# Curriculum links – EYLF to Early Stage 1

Early Stage 1 resource.

## Curriculum links between prior-to-school and school curriculum

This document has been prepared to support early childhood educators and Kindergarten teachers to promote children’s 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 each setting. In early childhood education services, curriculum aligns to the Early Years Learning Framework for Australia (EYLF), and in Kindergarten classrooms, the NSW Educational Standard Authority (NESA) syllabuses are implemented. While these curriculums are designed differently, both include outcomes as a key element and seek to achieve the goals of the [The Alice Springs (Mparntwe) Education Declaration](https://www.dese.gov.au/alice-springs-mparntwe-education-declaration) (2019).

The following tables are organised into the 6 key learning areas addressed in Kindergarten:

* Column 1 lists examples of evidence of children’s learning, followed in brackets by the EYLF learning outcome (LO) and key component (KC) addressed.
* Column 2 lists the Early Stage 1 (ES1) outcomes that build upon and extend this learning, followed in brackets by the NSW syllabus outcome code.
* Column 3 lists the relevant Early Stage 1 content.

It is intended that these tables will support educators and teachers to:

* deepen their knowledge of what is taught in both early childhood education and Kindergarten settings
* effectively plan with knowledge of the ‘next step’ in a child’s learning
* build on and extend what a child already knows and can do
* better understand how the foundational skills developed in early childhood settings align to ES1 learning outcomes and content, together forming an education continuum.

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## 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/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf) (2009)****  ****Learning is evident, for example, when a child:**** | [****NSW English K-2****](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) ****(2021) Early Stage 1 outcomes****  ****A student:**** | ****Early Stage 1 content**** |
| * conveys and constructs messages with purpose and confidence, building on home/family and community literacies (EYLF LO5 KC1) * exchanges 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. |
| * engages in sustained communication with educators about their ideas and experiences (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. |
| * sings and chants rhymes, jingles and songs(EYLF LO5 KC3) * listens and responds to sounds and patterns in speech, stories and rhymes in context (EYLF LO5 KC4) * listens and responds to sounds and patterns in speech, stories and rhyme(EYLF LO5 KC4). | * 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. |
| * begins 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. |
| * begins to understand key literacy concepts and processes, such as letter-sound relationships(EYLF LO5 KC2) * begins 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. |
| * explores texts from a range of different perspectives and begin to analyse the meanings(EYLF LO5 KC2) * recognises and engages with written and oral culturally constructed texts(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. |
| * develops an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them (EYLF LO5 KC3) * shares the stories and symbols of their own culture and re-enacts well-known stories(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. |
| * begins to understand key literacy concepts and processes, such as letter-sound relationships(EYLF LO5 KC2) * listens and responds to sounds and patterns in speech, stories and rhyme(EYLF LO5 KC4) * begins 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. |
| * begins to use images and approximations of letters and words to convey meaning(EYLF LO5 KC3) * uses symbols in play to represent and make meaning(EYLF LO5 KC3). | * produces all lower-case and upper-case letters to create texts (ENE-HANDW-01). | **Handwriting**   * handwriting. |
| * actively uses, engages with and shares the enjoyment of language and texts in a range of ways(EYLF LO5 KC2) * recognises and engages 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. |

## 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/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf) ****(2009)****  ****Learning is evident, for example, when a child:**** | [****NSW mathematics K-2****](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10) ****(2021) Early Stage 1 outcomes****  ****A student:**** | ****Early Stage 1 content**** |
| * contributes constructively to mathematical discussions and arguments (EYLF LO4 KC2) * applies a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations (EYLF LO4 KC2) * uses mathematical language and symbols to contribute constructively to mathematical discussions and arguments (EYLF LO4 KC2) * uses the processes of play, reflection and investigation to solve problems (EYLF LO4 KC3) * tries out strategies that were effective to solve problems in one situation in a new context (EYLF LO4 KC3) * applies generalisations from one situation to another (EYLF LO4 KC3) * uses language to explain mathematical ideas (EYLF LO5 KC1) * interacts 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 (MAE-WM-01). | **Working mathematically embedded processes**   * communicating * understanding and fluency * problem-solving * reasoning. |
| * uses language to communicate thinking about quantities (EYLF LO5 KC1) * demonstrates an increasing understanding of number using vocabulary to describe names of numbers (EYLF LO5 KC1)   uses 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. |
| * uses play to investigate, imagine and explore ideas (EYLF LO4 KC1). | * 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. |
| * makes 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) * begins 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. |
| * demonstrates an increasing understanding of measurement using vocabulary to describe length (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. |
| * uses language to describe attributes of objects and collections (EYLF LO5 KC1) * demonstrates an increasing understanding of measurement using vocabulary to describe volume (EYLF LO5 KC1) * demonstrates an increasing understanding of measurement using vocabulary to describe size (EYLF LO5 KC1) * begins 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. |
| * manipulates objects and experiments with cause and effect, trial and error (EYLF LO4 KC2) * notices and predicts 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. |
| * creates and uses 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. |

## From the Early Years Learning Framework to Early Stage 1 science and technology

Table 3 – EYLF to Early Stage 1 science and technology

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| [Early Years Learning Framework](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf) (2009)  Learning is evident, for example, when a child: | [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 outcomes  A student: | Early Stage 1 content |
| * participate with others to solve problems and contribute to group outcomes (EYLF LO2 KC4) * uses play to investigate, imagine and explore ideas (EYLF LO4 KC1) * participates in a variety of rich and meaningful inquiry-based experiences (EYLF LO4 KC1) * uses reflective thinking to consider why things happen and what can be learnt from these experiences (EYLF LO4 KC2) * applies a wide variety of thinking strategies to engage with situations and solve problems, (EYLF LO4 KC2) * explores ideas and theories using imagination, creativity and play (EYLF LO4 KC4). | * 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. |
| * explores relationships with other living and non-living things (EYLF LO2 KC2) * develops an awareness of the impact of human activity on environments and the interdependence of living things (EYLF LO2 KC2). | * 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.** |
| * manipulates resources to investigate, take apart, assemble, invent and construct (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.** |
| * manipulates 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.** |
| * observes, notices and responds to change (EYLF LO2 KC2) * notices and predicts the patterns of regular routines and the passing of time (EYLF LO5 KC4). | * 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. |
| * identifies the uses of technologies in everyday life and use real or imaginary technologies as props in 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 PDHPE

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| [Early Years Learning Framework](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf) (2009)  Learning is evident, for example, when a child: | [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 outcomes  A student: | Early Stage 1 content |
| * establishes and maintains respectful, trusting relationships with other children and educators (EYLF LO1 KC1) * makes choices, accept challenges, takes considered risks, manages change and copes with frustrations and the unexpected (EYLF LO1 KC1) * participate in reciprocal relationships (EYLF LO1 KC1) * gradually learns to ‘read’ the behaviours of others and respond appropriately (EYLF LO1 KC1) * demonstrates increasing awareness of the needs and rights of others (EYLF LO1 KC2) * begins to initiate negotiating and sharing behaviours (EYLF LO1 KC2) * develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities (EYLF LO1 KC3) * empathises with and expresses concern for others (EYLF LO1 KC4) * displays awareness of and respect for others’ perspectives (EYLF LO1 KC4) * increasingly co-operates and works collaboratively with others (EYLF LO3 KC1) * shows an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others (EYLF LO3 KC1) * asserts their capabilities and independence while demonstrating increasing awareness of the needs and rights of others (EYLF LO3 KC1) * negotiates 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? |
| * shows enthusiasm for participating in physical play (EYLF LO3 KC2) * engages in increasingly complex sensory-motor skills and movement patterns (EYLF LO3 KC2) * combines gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama (EYLF LO3 KC2) * demonstrates 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? |
| * recognises and communicates their bodily needs (for example, thirst, hunger, rest, comfort, physical activity) (EYLF LO3 KC2) * shows increasing independence and competence in personal hygiene, care and safety for themselves and others (EYLF LO3 KC2) * shows 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 HSIE

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| [****Early Years Learning Framework****](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf) ****(2009)****  ****Learning is evident, for example, when a child:**** | ****[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 outcomes****  ****A student:**** | ****Early Stage 1 content**** |
| * develops their social and cultural heritage through engagement with Elders and community members (EYLF LO1 KC3) * shares aspects of their culture with the other children and educators (EYLF LO1 KC3) * begins to recognise that they have a right to belong to many communities (EYLF LO2 KC1) * becomes 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. |
| * explores relationships with other living and non-living things and observe, notice and respond to change (EYLF LO2 KC4) * develops an awareness of the impact of human activity on environments and the interdependence of living things (EYLF LO2 KC1) * explores the diversity of culture, heritage, background and tradition that presents opportunities for choices and new understandings (EYLF LO2 KC1) * explores, infers, predicts 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. |

## 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/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf) (2009)  Learning is evident, for example, when a child: | [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 outcomes  A student: | Early Stage 1 content |
| * uses language and representations from play and art to share and project meaning (EYLF LO5 KC1) * experiments with ways of expressing ideas and meaning using a range of media (EYLF LO5 KC3) * uses the creative arts such as drawing, painting and sculpture 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. |
| * uses the creative arts such as music to express ideas and make meaning (EYLF LO5 KC3) * sings and chants rhymes, jingles and songs (EYLF LO5 KC2) * uses language and representations from play and music to share and project meaning (EYLF LO5 KC1). | * 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. |
| * explores different identities and points of view in dramatic play (EYLF LO1 KC3) * combines 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. |

## EYLF learning outcomes and key components

Table 7 – EYLF learning outcomes and key components

|  |  |
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| ****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 sense of agency * KC3: Children develop knowledgeable and confident self-identities * 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 belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation * 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 and emotional wellbeing * KC2: Children take increasing responsibility for their own health and physical wellbeing |
| Outcome 4 – Children are confident and involved learners | * KC1: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity * KC2: Children develop a range of 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 information and communication technologies to access information, investigate ideas and represent their thinking |

## References

NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

* [English K-2 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2021
* [Mathematics K-2 syllabus](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10) © 2021
* [Science and Technology K-6 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus) © 2017
* [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © 2018
* [History K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012
* [Geography K-10 syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © 2015
* [Creative Arts K-6 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006

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Commonwealth of Australia, DEEWR (Department of Education, Employment and Workplace Relations) (2009) ‘[Belonging, being and becoming: The Early Years Learning Framework for Australia](https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia)’, DEEWR, Commonwealth of Australia, accessed 4 April 2022.

Commonwealth of Australia, DESE (2019) [*The Alice Springs (Mparntwe) Education Declaration*](https://www.dese.gov.au/alice-springs-mparntwe-education-declaration), DESE website, accessed 4 April 2022.