

# Curriculum links – resource for early childhood services

There are 2 versions of this document:

1. **Curriculum links – resource for early childhood services:** for early childhood teachers and educators, organised according to the Early Years Learning Framework (EYLF) learning outcomes.
2. **Curriculum links – resource for NSW public schools:** for Kindergarten (Early Stage 1) teachers, organised according to the school's key learning areas.

## Continuity of learning

Continuity in what and how children learn is a key factor in children experiencing a strong and successful start to school. Continuity of learning is strengthened through a shared understanding of the curriculum and pedagogy applicable to both the prior-to-school and school settings.

In early childhood services, curriculum aligns to the Early Years Learning Framework for Australia (EYLF). In Kindergarten classrooms, NSW Educational Standard Authority (NESA) syllabuses at Early Stage 1 are implemented. While these curriculums are designed differently, both include outcomes as a key element and seek to achieve the goals of [The Alice Springs \(Mparntwe\) Education Declaration](#) (2019).

This document shows the continuum of learning from home and early childhood settings into school. It supports Early Stage 1 teachers to understand this continuum to promote children's continuity of learning and to effectively plan, building on and extending what a child already knows and can do. It also supports effective engagement with Transition to School Statements.

# Learning Outcome 1: Children have a strong sense of identity

## Key components:

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

Table 1 – EYLF Learning Outcome 1 to ES1

Evidence of learning (some examples from the <a href="#">Early Years Learning Framework</a> )	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• build secure attachments with one and then other familiar educators</li> <li>• feel recognised and respected for who they are</li> <li>• confidently explore and engage with social and physical environments</li> </ul>	<p><b>This develops in Personal Development, Health and Physical Education (PDHPE) when a student:</b></p> <ul style="list-style-type: none"> <li>• identifies and demonstrates self-management and interpersonal skills <b>(PHE-SMI-01)</b></li> <li>• identifies factors that contribute to identity, health and wellbeing <b>(PHE-IHW-01)</b></li> </ul> <p><b>Cross-curriculum priorities:</b></p>	<p><b>Respectful relationships and safety:</b></p> <p><b>Respectful relationships support health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Identify familiar or personal relationships and connections to family, people and groups</li> <li>• Identify how personal strengths and characteristics contribute to respectful relationships</li> </ul>

Evidence of learning (some examples from the <a href="#">Early Years Learning Framework</a> )	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>increasingly co-operate and work collaboratively with others</li> <li>listen to others' opinions or points of view</li> <li>participate in discussions and decision-making</li> <li>take considered and calculated risks in play and decision-making and begin to cope with the unexpected</li> <li>demonstrate an increasing capacity for self-regulation and self-soothing</li> <li>develop strong foundations in both the culture and languages of their family</li> <li>acknowledge, share and celebrate Aboriginal and Torres Strait Islander traditions, customs and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal and/or Torres Strait Islander histories and cultures</li> </ul> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>Personal and social capability</li> </ul>	<ul style="list-style-type: none"> <li>Identify the ways Aboriginal and/or Torres Strait Islander Peoples' Cultural connections to others enhance wellbeing</li> </ul> <p><b>Self-management skills support actions</b></p> <ul style="list-style-type: none"> <li>Identify and describe various emotions</li> <li>Identify ways to manage emotions</li> <li>Use help-seeking and decision-making actions to ask for assistance</li> <li>Identify how connections to others, persistence, problem-solving and help-seeking builds resilience</li> </ul> <p><b>Interpersonal skills support positive interactions</b></p> <ul style="list-style-type: none"> <li>Identify how people respectfully communicate for a range of purposes</li> </ul>

Evidence of learning (some examples from the <a href="#">Early Years Learning Framework</a> )	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• share their stories about their Country and Community</li> <li>• explore different identities, roles and points of view in pretend play</li> <li>• access resources that support cultural diversity, family structures and gender identities</li> <li>• openly express their feelings and ideas in their interactions with others</li> <li>• feel safe to participate in all activities regardless of gender, age, culture or ability</li> <li>• display a positive image of themselves, families, cultures and community.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise how personal strengths contribute to the success of group activities</li> </ul>

## Learning Outcome 2: Children are connected with and contribute to their world

### Key components:

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and respect for the environment.

Table 2 – EYLF Learning Outcome 2 to ES1

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• begin to recognise there is a diversity of cultures, traditions and family structures</li> <li>• begin to recognise that they have a right to belong and contribute to many communities</li> <li>• listen to others' ideas and respect different ways of being and doing</li> <li>• take action to include and assist children to</li> </ul>	<p><b>This develops in Human Society and its Environment (HSIE) when a child:</b></p> <ul style="list-style-type: none"> <li>• identifies information about daily life and transport in the past, using stories, images and objects <b>(HSE-HIS-01)</b></li> <li>• identifies ways that Aboriginal Peoples connect with Country, Culture and Community <b>(HSE-ACH-01)</b></li> <li>• identifies and locates places people connect</li> </ul>	<p><b>Aboriginal Peoples are the Traditional Custodians of Country</b></p> <ul style="list-style-type: none"> <li>• Recognise the Aboriginal Language name for the local area where the school is located</li> <li>• Engage with Aboriginal Peoples' representations of land, water and sky Country</li> <li>• Engage with Aboriginal stories about land, water and sky Country</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>participate in social groups</p> <ul style="list-style-type: none"> <li>become aware of connections, similarities and differences between people</li> <li>develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness</li> <li>appreciate and respect different ways of knowing, being and doing</li> <li>engage with concepts of citizenship, social justice and equity</li> <li>explore Aboriginal and Torres Strait Islander kinships systems, relationships and connections</li> <li>care for Country and connect with animals, plants, lands and waterways</li> </ul>	<p>with, using geographical information (HSE-GEO-01)</p> <p><b>This develops in Science and Technology when a student:</b></p> <ul style="list-style-type: none"> <li>identifies and describes characteristics of living things, properties of materials, and movement (STE-SCI-01)</li> <li>poses questions based on observations to collect data (STE-PQU-01)</li> </ul> <p><b>Cross-curriculum priorities:</b></p>	<p><b>People are connected to places and each other</b></p> <ul style="list-style-type: none"> <li>Identify familiar people and places</li> <li>Identify important people and places</li> <li>Indicate reasons that a person or place is important to them</li> <li>Participate in activities to care for familiar places</li> </ul> <p><b>Observations and questions spark curiosity:</b></p> <p><b>Living things have characteristics that help them survive in their environment</b></p> <ul style="list-style-type: none"> <li>Identify and use tools to aid and extend sensory observations</li> <li>Recognise that plants produce their own food, and animals need to find their food</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>learn and use Aboriginal and/or Torres Strait Islander names for the land, local plants and animals</li> <li>use play to investigate and explore nature and the natural environment</li> <li>develop an awareness of the impact of human activity on environments and the inter-dependence of living things</li> <li>become aware of and use the 7Rs of economic and environmental sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse.</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal and/or Torres Strait Islander histories and cultures</li> <li>Sustainability</li> </ul> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>Ethical understanding</li> <li>Intercultural understanding</li> <li>Personal and social capability</li> </ul>	<ul style="list-style-type: none"> <li>Examine flowers, fruit, leaves, roots and stems of plants and describe their purpose</li> <li>Examine animal bodies, their body coverings, and how and what they eat</li> <li>Observe and group animals based on their characteristics and justify the grouping</li> <li>Describe ways Aboriginal and/or Torres Strait Islander Peoples use Knowledges of the characteristics of plants and animals to survive</li> </ul>

## Learning Outcome 3: Children have a strong sense of wellbeing

### Key components:

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety.

Table 3 – EYLF Learning Outcome 3 to ES1

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• demonstrate trust and confidence in their interactions with others</li> <li>• remain accessible to others at times of distress, confusion and frustration</li> <li>• identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad</li> <li>• show an increasing capacity to understand,</li> </ul>	<p><b>This develops in Human Society and its Environment (HSIE) when a child:</b></p> <ul style="list-style-type: none"> <li>• identifies ways that Aboriginal Peoples connect with Country, Culture and Community (<b>HSE-ACH-01</b>)</li> </ul>	<p><b>Aboriginal Peoples are the Traditional Custodians of Country</b></p> <ul style="list-style-type: none"> <li>• Recognise the Aboriginal Language name for the local area where the school is located</li> <li>• Engage with Aboriginal Peoples' representations of land, water and sky Country</li> <li>• Engage with Aboriginal stories about land, water and sky Country</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>self-regulate and manage their emotions</p> <ul style="list-style-type: none"> <li>assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others</li> <li>share humour happiness and feelings of satisfaction</li> <li>interact with other children and form friendships</li> <li>negotiate play spaces to ensure the safety and wellbeing of themselves and others</li> <li>engage in increasingly complex coordination of body movements with sight, sounds and other sensory stimuli to engage with people and explore materials</li> <li>demonstrate spatial awareness and orient themselves, moving around and through their</li> </ul>	<p><b>This develops in PDHPE when a student:</b></p> <ul style="list-style-type: none"> <li>identifies how respectful relationships and safety contribute to wellbeing <b>(PHE-RRS-01)</b></li> <li>identifies and demonstrates self-management and interpersonal skills <b>(PHE-SMI-01)</b></li> <li>demonstrates fundamental movement skills and participates with others in physical activities <b>(PHE-MSP-01)</b></li> </ul> <p><b>This develops in Creative arts when a student:</b></p> <ul style="list-style-type: none"> <li>experiments with and identifies ways shapes and movements are used in dance <b>(CAE-DAN-01)</b></li> </ul> <p><b>General capability:</b></p> <ul style="list-style-type: none"> <li>Personal and social capability</li> </ul>	<p><b>Respectful relationships and safety:</b></p> <p><b>Respectful relationships support health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Identify familiar or personal relationships and connections to family, people and groups</li> <li>Identify how personal strengths and characteristics contribute to respectful relationships</li> <li>Identify the ways Aboriginal and/or Torres Strait Islander Peoples' Cultural connections to others enhance wellbeing</li> </ul> <p><b>Self-management skills support actions</b></p> <ul style="list-style-type: none"> <li>Identify and describe various emotions</li> <li>Identify ways to manage emotions</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>environments confidently and safely</p> <ul style="list-style-type: none"> <li>• combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama</li> <li>• manipulate equipment and manage tools with increasing competence and skill</li> <li>• respond through movement to traditional and contemporary music, dance and storytelling</li> <li>• show awareness of healthy lifestyles and good nutrition</li> <li>• build strategies to calm the body and mind</li> <li>• develop a sense of body autonomy and boundaries</li> </ul>		<ul style="list-style-type: none"> <li>• Use help-seeking and decision-making actions to ask for assistance</li> <li>• Identify how connections to others, persistence, problem-solving and help-seeking builds resilience</li> </ul> <p><b>Interpersonal skills support positive interactions</b></p> <ul style="list-style-type: none"> <li>• Identify how people respectfully communicate for a range of purposes</li> <li>• Recognise how personal strengths contribute to the success of group activities</li> </ul> <p><b>Fundamental movement skills are important for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Move the body for a specific purpose</li> <li>• Develop fundamental movement skills</li> <li>• Develop skills in movement coordination</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>learn ways to ask for and provide consent during everyday play.</li> </ul>		<ul style="list-style-type: none"> <li>Develop timing skills in movement contexts</li> </ul> <p><b>Making and performing: Drama is made and performed by embodying and enacting feelings, ideas, roles and situations</b></p> <ul style="list-style-type: none"> <li>Use gestures, voice, signing or movement in dramatic play</li> <li>Follow instructions to engage in dramatic play</li> </ul>

## Learning Outcome 4: Children are confident and involved learners

### Key components:

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

Table 4 – EYLF Learning Outcome 4 to ES1

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• are curious and enthusiastic participants in their learning</li> <li>• use play to investigate, experiment, test, hypothesise, imagine and explore ideas</li> <li>• engage in learning relationships with a wide diversity of people</li> </ul>	<p><b>This develops in Mathematics when a student:</b></p> <ul style="list-style-type: none"> <li>• reasons about number relations to model addition and subtraction by combining and separating, and comparing collections <b>(MAE-CSQ-01)</b></li> <li>• represents the relations between the parts that form the whole, with</li> </ul>	<p><b>Combining and separating quantities</b></p> <ul style="list-style-type: none"> <li>• Model additive relations and compare quantities</li> <li>• Identify part-whole relationships in numbers up to 10</li> </ul> <p><b>Working mathematically embedded processes</b></p> <ul style="list-style-type: none"> <li>• Communicating</li> <li>• Understanding and fluency</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• use strategies to reflect on and assess their learning and thinking</li> <li>• create and use representation to organise, record and communicate mathematical ideas and concepts</li> <li>• make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical language and symbols</li> <li>• use a range of strategies and digital tools to organise and represent mathematical and scientific thinking</li> <li>• connect with their local Aboriginal and/or Torres Strait Islander community to engage with stories about place-</li> </ul>	<p>numbers up to 10 <b>(MAE-CSQ-02)</b></p> <ul style="list-style-type: none"> <li>• develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly <b>(MAO-WM-01)</b></li> <li>• record grouping and sharing. recognises, describes and continues repeating patterns <b>(MAE-FG-01)</b></li> <li>• forms equal groups by sharing and counting collections of objects <b>(MAE-FG-02)</b></li> <li>• describes and compares the masses of objects <b>(MAE-NSM-01)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Reasoning</li> </ul> <p><b>Forming groups</b></p> <ul style="list-style-type: none"> <li>• Copy, continue and create patterns</li> <li>• Investigate and form equal groups by sharing</li> </ul> <p><b>Non-spatial measure</b></p> <ul style="list-style-type: none"> <li>• Mass: Identify and compare mass using weight</li> <li>• Time: Compare and order the duration of events using the language of time</li> <li>• Time: Connect days of the week to familiar events and actions</li> <li>• Time: Tell time on the hour on analog and digital clocks</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Respond to questions, collect information and</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>based history and Culture</p> <ul style="list-style-type: none"> <li>engage with culturally relevant objects to test ideas and represent mathematical concepts</li> <li>follow and extend their own interests with enthusiasm, energy and concentration</li> <li>practice and imagine relationships and experiences in their daily lives through pretend or symbolic play</li> <li>transfer knowledge from one setting to another and try our strategies that were effective to solve problems from one situation to another</li> <li>participate in a variety of rich and meaningful inquiry-based experiences</li> <li>use reflective thinking to consider why things happened and what can be learned problems</li> </ul>	<ul style="list-style-type: none"> <li>sequences events and reads hour time on clocks <b>(MAE-NSM-02)</b></li> <li>contributes to collecting data and interprets data displays made from objects <b>(MAE-DATA-01)</b></li> </ul> <p><b>This develops in Science and Technology when a student:</b></p> <ul style="list-style-type: none"> <li>identifies and describes characteristics of living things, properties of materials, and movement <b>(STE-SCI-01)</b></li> <li>poses questions based on observations to collect data <b>(STE-PQU-01)</b></li> </ul> <p><b>This develops in Creative Arts when a student:</b></p> <ul style="list-style-type: none"> <li>experiments with and identifies ways materials and techniques are used to represent subject</li> </ul>	<p>discuss possible outcomes of activities</p> <ul style="list-style-type: none"> <li>Organise objects into simple data displays and interpret the displays</li> </ul> <p><b>Scientific ways of working and thinking</b></p> <ul style="list-style-type: none"> <li>Observing and questioning</li> <li>Exploring and describing the world</li> <li>Selecting and using simple data</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>and consider why things happen</p> <ul style="list-style-type: none"> <li>manipulate objects and experiment with cause and effect, trial and error, and motion</li> <li>use digital technologies and media to investigate and problem solve</li> <li>create and construct artwork in a sustainable way using natural and manufactured material sand tools, drawing on Aboriginal and/or Torres Strait Islander stories, history, culture, customs and celebrations.</li> </ul>	<p>matter and ideas in artworks <b>(CAE-VIS-01)</b></p> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>Numeracy</li> <li>Critical and creative thinking</li> </ul>	

## Learning Outcome 5: Children are effective communicators

### Key components:

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

Table 5 – EYLF Learning Outcome 2 to ES1

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• engage in enjoyable interactions using verbal and non-verbal language</li> <li>• attend and give cultural cues that they are listening to and understanding what is said to them</li> <li>• convey and construct messages with purpose and confidence, building on home/family and community literacies</li> </ul>	<p><b>This develops in English when a student:</b></p> <ul style="list-style-type: none"> <li>• communicates effectively by using interpersonal conventions and language with familiar peers and adults <b>(ENE-OLC-01)</b></li> <li>• understands and responds to literature read to them <b>(ENE-UARL-01)</b></li> <li>• reads decodable texts aloud with automaticity <b>(ENE-REFLU-01)</b></li> </ul>	<p><b>Oral language and communication</b></p> <ul style="list-style-type: none"> <li>• Listening for understanding</li> <li>• Social and learning interactions</li> <li>• Understanding and using grammar when interacting</li> <li>• Oral narrative</li> </ul> <p><b>Understanding and responding to literature</b></p> <ul style="list-style-type: none"> <li>• Context</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings</li> <li>• communicate through Aboriginal and/or Torres Strait Islander verbal ways of storytelling and yarning and non-verbal ways of deep listening</li> <li>• listen and respond to sounds and patterns in speech, stories and rhymes in context</li> <li>• view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions</li> <li>• begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts</li> </ul>	<ul style="list-style-type: none"> <li>• comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect <b>(ENE-RECOM-01)</b></li> <li>• applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts <b>(ENE-SPELL-01)</b></li> <li>• creates written texts that include at least 2 related ideas and correct simple sentences <b>(ENE-CWT-01)</b></li> <li>• produces all lower-case and upper-case letters to create texts <b>(ENE-HANDW-01)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Character</li> <li>• Imagery, symbol and connotation</li> <li>• Perspective</li> </ul> <p><b>Reading fluency</b></p> <ul style="list-style-type: none"> <li>• Automaticity</li> <li>• Prosody</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Activate word meaning</li> <li>• Understanding and connecting sentences</li> <li>• Understanding whole text</li> <li>• Monitoring comprehension</li> <li>• Recalling details</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Integrated spelling components</li> <li>• Phonological component</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>of print and the ways that texts are structured</p> <ul style="list-style-type: none"> <li>listen to and discuss stories about Aboriginal and/or Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations</li> <li>retell simple stories in a logical sequence using a range of material and expressive forms</li> <li>engage in pretend play that draws on the use of digital technologies</li> <li>demonstrate an increasing understanding of measurement and number to describe size, length, volume and capacity</li> <li>enjoy engaging with and sharing a wide variety of cultural texts including those authored by Traditional Owners</li> </ul>	<p><b>This develops in Mathematics when a student:</b></p> <ul style="list-style-type: none"> <li>develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve</li> </ul>	<ul style="list-style-type: none"> <li>Orthographic component</li> <li>Morphological component</li> </ul> <p><b>Creating written texts</b></p> <ul style="list-style-type: none"> <li>Text features</li> <li>Sentence-level grammar</li> <li>Punctuation</li> <li>Word-level language</li> <li>Planning and revising</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Handwriting</li> </ul> <p><b>Forming groups</b></p> <ul style="list-style-type: none"> <li>Copy, continue and create patterns</li> <li>Investigate and form equal groups by sharing</li> <li>Record grouping and sharing</li> </ul> <p><b>Non-spatial measure</b></p> <ul style="list-style-type: none"> <li>Mass: Identify and compare mass using weight</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>begin to use images and approximations of letters and words to convey meaning</li> <li>use language, sounds, gestures and movement to engage in play to imagine and create roles, scripts and ideas</li> <li>begin to sort, categorise, order and compare collections and events and attributes of materials, in their social and natural worlds</li> <li>display literacy behaviours by incorporating reading and writing approximations and viewing in their play (including digital technology)</li> <li>use information technologies to access images, information, explore diverse perspectives and make sense of their world</li> </ul>	<ul style="list-style-type: none"> <li>problems, and communicating their thinking and reasoning coherently and clearly <b>(MAO-WM-01)</b></li> <li>sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles <b>(MAE-2DS-01)</b></li> <li>describes and compares areas of similar shapes <b>(MAE-2DS-02)</b></li> <li>manipulates, describes and sorts three-dimensional objects <b>(MAE-3DS-01)</b></li> <li>describes and compares volumes <b>(MAE-3DS-02)</b></li> <li>demonstrates an understanding of how whole numbers indicate quantity <b>(MAE-RWN-01)</b></li> <li>reads numerals and represents whole</li> </ul>	<ul style="list-style-type: none"> <li>Time: Compare and order the duration of events using the language of time</li> <li>Time: Connect days of the week to familiar events and actions</li> <li>Time: Tell time on the hour on analogue and digital clocks</li> </ul> <p><b>Working mathematically embedded processes</b></p> <ul style="list-style-type: none"> <li>Communicating</li> <li>Understanding and fluency</li> <li>Problem-solving</li> <li>Reasoning</li> </ul> <p><b>Representing whole numbers</b></p> <ul style="list-style-type: none"> <li>Instantly name the number of objects within small collections</li> <li>Use the counting sequence of ones flexibly</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• use information technologies as tools for designing, drawing reflecting and composing</li> <li>• experiment with ways of expressing ideas and meaning using a range of media</li> <li>• use language, sounds, gestures and movement to engage in play to imagine and create roles, scripts and ideas</li> <li>• use mark-making and drawing as symbols of communication.</li> </ul>	<p>numbers to at least 20 <b>(MAE-RWN-02)</b></p> <ul style="list-style-type: none"> <li>• recognises, describes and continues repeating patterns <b>(MAE-FG-01)</b></li> <li>• forms equal groups by sharing and counting collections of objects <b>(MAE-FG-02)</b></li> <li>• sequences events and reads hour time on clocks <b>(MAE-NSM-02)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise number patterns</li> <li>• Connect counting and numerals to quantities</li> </ul> <p><b>Two-dimensional spatial structure</b></p> <ul style="list-style-type: none"> <li>• 2D shapes: Sort, describe and name familiar shapes</li> <li>• 2D shapes: Represent shapes</li> <li>• Area: Identify and compare area</li> </ul> <p><b>Three-dimensional spatial structure</b></p> <ul style="list-style-type: none"> <li>• 3D objects: Explore familiar three-dimensional objects</li> <li>• Volume: Compare internal volume by filling and packing</li> <li>• Volume: Compare volume by building</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
	<p><b>This develops in Science and Technology when a student:</b></p> <ul style="list-style-type: none"> <li>identifies and describes characteristics of living things, properties of materials, and movement <b>(STE-SCI-01)</b></li> <li>identifies and uses technologies to make products to address user needs or opportunities <b>(STE-DDT-01)</b></li> </ul> <p><b>This develops in Creative Arts when a student:</b></p> <ul style="list-style-type: none"> <li>experiments with and identifies ways materials</li> </ul>	<p><b>Observations and questions spark curiosity:</b></p> <p><b>Living things have characteristics that help them survive in their environment</b></p> <ul style="list-style-type: none"> <li>Identify and use tools to aid and extend sensory observations</li> <li>Recognise that plants produce their own food, and animals need to find their food</li> </ul> <p><b>Understanding user needs inspires design and digital solutions</b></p> <ul style="list-style-type: none"> <li>Identify and safely use digital devices and apps for a purpose</li> </ul> <p><b>Making and exhibiting: Artists make artworks using materials and techniques</b></p>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
	<p>and techniques are used to represent subject matter and ideas in artworks <b>(CAE-VIS-01)</b></p> <ul style="list-style-type: none"> <li>experiments with and identifies ways sound is organised in music through singing, moving, playing instruments and using listening skills <b>(CAE-MUS-01)</b></li> <li>experiments with and identifies ways shapes and movements are used in dance <b>(CAE-DAN-01)</b></li> </ul> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>Critical and creative thinking</li> <li>Information and communication technology capability</li> <li>Literacy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Engage with materials to represent ideas in 2D art forms</li> <li>Explore tactile or malleable materials to represent ideas in 3D art forms</li> </ul> <p><b>Performing and composing: Music is performed and made by organising sound through singing, moving and playing</b></p> <ul style="list-style-type: none"> <li>Respond to beat and rhythm through movement or body percussion</li> <li>Explore how sounds are made</li> </ul> <p><b>Composing and performing: Dance is made and performed using shapes and movements</b></p> <ul style="list-style-type: none"> <li>Use movements in response to a stimulus</li> <li>Make body shapes and change movements to explore dance</li> </ul>

## References

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