, corresponding and transacting in real or simulated situations [(VCRAC053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC053)Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCRAC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC055) |  |
| Languages − Roman Alphabet Languages, Communicating, 7–10 sequence |  |  |  | Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts [(VCRAC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC087)Present factual information and ideas about aspects of language and culture in oral, written and multimodal form [(VCRAC090)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC090) | Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements [(VCRAC111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC111) |
| Languages − Roman Alphabet Languages, Understanding, F–10 sequence |  | Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary and grammatical elements related to personal and social world [(VCRAU030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU030) | Understand how to use prepositions, and continue to expand knowledge of verbs and vocabulary [(VCRAU047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU047)Develop awareness that language use reflects different contexts, purposes and audiences [(VCRAU049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU049)Recognise influences from other languages, such as regional and foreign languages [(VCRAU050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU050) | Understand that languages continue to change over time due to influences such as globalisation and technology [(VCRAU067)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU067) |  |
| Languages − Spanish, Understanding, F–10 sequence | Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers [(VCESU126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU126) |  | Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects [(VCESU158)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU158) | Understand the dynamic nature of languages [(VCESU178)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU178) |  |
| Languages − Spanish, Understanding, 7–10 sequence |  |  |  | Recognise the interconnected relationship between language and culture [(VCESU018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU018) |  |
| Languages − Spanish, Communicating, F–10 sequence | Present factual information about self, family, friends and everyday objects using simple statements and support materials [(VCESC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC113)Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) [(VCESC118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC118) | Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings [(VCESC134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC134) |  |  |  |
| Languages − Spanish, Communicating, 7–10 sequence  |  |  |  | Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating [(VCESC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC002) |  |
| Languages − Turkish, Communicating, F–10 sequence | Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks [(VCTRC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC004) | Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English [(VCTRC027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC027) | Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition [(VCTRC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC036) |  |  |
| Languages − Turkish, Communicating, 7–10 sequence |  |  |  | Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways [(VCTRC089)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC089) | Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of ‘living between languages’ [(VCTRC111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC111) |
| Languages − Turkish, Understanding, F–10 sequence |  |  | Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes [(VCTRU050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU050)Reflect on how communities’ ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages [(VCTRU051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU051) |  |  |
| Languages − Turkish, Understanding, 7–10 sequence |  |  |  | Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian [(VCTRU101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU101) |  |
| Languages − Victorian Aboriginal Languages, Communicating | Discover key information about Country/Place by exploring Country/Place and listening to stories from respected community members [(VCLVC133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC133)Give factual information using simple statements, gestures and captions [(VCLVC134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC134)Notice how using different languages involves some different ways of communicating and behaving [(VCLVC140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC140) | Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources [(VCLVC155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC155) | Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources [(VCLVC155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC155) | Engage with peers, the teaching team and visiting respected community members to exchange information about interests, experiences, plans and aspirations [(VCLVC174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC174)Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place [(VCLVC177)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC177) | Engage with peers, the teaching team and visiting respected community members to exchange information about interests, experiences, plans and aspirations [(VCLVC174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC174)Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place [(VCLVC177)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC177) |
| Languages − Vietnamese, Communicating, F–10 sequence |  | Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal [(VCVIC127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC127)Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions [(VCVIC130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC130) | Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences [(VCVIC144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC144)Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate [(VCVIC147)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC147)Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms [(VCVIC148)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC148) | Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests [(VCVIC157)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC157)Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources [(VCVIC160)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC160)Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts [(VCVIC161)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC161) |  |
| Languages − Vietnamese, Communicating, 7–10 sequence |  |  |  |  | Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study [(VCVIC021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC021) |
| Languages − Vietnamese, Understanding, F–10 sequence |  |  | Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam [(VCVIU155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU155)Understand that language use is shaped by the values and beliefs of a community [(VCVIU156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU156) | Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies [(VCVIU172)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU172)Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures [(VCVIU173)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU173) |  |
| Personal and Social Capability − Social Awareness and Management | Levels 1 and 2:Identify how families can have a range of relationships [(VCPSCSO011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO011) |  |  |  |  |
| Science – Science Understanding | Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met [(VCSSU042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU042)Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes [(VCSSU045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU045) | Science knowledge helps people to understand the effects of their actions [(VCSSU056)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU056) |  | Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity [(VCSSU093)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU093) |  |