KINDY CURRICULUM GUIDELINES

EYLF OUTCOMES

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

1.1	Children feel safe, secure, and supported
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
1.3	Children develop knowledgeable and confident self identities
1.4	Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.2	Children respond to diversity with respect
2.3	Children become aware of fairness
2.4	Children become socially responsible and show respect for the environment

OUTCOME THREE: CHILDREN HAVE A STRONG SENSE OF WELLBEING

3.1	Children become strong in their social and emotional wellbeing
3.2	Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

4.1	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
4.2	Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
4.3	Children transfer and adapt what they have learned from one context to another
4.4	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

5.1	Children interact verbally and non-verbally with others for a range of purposes
5.2	Children engage with a range of texts and gain meaning from these texts
5.3	Children express ideas and make meaning using a range of media
5.4	Children begin to understand how symbols and pattern systems work
5.5	Children use information and communication technologies to access information, investigate ideas and represent their thinking

IDENTITY

	FOCUS	EVIDENCE
1.1	Build a sense of stability and trust	- initiate interactions and conversations with peers, teachers and other adults in a range of contexts (connects to the English Curriculum) - form stable relationships within familiar environments - initiate and join in play with enjoyment and satisfaction
	Build a sense of belonging	- describe places they live in and belong to, such as their family, community and kindergarten community (connects to the Humanitites and Social Sciences Curriculum) - join in group activities, such as singing and dancing to songs - approach new situations with a positive attitude
1.2	Show resilience	- persevere with tasks when faced with challenges (connects to the Health and Physical Education Curriculum) - make new discoveries and celebrate their own efforts and achievements and those of others
	Make choices and decisions (by themselves and with others)	- demonstrate an increasing capacity for self-regulation - show initiative by asking questions, negotiating and sharing (connects to the English Curriculum and Science Curriculum) - make decisions and choices and describe options - demonstrate simple goal-setting strategies with adult support
	Manage routines, organise self and belongings	- take increasing responsibility for their own actions and learning - manage and participate in setting routines and processes - organise and look after their own belongings - respond to ideas and suggestions from others (connects to the English Curriculum)
1.3	Show confidence in own learning and capabilities	- show increasing confidence in their abilities, achievements, and ideas as learners - show curiosity, engagement and purpose for learning - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view - build positive relationships in their peer group and social circles (connects to the Health and Physical Education Curriculum) - celebrate achievement and share contributions with others
	Display a positive image of self, their family and culture	- build an understanding that there are other social and cultural heritages different from their own - use their home language at school (connects to the English Curriculum) share aspects of their culture with others where appropriate (connects to Humanities and Social Sciences Curriculum) - engage with elders and cultural community members to explore their social and cultural heritage (connects to Humanities and Social Sciences Curriculum)
1.4	Participate positively as part of a group	- participate appropriately in a social context - take turns in small group situations - empathise with and express concern for others - cooperate and contribute to play and small group experiences
	Respond to others appropriately	- listen to others' opinions and points of view - show respect for others, their views and property - apply simple strategies for conflict management and resolution with assistance - reflect on their actions and consider consequences

CONNECTING AND CONTRIBUTING

	FOCUS	EVIDENCE
2.1	Develop skills for working with others	- listen to others and share own ideas (connects to the English Curriculum) - share observations with others as they explore their immediate world using their five senses (connects to the Science Curriculum) - participate with others to solve problems (connects to the Science Curriculum and the Mathematics Curriculum) - cooperate with others and negotiate roles and relationships in play and group experiences - contribute to fair decision making about matters that affect them
	Develop inquiry and communication skills	- plan and carry out a few simple sequenced steps when exploring and investigating (connects to the Science Curriculum and Technologies Curriculum) - use simple language of measurement to describe, compare, order or sort the observations made when exploring (connects to the Mathematics Curriculum and the Science Curriculum) - describe both verbally and non-verbally what they see, hear, touch, feel and taste (connects to the English Curriculum and the Science Curriculum) - use ICT with assistance to collect information and communicate it simply (connects to the English Curriculum) - represent findings and communicate ideas in a variety of ways (connects to the The Arts Curriculum, the English Curriculum, the Mathematics Curriculum and Science Curriculum)
2.2	Explore the diversity of culture, heritage, background and tradition (connects to the Humanities and Social Sciences Curriculum)	- build an understanding that people can speak different languages (connects to the English Curriculum - describe own family's commemoration of festivals and past events - name who is in their family and recognise not all family structures are the same - identify and compare similarities and differences in their own and others' histories and culture - sequence familiar events - build an understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories
	Respond respectfully to diversity (connects to the Humanities and Social Sciences Curriculum)	- explore Aboriginal and Torres Strait Islander Peoples' cultures who have a connection with places and people, past and present - react in respectful ways to diversity - investigate Aboriginal and Torres Strait Peoples' artwork and artefacts, past and present
2.4	Explore natural and constructed environments (connects to the Science Curriculum)	- name simple natural and built elements in their environment - use simple and safe tools to explore and investigate the environment (connects to the Technologies Curriculum) - describe some of the simple aspects of materials and places in their environment (connects to the Technologies Curriculum) - observe and describe changes in sunlight, temperature, clouds and rain - contribute their ideas in discussion about experiences in the natural and constructed environment - use play to investigate, project and explore new ideas
	Respect, care for and sustain the environment (connects to the Science Curriculum)	- suggest ways to care for and sustain the environment (connects to the Humanities and Social Sciences Curriculum) - observe, reflect and ask questions about their environment
	Investigate the interactions between the environment and its people (connects to the Science Curriculum)	- describe the basic needs of people, plants and animals, and places where they live - investigate places where people, plants and animals live - describe relationships that are living and non-living things - discuss how not caring for the environment might harm it (connects to the Humanities and Social Sciences Curriculum) - infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals

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WELLBEING

	FOCUS	EVIDENCE
3.1	Interact positively to form relationships and friendships (connects to the Health and Physcial Education Curriculum)	- negotiate friendships and build and maintain respectful, trusting relationships with other children and teachers - demonstrate increasing awareness of the needs and rights of others - describe their contributions to shared projects and experiences acknowledge and accept affirmation
	Recognise simple emotions and build self-regulation (connects to the Health and Physcial Education Curriculum)	- demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation - recognise basic emotions - show an increasing capacity to act and speak appropriately when resolving conflict - share humour, happiness and satisfaction - demonstrate moments of solitude and reflection - make choices, accept challenges and take considered risks
3.2	Build knowledge, skills and positive attitudes to physical movement (connects to the Health and Physcial Education Curriculum)	- move to tempo of music and develop motor movements to the rhythm of music, such as trot or gallop (connects to The Arts Curriculum) - demonstrate correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, striking, dodging, galloping and leaping - move around the environment safely demonstrating spatial awareness - use small muscles to use implements such as pencils, scissor and paintbrushes with some control and coordination. - develop hand/eye and hand/foot coordination - develop perceptual motor skills, strength, flexibility and muscle tone - demonstrate a willingness to participate in energetic physical activity including dance, drama, movement and games - demonstrate positive attitudes to physical movement and exercise - combine gross and fine motor movement and balance to achieve increasingly - complex patterns of activity including dance, creative movement and drama - respond through movement to traditional and contemporary music, dance and storytelling
	Explore ways to promote own and others health and safety (connects to the Health and Physcial Education Curriculum)	- suggest ways to keep themselves, others and their surroundings safe - suggest ways of getting help when they feel uncomfortable or unsafe - engage in experiences, conversations and routines that promote healthy lifestyles, good nutrition, safety and personal hygiene practices - demonstrate self-help skills and participate in health routines

LEARNING AND THINKING

	FOCUS	EVIDENCE
4.1	Build enthusiasm, confidence, cooperation, commitment, persistence	- express curiosity and wonder about events, experiences and interest in their environments (connects to the Science Curriculum) - follow and extend their own interests with enthusiasm, energy and concentration - persist even when a task is difficult, and experience satisfaction of achievement
	Develop curiosity, resourcefulness and reflexivity	- explore the properties of familiar objects (connects to the Science Curriculum) - build concentration and ability to focus on important aspects of learning experiences - actively engage in learning experiences, conversations and play experiences - ask questions about people, events, objects and the environment
4.2	Develop problem solving, investigation and inquiry strategies	- manipulate objects and experiment with cause and effect, trial and error and motion (connects to the Science Curriculum) - ask questions, develop own simple theories and test own theories, for example how objects might work or move (connects to the Science Curriculum) - inquire, investigate, attempt to solve problems (connects to the Science Curriculum) - adapt successful strategies and skills to new situations - create own improvisations in play (connects to The Arts Curriculum) - create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts (connects to the Mathematics and Science Curriculum)
	Reflect on thinking and learning and transfer and adapt what they have learned	- use skills of prediction, hypothesising, testing, experimenting and evaluating in play experiences (connects to the Science Curriculum) - respond to ideas and suggestions from others - use reflective thinking to consider why things happen and what can be learnt from these experiences - apply a range of thinking strategies to engage with situations and solve problems and adapt these strategies to new situations
	Make choices and organise self for learning	- make simple plans and carry them out to complete a task - organise self and simple resources to carry out a task or participate in an activity
4.3	Use imagination and innovation (connects to the Arts Curriculum)	- explore and experiment with form, shape, colour, line, texture, contrast, patterns in art works - explore ideas, theories using imagination and dramatic play - explore different ways of creating models and doing things
	Represent ideas, feelings and experiences in creative ways (connects to the Arts Curriculum)	- engage in music-making and create simple compositions - combine singing, dancing and drama in play - respond, express and communicate ideas, feelings in a variety of ways to a range of stimuli, for example, music and artworks (connects to the English Curriculum) - engage in dramatic, fantasy and role play - use simple tools and materials to investigate, take apart, assemble, invent, construct, change and represent ideas (connects to the Science Curriculum and Technologies Curriculum) - create simple stories, act them out using voice, movement and space
4.4	Develop knowledge of number and algebra (connects to the Mathematics Curriculum)	- name the last number in the count that represents how many in the set (cardinal value) - count objects by using one to one correspondence - know that numbers always happen in a conventional order (stable order) - begin to understand that the starting point and order in which you count them does not affect how many (order irrelevance) - begin to understand that the arrangement, size or differences of the objects doesn't affect how many (abstraction) - recite number names in order, initially to 5, then to 10 consistently - recall what number is missing in a number line 1 to 10 - recognise numerals initially to 5 and then to 10 and begin to order them - partition small numbers (part, part, whole) - subitise small quantities of objects or standard patterns on a die - compare collections of objects and describe whether there is more, less, the same or not the same - copy and create simple two part patterns
	Develop knowledge of measurement and geometry (connects to the Mathematics Curriculum)	- use the appropriate language of measurement to describe, compare and order: length, size, mass, height - describe the sequence of familiar events and routines and use the everyday language of time such as morning, afternoon, daytime - use language words to describe duration and relative duration, such as quick, slow, fast, it takes a long time - use positional language, such as on, under, behind, between - recognise names, sort and match basic two-dimensional shapes such as square, triangle and circle
	Develop knowledge of statistics and probability (connects to the Mathematics Curriculum)	- sort, classify and match objects according to attributes, for example colours, sizes and shapes - order objects according to one attribute - answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets

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COMMUNICATING

	FOCUS	EVIDENCE
5.1	Build aural and oral language (connects to the English Curriculum)	- sustain conversations with others in different situations - use speech that can be understood by others - listen to others - act upon simple instructions and statements - develop auditory discrimination, for example able to identify environmental sounds - modulate voice appropriate to the situation - use simple sentences when speaking - use turn-taking in conversations - increase use of vocabulary by exploring meanings of new words and talk about language (metalanguage) - know that languages other than English are used in the home, school and community environment - use simple non-verbal ways of communicating through gesture and signs
	Develop phonological awareness skills (connects to the English Curriculum)	- know that spoken and written language can be broken into smaller parts - hear and clap syllables in simple words - investigate and explore onset and rime in simple CVC (consonant, vowel, consonant) words - discriminate rhyme in words - investigate and explore individual sounds and sounds in spoken words - hear and begin to identify first and last sounds in simple words - explore letter-sound relationships
	Convey and construct messages for a range of purposes in a variety of contexts (connects to the English Curriculum)	- verbalise ideas and simple concepts and ask questions to clarify concepts - retell a simple story - engage in discussion about narratives and informational texts - use imagination to recreate roles and experiences - explore common language patterns in narratives
5.2	Develop understanding of purpose and meanings of a range of texts (connects to the English Curriculum)	- share a range of texts for enjoyment - explore the language presented in fiction and non-fiction texts - make connections between their own experiences and ideas in text - identify key ideas from simple texts - recognise simple literary conventions, such as setting and characters in narratives - predict what happens next in simple texts, and why it might happen - start moving from literal interpretation of text to inferential - join in with chorus from narrative and rhymes in narratives/nursery rhymes/songs/chants - investigate with assistance how texts present particular views such as gender, stereotypes and diversity - recognise and engage with written and oral constructed texts
	Engage in reading, writing and viewing behaviours (connects to the English Curriculum)	- use images, marks and approximations of letters and words to convey meaning - show an awareness that print holds meaning - use books/texts appropriately, turn pages and identify the front cover - recognise familiar written symbols in context, such as road signs and their name - display reading/writing/viewing like behaviours in play and experiences - use, engage with and share the enjoyment of language and texts in a range of ways
5.3	Develop concepts of print (connects to the English Curriculum)	- build an understanding that print is constant and a reader moves (in English) left to right and top to bottom with a return sweep - describe how the illustrations connect to the text - identify simple punctuation, such as full stops and question marks - become aware that words are separated by spaces - build an understanding of book features, such as the title, author, illustrator - become aware that sentences are made up of words, that words are made of sounds and sounds are represented by letters or groups of letters
	Investigate symbols and pattern systems (connects to the English Curriculum)	- recognise simple patterns and relationships - recognise some letter names, for example the letters in their own name - become aware that numbers are different from letters - use symbols in play to represent and make meaning - identify patterns in the environment - copy simple patterns
	Develop knowledge of statistics and probability (connects to the Mathematics Curriculum)	- sort, classify and match objects according to attributes, for example colours, sizes and shapes - order objects according to one attribute - answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets

COMMUNICATING

	FOCUS	EVIDENCE
5.4	View and create with media (connects to the English Curriculum)	- view and listen to simple printed, visual and multimedia texts and music - express ideas and feelings and make meaning using creative arts, such as drawing, painting, sculpture, drama, dance movement, music and storytelling
	Investigate the properties of a range of media (connects to the English Curriculum)	- explore music with a variety of instruments or improvised musical instruments - experiment with elements of texture, colour, shape, space and form in two or three dimensions
5.5	Use tools, resources and technologies in play, thinking and learning (connects to the Technologies Curriculum)	- use a range of tools, technologies and resources safely and appropriately - explore simple systems such as mechanical systems (pulleys); organisational systems (recipe); environmental (reticulation) - create simple information for a purpose using tools, resources and technologies
	Develop simple ICT skills (connects to the Technologies Curriculum)	- experiment with a range of tools, media, sounds and graphics in ICT play and discovery - develop simple skills to use information and communication technologies - engage with information communication technologies for fun and to promote thinking and learning - use imaginary technologies as props in their play