# Curriculum links – resource for schools

There are 2 versions of this document:

1. **Curriculum links – resource for 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](https://www.dese.gov.au/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

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| [Early Years Learning Framework](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks) (2022)Learning is evident, for example, when children: | [NSW English K–2](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) (2022) Early Stage 1 outcomesA student: | Early Stage 1 content |
| * 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 **(EYLF LO5 KC1)**.
 | * communicates effectively by using interpersonal conventions and language with familiar peers and adults **(ENE-OLC-01)**.
 | **Oral language and communication*** listening for understanding
* social and learning interactions
* understanding and using grammar when interacting
* oral narrative.
 |
| * convey and construct messages with purpose and confidence, building on home/family and community literacies **(EYLF LO5 KC1)**.
 | * understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts **(ENE-VOCAB-01)**.
 | **Vocabulary*** learning and using words.
 |
| * sing and chant rhymes, jingles and songs **(EYLF LO5 KC2)**
* listen and respond to sounds and patterns in speech, stories and rhymes in context **(EYLF LO5 KC2)**.
 | * identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts **(ENE-PHOAW-01)**.
 | **Phonological awareness*** words
* syllables
* phonemes.
 |
| * begin to understand concepts of print and the ways that texts are structured **(EYLF LO5 KC2)**.
 | * tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print **(ENE-PRINT-01)**.
 | **Print conventions*** features of print
* directionality of print.
 |
| * begin to understand key literacy concepts and processes, such as letter-sound relationships **(EYLF LO5 KC2)**
* begin to be aware of the relationships between oral, written and visual representations **(EYLF LO5 KC4)**.
 | * uses single-letter grapheme-phoneme correspondences and common digraphs to decode and encode words when reading and creating texts **(ENE-PHOKW-01)**.
 | **Phonic knowledge*** single-letter graphemes
* digraphs.
 |
| * view and listen to printed, visual and multimedia texts and respond with relevant gestures, 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)**.
 | * reads decodable texts aloud with automaticity **(ENE-REFLU-01)**.
 | **Reading fluency*** automaticity
* prosody.
 |
| * 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 **(EYLF LO5 KC2)**.
 | * comprehends independently read texts using background knowledge, word knowledge and understanding of how sentence connect **(ENE-RECOM-01)**.
 | **Reading comprehension*** activating word meaning
* understanding and connecting sentences
* understanding whole text
* monitoring comprehension
* recalling details.
 |
| * share the stories and symbols of their own culture and re-enacts well-known stories **(EYLF LO5 KC3)**
* 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 **(EYLF LO5 KC4)**.
 | * creates written texts that include at least 2 related ideas and correct simple sentences **(ENE-CWT-01)**.
 | **Creating written texts*** text features
* sentence-level grammar
* punctuation
* word-level language
* planning and revising.
 |
| * begin to understand key literacy concepts and processes, such as letter-sound relationships **(EYLF LO5 KC2)**
* listen and respond to sounds and patterns in speech, stories and rhyme **(EYLF LO5 KC4)**
* begin to be aware of the relationships between oral, written and visual representations **(EYLF LO5 KC4)**.
 | * applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts **(ENE-SPELL-01)**.
 | **Spelling*** integrated spelling components
* phonological component
* orthographic component
* morphological component.
 |
| * begin to use images and approximations of letters and words to convey meaning **(EYLF LO5 KC3)**
* use symbols in play to represent and make meaning **(EYLF LO5 KC4)**
* use mark-meaning and drawing as symbols of communication **(EYLF LO5 KC4)**.
 | * produces all lower-case and upper-case letters to create texts **(ENE-HANDW-01)**.
 | **Handwriting*** handwriting.
 |
| * 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 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 KC2)**
* recognise and engage with written and oral culturally constructed texts **(EYLF LO5 KC3)**.
 | * understands and responds to literature read to them **(ENE-UARL-01)**.
 | **Understanding and responding to literature*** context
* narrative
* character
* imagery, symbol and connotation
* perspective.
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## From the Early Years Learning Framework to Early Stage 1 Mathematics

Table 2 – EYLF to Early Stage 1 Mathematics

|  |  |  |
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| [Early Years Learning Framework](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks) (2022)Learning is evident, for example, when children: | [NSW Mathematics K–2](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10) (2022) Early Stage 1 outcomesA student: | Early Stage 1 content |
| * 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 generalisations about their daily activities **(EYLF LO4 KC2)**
* 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 LO4 KC3)**
* interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings **(EYLF LO5 KC1)**.
 | * 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 **(MAO-WM-01)**.
 | **Working mathematically embedded processes*** communicating
* understanding and fluency
* problem-solving
* reasoning.
 |
| * use language to communicate thinking about quantities **(EYLF LO5 KC1)**
* demonstrate an increasing understanding of number using vocabulary to describe names of numbers **(EYLF LO5 KC1)**
* use symbols in play to represent and make meaning **(EYLF LO5 KC4)**.
 | * demonstrates an understanding of how whole numbers indicate quantity **(MAE-RWN-01)**
* reads numerals and represents whole numbers to at least 20 **(MAE-RWN-02)**.
 | **Representing whole numbers*** instantly name the number of objects within small collections
* use the counting sequence of ones flexibly
* recognise number patterns
* connect counting and numerals to quantities.
 |
| * use play to investigate, experiment test, hypotheses, imagine and explore ideas **(EYLF LO4 KC1)**.

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 **(EYLF LO4 KC2)**. | * reasons about number relations to model addition and subtraction by combining and separating, and comparing collections **(MAE-CSQ-01)**
* represents the relations between the parts that form the whole, with numbers up to 10 **(MAE-CSQ-02)**.
 | **Combining and separating quantities*** model additive relations and compare quantities
* identify part–whole relationships in numbers up to 10.
 |
| * 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 LO4 KC2)**
* begin to recognise patterns and relationships and the connections between them **(EYLF LO5 KC4)**.
 | * recognises, describes and continues repeating patterns **(MAE-FG-01)**
* forms equal groups by sharing and counting collections of objects **(MAE-FG-02)**.
 | **Forming groups*** copy, continue and create patterns
* investigate and form equal groups by sharing
* record grouping and sharing.
 |
| * demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers **(EYLF LO5 KC1)**.
 | * describes position and gives and follows simple directions **(MAE-GM-01)**
* describes and compares lengths **(MAE-GM-02)**
* identifies half the length and the halfway point **(MAE-GM-03)**.
 | **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.
 |
| * use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas **(EYLF LO5 KC1)**
* begin to identify and use the names of basic colours and simple shapes **(EYLF LO5 KC4)**
* demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers **(EYLF LO5 KC1)**
* begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds **(EYLF LO5 KC4)**.
 | * sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles **(MAE-2DS-01)**
* describes and compares areas of similar shapes **(MAE-2DS-02)**
* manipulates, describes and sorts three-dimensional objects **(MAE-3DS-01)**
* describes and compares volumes **(MAE-3DS-02)**.
 | **Two-dimensional spatial structure*** 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.
 |
| * manipulate objects and experiments with cause and effect, trial and error **(EYLF LO4 KC2)**
* notice and predict the patterns of regular routines and the passing of time **(EYLF LO5 KC4)**.
 | * describes and compares the masses of objects **(MAE-NSM-01)**
* sequences events and reads hour time on clocks **(MAE-NSM-02)**.
 | **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 analogue and digital clocks.
 |
| * create and use representation to organise, record and communicate mathematical ideas and concepts **(EYLF LO4 KC2)**.
 | * contributes to collecting data and interprets data displays made from objects **(MAE-DATA-01)**.
 | **Data*** respond to questions, collect information and discuss possible outcomes of activities
* organise objects into simple data displays and interpret the displays.
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## From the Early Years Learning Framework to Early Stage 1 Science and Technology

Table 3 – EYLF to Early Stage 1 Science and Technology

|  |  |  |
| --- | --- | --- |
| [Early Years Learning Framework](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks) (2022)Learning is evident, for example, when children: | [NSW Science and Technology K–6](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus) (2017) Early Stage 1 outcomesA student: | Early Stage 1 content |
| * participate with others to identify and address environmental challenges and problems and contribute to group ideas and plans **(EYLF LO2 KC4)**
* 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 KC1)**
* use reflective thinking to consider why things happen and what can be 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 KC2)**
* explore ideas and theories using imagination, creativity and play **(EYLF LO4 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 Torres Strait Islander names for the land, local plants and animals **(EYLF LO2 KC4)**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 KC1)** | * observes, questions and collects data to communicate ideas **(STe-1WS-S)**
* develops solutions to an identified need **(STe-2DP-T)**.
 | **Working scientifically skills*** communicating
* identifying and defining
* planning and conducting investigations
* processing and analysing data
* producing and implementing
* questioning and predicting
* researching and planning
* testing and evaluating.
 |
| * recognise they are part of ecosystems, and care for local biodiversity **(EYLF LO2 KC4)**
* develop an awareness of the impact of human activity on environments and the interdependence of living things, eg marine debris and potential impact on marine life **(EYLF LO2 KC2)**
* explore the basic needs of living things and how to protect them **(EYLF LO2 KC2)**
* use play to investigate and explore nature and the natural environment **(EYLF LO2 KC4)**
* care for Country and connect with animals, plants, lands and waterways **(EYLF LO2 KC4).**
 | * explores the characteristics, needs and uses of living things **(STe-3LW-ST)**.
 | **Living world*** **characteristics and basic needs of living things**
* **using living things as food and fibre.**
 |
| * manipulate resources to investigate, take apart, assemble, invent and construct **(EYLF LO4 KC4)**
* engage in meaningful conversations about natural and processed materials **(EYLF LO4 KC4)**
 | * identifies that objects are made of materials that have observable properties **(STe-4MW-ST)**.
 | **Material world*** **properties of materials can be observed**
* **materials are selected to suit specific purposes.**
 |
| * manipulate objects and experiments with cause and effect, trial and error, and motion **(EYLF LO4 KC2)**
 | * observes the way objects move and relates changes in motion to push and pull forces **(STe-5PW-ST)**.
 | **Physical world*** **movement of objects.**
 |
| * notice and predict the patterns of regular routines and the passing of time **(EYLF LO5 KC4)**
* begin to use local Aboriginal or Torres Strait Islander names for seasons **(EYLF LO2 KC4)**
* observe and describe elements of weather and changes in weather and climate **(EYLF LO2 KC4)**
* explore their environment through asking questions, experimenting, investigating and using digital technologies **(EYLF LO4 KC2).**
 | * identifies how daily and seasonal changes in the environment affect humans and other living things **(STe-6ES-S)**.
 | **Earth and space*** changes in the environment.
 |
| * identify technologies and their use in everyday life **(EYLF LO5 KC5)**
* incorporate real or imaginary technologies as features of their play **(EYLF LO5 KC5)**.
 | * identifies digital systems and explores how instructions are used to control digital devices **(STe-7DI-T)**.
 | **Digital technologies*** digital systems
* sequencing technologies.
 |

## 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)

|  |  |  |
| --- | --- | --- |
| [Early Years Learning Framework](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks) (2022)Learning is evident, for example, when children: | [NSW PDHPE K–10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) (2018) Early Stage 1 outcomesA student: | Early Stage 1 content |
| * establish and maintain respectful, trusting relationships with other children and educators **(EYLF LO1 KC1)**
* make choices, accept challenges, takes considered risks, manage change and cope with frustrations and the unexpected **(EYLF LO3 KC1)**
* participate in reciprocal relationships **(EYLF LO2 KC1)**
* gradually learn to ‘read’ the feelings and behaviours of others and respond appropriately **(EYLF LO2 KC1)**
* demonstrate increasing awareness of the needs and rights of others **(EYLF LO1 KC2)**
* initiate negotiating and sharing behaviours **(EYLF LO1 KC2)**
* empathise with and expresses concern for others **(EYLF LO1 KC4)**
* display awareness of and respect for others’ perspectives **(EYLF LO1 KC4)**
* show an increasing capacity to understand, self-regulate and manage their emotions **(EYLF LO3 KC1)**
* negotiate play spaces to ensure the safety and wellbeing of themselves and others **(EYLF LO3 KC2)**.
 | * identifies who they are and how people grow and change **(PDe-1)**
* identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe **(PDe-2)**
* communicates ways to be caring, inclusive and respectful of others **(PDe-3)**
* practises self-management skills in familiar and unfamiliar scenarios **(PDe-9)**
* uses interpersonal skills to effectively interact with others **(PDe-10)**.
 | **Health, wellbeing and relationships*** What makes me unique?
* How do we grow?
* How can we care for and include each other?
 |
| * 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 KC2)**
* assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others **(EYLF LO3 KC1)**
* demonstrate spatial awareness and orients themselves, moving around and through their environments confidently and safely **(EYLF LO3 KC2)**.
 | * practises and demonstrates movement skills and sequences using different body parts **(PDe-4)**
* explores possible solutions to movement challenges through participation in a range of activities **(PDe-5)**
* uses interpersonal skills to effectively interact with others **(PDe-10)**
* demonstrates how the body moves in relation to space, time, objects, effort and people **(PDe-11)**.
 | **Movement skill and performance*** How do we move our bodies?
* How can we solve problems when moving?
* How do we participate with others when we are active?
 |
| * 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 awareness of healthy lifestyles **(EYLF LO3 KC2)**.
 | * identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe **(PDe-2)**
* explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity **(PDe-6)**
* identifies actions that promote health, safety, wellbeing and physically active spaces **(PDe-7)**
* explores how regular physical activity keeps individuals healthy **(PDe-8)**
* practises self-management skills in familiar and unfamiliar scenarios **(PDe-9)**
* uses interpersonal skills to effectively interact with others **(PDe-10)**.
 | **Healthy, safe and active lifestyles*** What choices can help make me safe, supported and active?
* What helps us to stay healthy and safe?
* How do we make healthy and safe choices in different situations?
 |

## 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)

|  |  |  |
| --- | --- | --- |
| [Early Years Learning Framework](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks) (2022)Learning is evident, for example, when children: | [NSW History K–10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) (2012) and [NSW Geography K–10](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) (2015) Early Stage 1 outcomesA student: | Early Stage 1 content |
| * show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families **(EYLF LO2 KC2)**
* engage with Aboriginal and Torres Strait Islander Elders and diverse cultural community members to explore their own and others’ connections to community **(EYLF LO2 KC1)**
* share aspects of their culture with the other children and educators **(EYLF LO1 KC3)**
* begin to recognise that they have a right to belong to many communities **(EYLF LO2 KC1)**
* become aware of connections, similarities and differences between people **(EYLF LO2 KC1)**.
 | * communicates stories of their own family heritage and the heritage of others **(HTe-1)**
* demonstrates developing skills of historical inquiry and communication **(HTe-2)**.
 | **History*** Content –personal and family history
* History concepts – continuity & change, cause and effect, perspectives, empathetic understanding, significance, contestability
* History skills - comprehension, analysis & use of sources, perspectives and interpretations, empathetic understanding, research, explanation, communication.
 |
| * explore relationships with other living and non-living things and observe, notice and respond to change **(EYLF LO2 KC4)**
* 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 KC1)**
* explore, infer, predict and hypothesise in order to develop an increased interdependence between land, people, plants and animals **(EYLF LO2 KC4)**.
 | * identifies places and develops an understanding of the importance of places to people **(GEe-1)**
* communicates geographical information and uses geographical tools **(GEe-2)**.
 | **Geography*** Content – places
* Geographical concepts – place, space, environment, interconnection, scale, sustainability, change
* Geographical inquiry skills – enquiring, processing, communicating
* Geographical tools – maps, fieldwork, graphs & statistics, special technologies, visual representations.
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## From the Early Years Learning Framework to Early Stage 1 Creative Arts

Table 6 – EYLF to Early Stage 1 Creative Arts

|  |  |  |
| --- | --- | --- |
| [Early Years Learning Framework](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks) (2022)Learning is evident, for example, when children: | [NSW Creative Arts K–6](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) (2006) Early Stage 1 outcomesA student: | Early Stage 1 content |
| * use language and representations from play and art to share and project meaning **(EYLF LO5 KC1)**
* 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 **(EYLF LO5 KC3)**.
 | * makes simple pictures and other kinds of artworks about things and experiences **(VAES1.1)**
* experiments with a range of media in selected forms **(VAES1.2)**
* recognises some of the qualities of different artworks and begins to realise that artists make artworks **(VAES1.3)**
* communicates their ideas about pictures and other kinds of artworks **(VAES1.4)**.
 | **Visual arts*** Making
* Appreciating.
 |
| * use the creative arts such as music to express ideas and make meaning **(EYLF LO5 KC3)**
* sing and chant rhymes, jingles and songs **(EYLF LO5 KC2)**
* view, listen and respond to simple printed, visual and multimedia texts or music and express how it makes them feel **(EYLF LO5 KC3)**.
 | * participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts **(MUES1.1)**
* creates own rhymes, games, songs and simple compositions **(MUES1.2)**
* listens to and responds to music **(MUES1.3)**.
 | **Music*** Performing – singing, playing, moving
* Organising sound
* Listening – musical concepts, repertoire.
 |
| * explore different identities and points of view in dramatic play **(EYLF LO1 KC3)**
* combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including drama **(EYLF LO3 KC2)**.
 | * uses imagination and the elements of drama in imaginative play and dramatic situations **(DRAES1.1)**
* dramatises personal experiences using movement, space and objects **(DRAES1.3)**
* responds to dramatic experiences **(DRAES1.4)**.
 | **Drama*** Making – role, dramatic context, elements of drama, drama forms
* Performing
* Appreciating.
 |
| * combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance **(EYLF LO3 KC2)**
* respond through movement to traditional and contemporary music, dance and storytelling **(EYLF LO3 KC2)**
* use the creative arts such as dance to express ideas and make meaning **(EYLF LO5 KC3)**.
 | * participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities **(DAES1.1)**
* explores movement in response to a stimulus to express ideas, feelings or moods **(DAES1.2)**
* responds to and communicates about the dances they view and/or experience **(DAES1.3)**.
 | **Dance*** Performing
* Composing
* Appreciating – elements of dance, contexts.
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## 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
 |
| 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

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

[Mathematics K–10 syllabus](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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