

Curriculum links – resource for NSW public schools

There are 2 versions of this document:

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

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.

From the Early Years Learning Framework to Early Stage 1 English

Table 1 – EYLF to Early Stage 1 English

<u>Early Years Learning Framework</u> (2022)	<u>NSW English K–10</u> (2022) Early Stage 1 outcomes	Early Stage 1 content
Learning is evident, for example, when children: • EYLF LO5 KC1 convey and construct messages with purpose and confidence, building on home/family and community literacies • EYLF LO5 KC1 exchange ideas, feelings and understandings using language and representations in play	A student: • ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults	Oral language and communication • Listening for understanding • Social and learning interactions • Understanding and using grammar when interacting • Oral narrative
• EYLF LO5 KC1 convey and construct messages with purpose and confidence, building on home/family and community literacies	• ENE-VOCAB-01 understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts	Vocabulary • Learning and using words
• EYLF LO5 KC2 sing and chant rhymes, jingles and songs	• ENE-PHOAW-01 identifies, blends, segments and manipulates phonological units in	Phonological awareness • Words • Syllables

<u>Early Years Learning Framework (2022)</u>	<u>NSW English K–10 (2022)</u> Early Stage 1 outcomes	Early Stage 1 content
EYLF LO5 KC2 listen and respond to sounds and patterns in speech, stories and rhymes in context	spoken words as a strategy for reading and creating texts	Phonemes
EYLF LO5 KC2 begin to understand concepts of print and the ways that texts are structured	ENE-PRINT-01 tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print	Print conventions - Features of print - Directionality of print.
EYLF LO5 KC2 begin to understand key literacy concepts and processes, such as letter-sound relationships EYLF LO5 KC4 begin to be aware of the relationships between oral, written and visual representations	ENE-PHOKW-01 uses single-letter grapheme-phoneme correspondences and common digraphs to decode and encode words when reading and creating texts	Phonic knowledge - Single-letter graphemes - Digraphs
EYLF LO5 KC2 view and listen to printed, visual and multimedia texts and respond with relevant gestures,	ENE-REFLU-01 reads decodable texts aloud with automaticity	Reading fluency - Automaticity - Prosody

<u>Early Years Learning Framework (2022)</u>	<u>NSW English K–10 (2022)</u> Early Stage 1 outcomes	Early Stage 1 content
actions, comments and/or questions • EYLF LO5 KC2 actively use, engage with and share the enjoyment of language and texts in a range of ways		
• EYLF LO5 KC2 explore texts from a range of different perspectives and begin to analyse the meanings • EYLF LO5 KC2 recognise and engage with written and oral culturally constructed texts • EYLF LO5 KC2 listen to and discuss stories about Aboriginal and Torres Strait Islander history, cultures, ways of sustainability and care, customs and celebrations	• ENE-RECOM-01 comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect	Reading comprehension • Activating word meaning • Understanding and connecting sentences • Understanding whole text • Monitoring comprehension • Recalling details
• EYLF LO5 KC3 share the stories and symbols of their own culture and	• ENE-CWT-01 creates written texts that include at least 2 related ideas	Creating written texts • Text features

<u>Early Years Learning Framework (2022)</u>	<u>NSW English K–10 (2022)</u> Early Stage 1 outcomes	Early Stage 1 content
re-enacts well-known stories • EYLF LO5 KC4 develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them • EYLF LO5 KC4 begin to identify the different purposes of text types, for example environmental print, informational texts narratives	and correct simple sentences	• Sentence-level grammar • Punctuation • Word-level language • Planning and revising
• EYLF LO5 KC2 begin to understand key literacy concepts and processes, such as letter-sound relationships • EYLF LO5 KC4 listen and respond to sounds and patterns in speech, stories and rhyme	• ENE-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts	Spelling • Integrated spelling components • Phonological component • Orthographic component • Morphological component

<u>Early Years Learning Framework (2022)</u>	<u>NSW English K–10 (2022)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO5 KC4 begin to be aware of the relationships between oral, written and visual representations		
• EYLF LO5 KC3 begin to use images and approximations of letters and words to convey meaning • EYLF LO5 KC4 use symbols in play to represent and make meaning • EYLF LO5 KC4 use mark-meaning and drawing as symbols of communication	• ENE-HANDW-01 produces all lower-case and upper-case letters to create texts	Handwriting • Handwriting
• EYLF LO5 KC2 actively use, engage with and share the enjoyment of language and texts in a range of ways • EYLF LO5 KC2 listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of	• ENE-UARL-01 understands and responds to literature read to them	Understanding and responding to literature • Context • Narrative • Character • Imagery, symbol and connotation

<u>Early Years Learning Framework (2022)</u>	<u>NSW English K–10 (2022)</u> Early Stage 1 outcomes	Early Stage 1 content
sustainability and care, customs and celebrations • EYLF LO5 KC2 retell simple stories in a logical sequence using a range of material and expressive forms i.e., blocks, dramatic play • EYLF LO5 KC3. recognise and engage with written and oral culturally constructed texts		• Perspective

From the Early Years Learning Framework to Early Stage 1 Mathematics

Table 2 – EYLF to Early Stage 1 Mathematics

<u>Early Years Learning Framework</u> (2022)	<u>NSW Mathematics K–10</u> (2022) Early Stage 1 outcomes	Early Stage 1 content
Learning is evident, for example, when children: • EYLF LO4 KC2 contribute to mathematical discussions and arguments • EYLF LO4 KC2 engage with culturally relevant objects to test ideas and represent mathematical concepts • EYLF LO4 KC2 apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations • EYLF LO4 KC2 use mathematical language and symbols to make predictions and	A student: • MAO-WM-01 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	Working mathematically embedded processes • Communicating • Understanding and fluency • Problem-solving • Reasoning

<u>Early Years Learning Framework (2022)</u>	<u>NSW Mathematics K–10 (2022) Early Stage 1 outcomes</u>	Early Stage 1 content
generalisations about their daily activities • EYLF LO4 KC3 use the processes of play, reflection and investigation to solve problems • EYLF LO4 KC3 try out strategies that were effective to solve problems in one situation in a new context • EYLF LO4 KC3 apply generalisations from one situation to another • EYLF LO5 KC1 interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings		
• EYLF LO5 KC1 use language to communicate thinking about quantities	• MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity	Representing whole numbers • Instantly name the number of objects within small collections

<u>Early Years Learning Framework (2022)</u>	<u>NSW Mathematics K–10 (2022) Early Stage 1 outcomes</u>	<u>Early Stage 1 content</u>
• EYLF LO5 KC1 demonstrate an increasing understanding of number using vocabulary to describe names of numbers • EYLF LO5 KC4 use symbols in play to represent and make meaning	• MAE-RWN-02 reads numerals and represents whole numbers to at least 20	• Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities
• EYLF LO4 KC1 use play to investigate, experiment test, hypotheses, imagine and explore ideas • EYLF LO4 KC2 use a range of strategies and digital tools to organise and represent mathematical and scientific thinking • EYLF LO4 KC2 use a range of media to express their ideas through the arts, ie clay, drawing, paint, digital technologies	• MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections • MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10	Combining and separating quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10

<u>Early Years Learning Framework (2022)</u>	<u>NSW Mathematics K–10 (2022) Early Stage 1 outcomes</u>	<u>Early Stage 1 content</u>
• EYLF LO4 KC2 make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicates these using mathematical language and symbols • EYLF LO5 KC4 begin to recognise patterns and relationships and the connections between them	• MAE-FG-01 recognises, describes and continues repeating patterns • MAE-FG-02 forms equal groups by sharing and counting collections of objects	Forming groups • Copy, continue and create patterns • Investigate and form equal groups by sharing • Record grouping and sharing
• EYLF LO5 KC1 demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers	• MAE-GM-01 describes position and gives and follows simple directions • MAE-GM-02 describes and compares lengths • MAE-GM-03 identifies half the length and the halfway point	Geometric measure • Position: Describe position and movement of oneself • Length: Use direct and indirect comparisons to decide which is longer • Length: Create half a length
• EYLF LO5 KC1 use language to	• MAE-2DS-01 sorts, describes, names and	Two-dimensional spatial structure

<u>Early Years Learning Framework (2022)</u>	<u>NSW Mathematics K–10 (2022) Early Stage 1 outcomes</u>	<u>Early Stage 1 content</u>
communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas • EYLF LO5 KC4 begin to identify and use the names of basic colours and simple shapes • EYLF LO5 KC1 demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers • EYLF LO5 KC4 begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds	makes two-dimensional shapes, including triangles, circles, squares and rectangles • MAE-2DS-02 describes and compares areas of similar shapes • MAE-3DS-01 manipulates, describes and sorts three-dimensional objects • MAE-3DS-02 describes and compares volumes	• 2D shapes: Sort, describe and name familiar shapes • 2D shapes: Represent shapes • Area: Identify and compare area Three-dimensional spatial structure • 3D objects: Explore familiar three-dimensional objects • Volume: Compare internal volume by filling and packing • Volume: Compare volume by building

<u>Early Years Learning Framework (2022)</u>	<u>NSW Mathematics K–10 (2022) Early Stage 1 outcomes</u>	<u>Early Stage 1 content</u>
• EYLF LO4 KC2 manipulate objects and experiments with cause and effect, trial and error • EYLF LO5 KC4 notice and predict the patterns of regular routines and the passing of time	• MAE-NSM-01 describes and compares the masses of objects • MAE-NSM-02 sequences events and reads hour time on clocks	Non-spatial measure • Mass: Identify and compare mass using weight • Time: Compare and order the duration of events using the language of time • Time: Connect days of the week to familiar events and actions • Time: Tell time on the hour on analog and digital clocks
• EYLF LO4 KC2 create and use representation to organise, record and communicate mathematical ideas and concepts.	• MAE-DATA-01 contributes to collecting data and interprets data displays made from objects	Data • Respond to questions, collect information and discuss possible outcomes of activities • Organise objects into simple data displays and interpret the displays

From the Early Years Learning Framework to Early Stage 1 Science and Technology

Table 3 – EYLF to Early Stage 1 Science and Technology

<u>Early Years Learning Framework</u> (2022)	<u>NSW Science and Technology K–6</u> (2024) Early Stage 1 outcomes	Early Stage 1 content
Learning is evident, for example, when children: • EYLF LO2 KC4 participate with others to identify and address environmental challenges and problems and contribute to group ideas and plans • EYLF LO4 KC1 use play to investigate, experiment, test hypotheses, imagine and explore ideas • EYLF LO4 KC1 participate in a variety of rich and meaningful inquiry-based experiences • EYLF LO4 KC2 use reflective thinking to consider why things happen and what can be	A student: • STE-PQU-01 poses questions based on observations to collect data • STE-DDT-01 identifies and uses technologies to make products to address user needs or opportunities	Observations and questions spark curiosity: Objects are made of materials that have observable properties • Recognise that properties of materials can be observed using the senses • Observe and manipulate materials to describe their properties using Tier 2 vocabulary • Pose questions about materials and describe how they are used in everyday objects • Bend, twist, crush and stretch objects to show that the properties of materials remain the same

<u>Early Years Learning Framework (2022)</u>	<u>NSW Science and Technology K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
learnt from these experiences • EYLF LO4 KC2 apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations • EYLF LO4 KC4 explore ideas and theories using imagination, creativity and play • EYLF LO2 KC4 participate with others to identify and address environmental challenges and problems and contribute to group ideas and plans • EYLF LO2 KC4 demonstrate an increasing knowledge of, and respect for natural and constructed environments • EYLF LO2 KC4 learns and use Aboriginal or		• Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties

<u>Early Years Learning Framework (2022)</u>	<u>NSW Science and Technology K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
Torres Strait Islander names for the land, local plants and animals • EYLF LO2 KC1 become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability		
• EYLF LO2 KC4 recognise they are part of ecosystems, and care for local biodiversity • EYLF LO5 KC4 notice and predict the patterns of regular routines and the passing of time • EYLF LO2 KC2 develop an awareness of the impact of human activity on environments and the interdependence of living things, for example marine debris and potential impact on marine life	• STE-SCI-01 identifies and describes characteristics of living things, properties of materials, and movement	Observations and questions spark curiosity: Living things have characteristics that help them survive in their environment • Identify and use tools to aid and extend sensory observations • Recognise that plants produce their own food, and animals need to find their food • Examine flowers, fruit, leaves, roots and stems

<u>Early Years Learning Framework (2022)</u>	<u>NSW Science and Technology K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO2 KC2 explore the basic needs of living things and how to protect them • EYLF LO2 KC4 use play to investigate and explore nature and the natural environment • EYLF LO2 KC4 observe and describe elements of weather and changes in weather and climate • EYLF LO4 KC2 explore their environment through asking questions, experimenting, investigating and using digital technologies • EYLF LO2 KC4 care for Country and connect with animals, plants, lands and waterways • EYLF LO2 KC4 begin to use local Aboriginal or Torres Strait Islander names for seasons		of plants and describe their purpose • Examine animal bodies, their body coverings, and how and what they eat • Observe and group animals based on their characteristics and justify the grouping • Describe ways Aboriginal and/or Torres Strait Islander Peoples use Knowledges of the characteristics of plants and animals to survive

<u>Early Years Learning Framework (2022)</u>	<u>NSW Science and Technology K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO4 KC2 manipulate objects and experiments with cause and effect, trial and error, and motion • EYLF LO4 KC4 manipulate resources to investigate, take apart, assemble, invent and construct • EYLF LO4 KC4 engage in meaningful conversations about natural and processed materials	• STE-SCI-01 identifies and describes characteristics of living things, properties of materials, and movement	Objects are made of materials that have observable properties • Recognise that properties of materials can be observed using the senses • Observe and manipulate materials to describe their properties using Tier 2 vocabulary • Pose questions about materials and describe how they are used in everyday objects • Bend, twist, crush and stretch objects to show that the properties of materials remain the same • Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials for specific purposes based on their properties

<u>Early Years Learning Framework (2022)</u>	<u>NSW Science and Technology K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO5 KC5 identify technologies and their use in everyday life • EYLF LO5 KC5 incorporate real or imaginary technologies as features of their play	• STE-DDT-01 identifies and uses technologies to make products to address user needs or opportunities	Observations and questions initiate design and digital solutions: Understanding user needs inspires design and digital solutions • Identify designed products and how they meet user needs • Identify and safely use digital devices and apps for a purpose • Follow a series of steps to record, save and retrieve data

From the Early Years Learning Framework to Early Stage 1 Personal Development, Health and Physical Education (PDHPE)

Table 4 – EYLF to Early Stage 1 Personal Development, Health and Physical Education (PDHPE)

<u>Early Years Learning Framework (2022)</u>	<u>NSW PDHPE K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
Learning is evident, for example, when children: • EYLF LO1 KC1 establish and maintain respectful, trusting relationships with other children and educators • EYLF LO3 KC1 make choices, accept challenges, takes considered risks, manage change and cope with frustrations and the unexpected • EYLF LO2 KC1 participate in reciprocal relationships • EYLF LO2 KC1 gradually learn to ‘read’ the feelings and behaviours of others and respond appropriately	A student: • PHE-RRS-01 identifies how respectful relationships and safety contribute to wellbeing • PHE-SMI-01 identifies and demonstrates self-management and interpersonal skills	Respectful relationships and safety: Respectful relationships support health and wellbeing • Identify familiar or personal relationships and connections to family, people and groups • Identify how personal strengths and characteristics contribute to respectful relationships • Identify the ways Aboriginal and/or Torres Strait Islander Peoples’ Cultural connections to others enhance wellbeing

<u>Early Years Learning Framework (2022)</u>	<u>NSW PDHPE K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO1 KC2 demonstrate increasing awareness of the needs and rights of others • EYLF LO1 KC2 initiate negotiating and sharing behaviours • EYLF LO1 KC4 empathise with and expresses concern for others • EYLF LO1 KC4 display awareness of and respect for others' perspectives • EYLF LO3 KC1 show an increasing capacity to understand, self-regulate and manage their emotions • EYLF LO3 KC2 negotiate play spaces to ensure the safety and wellbeing of themselves and others		Self-management and interpersonal skills: Self-management skills support actions • Identify and describe various emotions • Identify ways to manage emotions • Use help-seeking and decision-making actions to ask for assistance • Identify how connections to others, persistence, problem-solving and help-seeking builds resilience Interpersonal skills support positive interactions • Identify how people respectfully communicate for a range of purposes • Recognise how personal strengths contribute to the success of group activities

<u>Early Years Learning Framework (2022)</u>	<u>NSW PDHPE K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
		• Use interpersonal skills to cooperate with others
• EYLF LO3 KC2 show enthusiasm for participating in physical play • EYLF LO3 KC2 engage in increasingly complex sensory-motor skills and movement patterns • EYLF LO3 KC2 combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama • EYLF LO3 KC1 assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others) • EYLF LO3 KC2 demonstrate spatial awareness and orients	• PHE-MSP-01 demonstrates fundamental movement skills and participates with others in physical activities	Movement skill and physical activity: Participate with others during physical activities • Demonstrate spatial awareness during physical activities • Participate in and identify the fundamental movement skills in Aboriginal and/or Torres Strait games and activities • Participate in games with peers that incorporate fundamental movement skills • Demonstrate fair play, safe use of equipment and rule following Fundamental movement skills are important for health and wellbeing

<u>Early Years Learning Framework (2022)</u>	<u>NSW PDHPE K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
themselves, moving around and through their environments confidently and safely		• Maintain stability during a static balance • Run and sprint over short distances • Jump vertically and horizontally with a soft landing from a stationary position • Hop, maintaining balance
• EYLF LO3 KC2 learn ways to ask for and provide consent during everyday play • EYLF LO3 KC2 distinguish between safe and unsafe touches • EYLF LO3 KC2 show increasing independence and competence in personal hygiene, care and safety for themselves and others • EYLF LO3 KC2 show an increasing	• PHE-RRS-01 identifies how respectful relationships and safety contribute to wellbeing • PHE-IHW-01 identifies factors that contribute to identity, health and wellbeing • PHE-SMI-01 identifies and demonstrates self-management and interpersonal skills	Respectful relationships and safety: Respectful relationships contribute to personal safety • Identify people who can be trusted for safety and support • Demonstrate how to assertively ask for help in a range of situations • Describe the meaning of the word 'private' and identify private body parts

<u>Early Years Learning Framework (2022)</u>	<u>NSW PDHPE K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
awareness of healthy lifestyles		• Recognise emotional and physical signs that can indicate safe and unsafe situations • Identify appropriate and inappropriate touch, contact or interactions and demonstrate ways to respond offline and online • Demonstrate how to assertively gain, give or deny consent and respect responses Identity, health and wellbeing: Caring for the body improves health and wellbeing • Recognise that the brain, heart and lungs are vital organs of the body • Understand that sleep, exposure to daylight, time outdoors, healthy eating, movement and connection to others

<u>Early Years Learning Framework (2022)</u>	<u>NSW PDHPE K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
		contributes to health and wellbeing • Recognise that following trusted adult directions for the healthy use of digital devices at school and home supports health and wellbeing • Identify and demonstrate hygiene strategies that promote health and wellbeing • Identify foods and drinks, including bush food, that contribute to healthy eating habits and wellbeing

From the Early Years Learning Framework to Early Stage 1 Human Society and its Environment (HSIE)

Table 5 – EYLF to Early Stage 1 Human Society and its Environment (HSIE)

<u>Early Years Learning Framework (2022)</u>	<u>Human Society and its Environment K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
Learning is evident, for example, when children: • EYLF LO2 KC2 show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families • EYLF LO2 KC1 engage with Aboriginal and Torres Strait Islander Elders and diverse cultural community members to explore their own and others' connections to community • EYLF LO1 KC3 share aspects of their culture with the other children and educators • EYLF LO2 KC1 begin to recognise that they have	A student: • HSE-ACH-01 identifies ways that Aboriginal Peoples connect with Country, Culture and Community • HSE-HIS-01 identifies information about daily life and transport in the past, using stories, images and objects	Aboriginal Peoples are the Traditional Custodians of Country • Recognise the Aboriginal Language name for the local area where the school is located • Engage with Aboriginal Peoples' representations of land, water and sky Country • Engage with Aboriginal stories about land, water and sky Country People are connected to places and each other • Identify familiar people and places • Identify important people and places

<u>Early Years Learning Framework (2022)</u>	<u>Human Society and its Environment K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
a right to belong to many communities • EYLF LO2 KC1 become aware of connections, similarities and differences between people		• Indicate reasons that a person or place is important to them • Participate in activities to care for familiar places
• EYLF LO2 KC4 explore relationships with other living and non-living things and observe, notice and respond to change • EYLF LO2 KC1 develop an awareness of the impact of human activity on environments and the interdependence of living things • EYLF LO2 KC1 explore the diversity of culture, heritage, background and tradition that presents opportunities for choices and new understandings • EYLF LO2 KC4 explore, infer, predict and	• HSE-ACH-01 identifies ways that Aboriginal Peoples connect with Country, Culture and Community • HSE-GEO-01 identifies and locates places people connect with, using geographical information.	Aboriginal Peoples are Connected to Country • Participate in an Acknowledgement of Country • Engage with Aboriginal stories about Country • Identify Cultural objects People use stories, images and objects to show changes over time • Select an object that has personal significance and indicate why it is significant • Recognise that some objects are from ‘a long time ago’ and some are from the present

<u>Early Years Learning Framework (2022)</u>	<u>Human Society and its Environment K–6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
hypothesise in order to develop an increased interdependence between land, people, plants and animals		Engage with stories, images or objects that show how people travelled in the past

From the Early Years Learning Framework to Early Stage 1 Creative Arts

Table 6 – EYLF to Early Stage 1 Creative Arts

<u>Early Years Learning Framework</u> (2022)	<u>Creative Arts K-6</u> (2024) Early Stage 1 outcomes	Early Stage 1 content
Learning is evident, for example, when children: • EYLF LO5 KC1 use language and representations from play and art to share and project meaning • EYLF LO5 KC3 experiment with ways of expressing ideas and meaning using a range of media • EYLF LO5 KC3 use materials to create art works (e.g. such as drawing, painting, sculpture, drama, dance, movement, music and storytelling) to express ideas and make meaning	A student: • CAE-VIS-01 experiments with and identifies ways materials and techniques are used to represent subject matter and ideas in artworks	Making and exhibiting: Artists make artworks using materials and techniques • Engage with materials to represent ideas in 2D art forms • Explore tactile or malleable materials to represent ideas in 3D art forms • Explore ways to use line, shape or colour • Make artworks to represent an object, person, feeling or place • Follow instructions to engage with art materials and tools • Display artworks or samples of work • Engage safely in art making

<u>Early Years Learning Framework (2022)</u>	<u>Creative Arts K-6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO5 KC3 use the creative arts such as music to express ideas and make meaning • EYLF LO5 KC2 sing and chant rhymes, jingles and songs • EYLF LO5 KC3 view, listen and respond to simple printed, visual and multimedia texts or music and express how it makes them feel	• CAE-MUS-01 experiments with and identifies ways sound is organised in music through singing, moving, playing instruments and using listening skills	Performing and composing: Music is performed and made by organising sound through singing, moving and playing • Respond to beat and rhythm through movement or body percussion • Explore how sounds are made Listening: Music can be listened to, experienced and described • Express emotions in response to a stimulus or music • Experience music made or performed by Aboriginal and/or Torres Strait Islander artists • Engage with music from various cultures and contexts
• EYLF LO1 KC3 explore different identities and	• CAE-DRA-01 experiments with and identifies ways feelings,	Making and performing: Drama is made and performed by embodying

<u>Early Years Learning Framework (2022)</u>	<u>Creative Arts K-6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
points of view in dramatic play EYLF LO3 KC2 combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including drama	ideas, roles and situations are embodied and enacted in drama	and enacting feelings, ideas, roles and situations - Use gestures, voice, signing or movement in dramatic play - Follow instructions to engage in dramatic play Appreciating: Drama can be experienced and described - Express emotions in response to a stimulus or performance - Experience drama made or performed by Aboriginal and/or Torres Strait Islander artists - Engage with drama from various cultures and contexts
EYLF LO3 KC2 combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance	CAE-DAN-01 experiments with and identifies ways shapes and movements are used in dance	Composing and performing: Dance is made and performed using shapes and movements Use movements in response to a stimulus

<u>Early Years Learning Framework (2022)</u>	<u>Creative Arts K-6 (2024)</u> Early Stage 1 outcomes	Early Stage 1 content
• EYLF LO3 KC2 respond through movement to traditional and contemporary music, dance and storytelling • EYLF LO5 KC3 use the creative arts such as dance to express ideas and make meaning		• Make body shapes and change movements to explore dance Appreciating: Dance can be experienced and described • Express emotions in response to a stimulus or dance • Experience dance composed or performed by Aboriginal and/or Torres Strait Islander artists • Engage with dance from various cultures and contexts • Identify shapes or movements used in dance

Early Years Learning Framework – Learning outcomes and key components

Table 7 – EYLF learning outcomes and key components

Outcomes	Key components
Outcome 1 – Children have a strong sense of identity	KC1: Children feel safe, secure and supported. KC2: Children develop their emerging autonomy, inter-dependence, resilience and agency. KC3: Children develop knowledgeable confident self-identities and a positive sense of self-worth. KC4: Children learn to interact in relation to others with care, empathy and respect.
Outcome 2 – Children are connected with and contribute to their world	KC1: Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens. KC2: Children respond to diversity with respect. KC3: Children become aware of fairness. KC4: Children become socially responsible and show respect for the environment.
Outcome 3 – Children have a strong sense of wellbeing	KC1: Children become strong in their social, emotional and mental wellbeing. KC2: Children become strong in their physical learning and mental wellbeing. KC3: Children are aware of and develop strategies to support their own mental and physical health and personal safety.

Outcomes	Key components
Outcome 4 – Children are confident and involved learners	KC1: Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. KC2: Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. KC3: Children transfer and adapt what they have learned from one context to another. KC4: Children resource their own learning through connecting with people, place, technologies and natural and processed materials.
Outcome 5 – Children are effective communicators	KC1: Children interact verbally and non-verbally with others for a range of purposes. KC2: Children engage with a range of texts and gain meaning from these texts. KC3: Children express ideas and make meaning using a range of media. KC4: Children begin to understand how symbols and pattern systems work. KC5: Children use digital technologies and media to access information, investigate ideas and represent their thinking.

References

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