

Mapping the updated EYLF to the V9 Australian Curriculum. Example connections.

| AUSTRALIAN CURRICULUM | |
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| Cross Curriculum Priorities | Linking the Early Years Learning Framework (EYLF) |
| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>VISION</p> <p>Belonging, Being and Becoming Aboriginal and Torres Strait Islander children, families and communities have a strong connectedness to and care for Country. For Aboriginal and Torres Strait Islander children, their spirituality is connected to Country. Educators understand children may come from diverse culturally and linguistically different backgrounds and acknowledge this in each child's <i>Belonging, Being and Becoming</i>. All children engage in learning that promotes confident and creative individuals, with knowledge of Aboriginal and Torres Strait Islander perspectives, who are active and informed members of their communities, and successful lifelong learners.</p> <p>PRINCIPLES</p> <p>Secure, respectful and reciprocal relationships Integrating western and Aboriginal and Torres Strait Islander knowledges advances Reconciliation and Closing the Gap. Reinforcing intercultural ways of working promotes culturally safe spaces for developing reciprocal relationships with families, services and communities. Educators also help children learn about their responsibilities to others, to support their own and others' wellbeing, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.</p> <p>Partnerships Engage with Aboriginal and Torres Strait Islander Elders and cultural community members to explore their own and other's connections to the community. Build partnerships with Aboriginal and Torres Strait Islander communities and organisations that are genuine and sustainable. Partnerships provide opportunities to explore the learning potential in everyday rituals, routines and play to ensure active participation and engagement in learning is inclusive of children with diverse backgrounds, family structures and capabilities.</p> <p>Aboriginal and Torres Strait Islander perspectives Engage with Aboriginal and Torres Strait Islander Elders and community members to explore their own and others social and cultural identities and heritage. Have opportunities to develop knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to Country and family including kinships systems. Embedding Aboriginal and Torres Strait Islander perspectives in all educators' philosophy and practice is a key tool to advance Reconciliation. This also contributes to closing the Gap commitments and fulfilling every Australian child's right to know about Australia's First Nations' histories,</p> |
| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>Engage with Aboriginal and Torres Strait Islander Elders and community members to explore their own and others social and cultural identities and heritage. Have opportunities to develop knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to Country and family including kinships systems. Embedding Aboriginal and Torres Strait Islander perspectives in all educators' philosophy and practice is a key tool to advance Reconciliation. This also contributes to closing the Gap commitments and fulfilling every Australian child's right to know about Australia's First Nations' histories,</p> |

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| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>knowledge systems, cultures and languages. It is a commitment to children learning about what has come before and working together for what is to come.</p> <p>Equity, inclusion and high expectations Provide equitable opportunities for children including Aboriginal and Torres Strait Islander children and children who have diverse capabilities, encouraging them to contribute positively to their world. Seek guidance from Aboriginal and Torres Strait Islander Elders and community members about local processes and protocols, history, and culture. Educators strive to provide all children with an equitable and participatory environment and experiences to promote their learning, development and wellbeing. In doing this, educators recognise that equitable means fair, not equal or the same, and some children may need greater access to resources and support to participate in early childhood settings. Educators continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve Learning Outcomes and flourish.</p> <p>Respect for Diversity Understanding Aboriginal and Torres Strait Islander ways of knowing and <i>being</i> and actively working towards Reconciliation. Explore Aboriginal and Torres Strait Islander children’s kinships systems, their relationships, and connections that they have built with their own community. Become aware of their own and other children’s linguistic and cultural events and activities. Ensure that Aboriginal and Torres Strait Islander resources are genuine and appropriate. Respecting diversity means valuing and reflecting the practices, values and beliefs of families within the curriculum. Educators acknowledge the histories, cultures, languages, traditions, religions, spiritual beliefs, child rearing practices and lifestyle practices of families. They build culturally safe and secure environments for all children and their families. Curriculum decisions uphold all children’s rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, with educators responding to the complexity of children’s and families’ lives.</p> <p>Sustainability Educators and children learn about Aboriginal and Torres Strait Islander history, culture and sustainable practices. Aboriginal and Torres Strait Islander cultures as the nations custodians of the land. Care for local biodiversity and learn Aboriginal and/or Torres Strait Islander names for the land, local plants and animals where the setting is. Connect through language and culture with local Aboriginal and Torres Strait Islander Country. Educators encourage children to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters. Sustainable practices are created with children, and children are supported to take and active role in caring for the environment and to think about ways they can contributes to a sustainable future.</p> <p>Critical reflection and ongoing professional learning</p> |
| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>Provide opportunities for Aboriginal and Torres Strait Islander educators to provide feedback and reflect on everyday practices within their setting. Seek Aboriginal and Torres Strait Islander guidance to ensure that the authentic voices of Traditional Owners, Elders and community members are highlighted in planning and practice. Engage in Aboriginal and Torres Strait</p> |

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| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>Islander led professional development about Aboriginal and Torres Strait Islander ways of learning e.g., 8 ways & both ways pedagogy.</p> <p>Collaborative leadership and teamwork Create opportunities to discuss with colleagues the diverse ways of embedding Aboriginal and Torres Strait Islander perspectives into everyday practice. Provide opportunities for Aboriginal and Torres Strait Islander educators to share ideas about best practice when embedding Aboriginal and Torres Strait Islander perspectives into planning and practice.</p> <p>PRACTICES</p> <p>Holistic, integrated and interconnected approaches Children’s cognitive, linguistic, physical, social, emotional, personal, spiritual and creative aspects of learning are all intricately interwoven and interrelated. An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land. They see learning as a social activity and value collaborative learning and community participation. Educators understand the integrated nature of the Framework, and the connection between the various elements of the Framework. The integration of the Vision, Principle, Practices and Learning Outcomes are key to providing for children’s holistic learning.</p> <p>Responsiveness to children Respond to children’s expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children, including Aboriginal and Torres Strait Islander children. Educators are also responsive to children’s funds of knowledge (experiences and understandings), ideas, curiosity and play, which form an important basis for curriculum decision-making. In response to children’s evolving ideas and interests, educators assess, anticipate and extend children’s learning, development and wellbeing via open ended questioning, providing feedback, challenging their thinking and guiding their learning. Educators are attuned to and actively listen to children so they can respond in ways that build relationships and support children’s learning, development and wellbeing. They make use of planned and spontaneous ‘teachable moments’ to scaffold children’s learning.</p> <p>Play-based learning and intentionality Aboriginal and Torres Strait Islander children are provided with a culturally safe space to tell their stories about history and culture. Aboriginal and Torres Strait Islander educators to provide feedback and reflections to assist Aboriginal and Torres Strait Islander children to feel safe, secure, and supported. Children act intentionally in play when they make decisions about their play with what and with whom to engage and invite into their play. Neural pathways and connections in the brain are stimulated when children are fully engaged in their play as they make plans, create characters, solve problems, develop self-awareness and learn how to socialise, negotiate and think with others.</p> |
| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>Learning Environments</p> |

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| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>Educators seek information about Aboriginal and Torres Strait Islander connections and relationships to Country. All children benefit from learning on Country and from Country. Aboriginal and Torres Strait Islander children, their spirituality is connected to Country, and the connection is strong. It is in their relationships and how they communicate with their ancestors, families, kinship systems and communities. It is in their connection to the land- the trees, waterholes, and mountains. Aboriginal and Torres Strait Islander children see their culture in the environment i.e. significant cultural events. Display both Aboriginal and Torres Strait Islander flags. For Aboriginal and Torres Strait Islander families these contributions can assist in building an intercultural space where both western and traditional Aboriginal and Torres Strait Islander knowledges are shared.</p> <p>Cultural responsiveness</p> <p>Multiple cultural ways of knowing, doing and being are respected. Cultural responsiveness is more than awareness of difference. It includes learning about multiple perspectives of diversity, including Aboriginal and Torres Strait Islander peoples’ ethnic, cultural, linguistic, family and individual diversity. Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a three-way process with children, families and communities.</p> <p>Continuity of learning and transitions</p> <p>Educators work with families to ensure continuity; for example knowing about Aboriginal and Torres Strait Islander children’s kinship connections, parenting practices and other aspects of cultural life to inform positive transitions. Children bring their individual, family and community ways of <i>being, belonging</i> and <i>becoming</i>, often called funds of knowledge to their early childhood settings. Knowing and building on children’s funds of knowledge helps them to feel secure, confident and connected to families people, places, events and understandings. Children, families, educators and teachers in schools all contribute to successful transitions between settings. AS children make major transitions to new settings (including to school) educators from early childhood settings and schools commit to sharing information about each child’s knowledge and skills so learning can build on foundations of earlier learning.</p> <p>Assessment and evaluation for learning, development and wellbeing</p> <p>Share stories with families including Aboriginal and Torres Strait Islander families and culturally and linguistically diverse families about their child’s learning success. Include stories of Aboriginal and Torres Strait Islander people who have shown agency and resilience. Use a range of questioning strategies appropriate to each child’s capabilities to gain insight into their thinking, provide Aboriginal and Torres Strait Islander children opportunities to communicate how they are feeling through writing, the Arts, and construction. Assessment strategies that are inclusive, culturally and linguistically relevant, and responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child will acknowledge each child’s abilities, strengths and competencies. Through assessment, educators recognise and celebrate not only the giant leaps children take in their learning but the small steps as well. Developing inclusive assessment practices with children and their families demonstrates respect for diversity, and helps educators, families and children make better sense of the assessment information. Assessment</p> |
| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p></p> |

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| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>undertaken in collaboration with families can assist them to support children’s learning and empower families to act on behalf of their children within and beyond the early childhood setting.</p> <p>LEARNING OUTCOMES</p> <p>Outcome 1- Children have a strong sense of identity Aboriginal and Torres Strait Islander children’s awareness of their kinship networks and connections to Country as important to identity development. Provide opportunities for children to develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in the context of their community. Children can have multiple identities as they move from one setting to another. When children have positive experiences and can exert agency, they develop an understanding of themselves as significant, respected and feel a sense of <i>belonging</i>. Educators are culturally responsive in assisting all children to explore their cultural, social, gender and linguistic identities. Relationships are the foundations for the construction of identity- ‘who I am, ‘how I belong’ and ‘what is my influence?’ Identity and confidence are also built when all children are offered genuine choices, time and opportunity to exercise agency, act on their own to increase autonomy, resilience and persistence, as well as interact with other with care, empathy and respect.</p> <p>Outcome 2- Children are connected and contribute to their world Educators know that Aboriginal and Torres Strait Islander cultures are strongly tied to the land and often there are cultural expectations and considerations that may transform the way they interact with the environment. Become aware of their own and other children’s linguistic and cultural events e.g., Harmony Day. Aboriginal and Torres Strait Islander children connect with their own community events and activities. E.g., NAIDOC, Aboriginal and Torres Strait Islander Children’s Day, Sorry Business, Reconciliation Week etc. Feelings of belonging strengthen children’s connection with and active contribution to their world. Belonging includes: people, country, place and communities where educators assist all children to explore values, traditions and practices of their own and others families and communities.</p> <p>Outcome 3- Children have a strong sense of wellbeing Responsive connections and the building of relationships and friendships with others are important aspects of wellbeing. By acknowledging each child’s cultural and social identity, and responding sensitively to their emotional states, educators build children’s confidence, sense of wellbeing and willingness to engage in learning and interact with others. Create opportunities to have more Aboriginal and Torres Strait Islander educators visible in the early childhood setting. Create a safe environment for Aboriginal and Torres Strait Islander children to share about their history and culture, songs, language, food, ceremonies, and dance, if they choose. Routines and rituals provide opportunities for all children to learn about health and safety. Good nutrition is essential to healthy living and enables children to be active participants in learning.</p> |
| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>Outcome 4- Children are confident and involved learners Children’s funds of knowledge, and their family and community funds of knowledge (experiences and understandings) are recognised and included in the early childhood curriculum. Educators critically reflect on personal responses to cultural diversity that includes Aboriginal and Torres Strait Islander culture. Transfer knowledge from one setting to another such as Aboriginal</p> |

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| <p>Aboriginal and Torres Strait Islander Histories and Cultures</p> | <p>and Torres Strait Islander children sharing knowledge about their land and how it can apply. Educators understand that competence is not tied to any particular language, dialect or culture. Children bring their <i>being</i> to their learning. They have many ways of seeing the world, different processes of learning and their own preferred learning styles.</p> <p>Outcome 5- Children are effective communicators</p> <p>Children’s use of their home languages underpins their sense of identity and their conceptual development. Children’s sense of <i>belonging</i> is strengthened when their language, interaction styles and ways of communicating are valued. Identify Aboriginal and Torres Strait Islander signs and symbols relevant to their area. Investigate and begin to recognise with assistance, representations of stereotypes or narrow depictions of diversity. Encourage children to develop their own symbol systems and provide them with opportunities to explore culturally constructed symbol systems including Aboriginal and Torres Strait Islander signs and symbols. Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities. It extends their social worlds beyond families to include educators, peers and others to support children’s everyday interactions.</p> |
| <p>Asia and Australia’s Engagement with Asia</p> | <p>VISION</p> <p>Belonging, Being and Becoming</p> <p>From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly within families, who are children’s first and most influential teachers. Educators engage children in learning that promotes confidence, creativity and enables active citizenship. They celebrate diversity with children and their families, and the opportunities diversity brings to know more about the world. Educators understand children may come from diverse culturally and linguistically different backgrounds and acknowledge this in each child’s <i>Belonging, Being and Becoming</i>.</p> <p>PRINCIPLES</p> <p>Secure, respectful and reciprocal relationships</p> <p>Reinforcing intercultural ways of working promotes culturally safe spaces for developing reciprocal relationships with families, services and communities. Educators value children’s unique and diverse capacities and capabilities and respect families’ home lives. Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. Educators also help children learn about their responsibilities to others, to support their own and others’ wellbeing, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.</p> <p>Partnerships</p> <p>Respecting the history, culture, knowledge and strengths of families reflected through community involvement and culturally sensitive practices reinforce children’s positive identity. Educators make curriculum decisions that uphold all children’s rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, and respond to the complexity of children’s and families’ lives. Partnerships involve educators, families, other professionals, community members and teachers in schools working together. These partnerships provide opportunities to explore the learning potential in everyday rituals,</p> |

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| <p>Asia and Australia's Engagement with Asia</p> | <p>routines and play to ensure active participation and engagement in learning is inclusive of children with diverse backgrounds, family structure and capabilities.</p> <p>Equity, inclusion and high expectations</p> <p>When educators respect the diversity of families and communities, and the aspirations they hold for their children, they are able to foster children's motivation to learn and reinforce their sense of themselves as competent learners. They make curriculum decisions that uphold all children's rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives. Educators who are committed to equity recognise that all children have the right to inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and <i>being</i>. To support all children's inclusion they recognise and respond to barriers that some children face, including attitudinal and practical barriers. Such barriers can be related to disability, family diversity, cultural and linguistic diversity, neurodiversity, and children and families living through trauma and adversity.</p> <p>Respect for Diversity</p> <p>There are many ways of living, <i>being</i> and of knowing. Children are born <i>belonging</i> to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means valuing and reflecting the practices, values and beliefs of families within the curriculum. Educators acknowledge the histories, cultures, languages, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families. They build culturally safe and secure environments for all children and their families. Educators value children's unique and diverse capacities and capabilities and respect families' home lives. Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. Educators think critically about opportunities and dilemma that can arise from diversity and take action to redress unfairness. They provide opportunities for children to learn about similarities and difference and about interdependence and citizenship.</p> <p>Sustainability</p> <p>Educators recognise children's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children's agency and their right to be active participants in all matters affecting their lives is supported. Further, children's understanding of their citizenship, and rights and responsibilities as members of local and global communities is built through meaningful and relevant educational experiences. Educators provide opportunities for children to learn about all the interconnected dimensions of sustainability, understanding that sustainability goes beyond learning in nature and being involved in nature conservation. Children are supported to appreciate that sustainability embraces social and economic sustainability- as well as environmental sustainability- and to engage with concepts of social justice, fairness, sharing, democracy and citizenship.</p> |
| <p>Asia and Australia's Engagement with Asia</p> | <p>Critical reflection and ongoing professional learning</p> <p>Educators collaboratively explore, identify and evaluate diverse perspectives with respect to their own settings and contexts. In this way, critical reflection informs future practice in ways that demonstrate an understanding of each child's learning,</p> |

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| <p>Asia and Australia's Engagement with Asia</p> | <p>development and wellbeing, and have implications for equity and social justice. Commitment to ongoing professional learning and development seeks to develop capabilities and collaborate with colleagues on aspects of practice in the early childhood setting.</p> <p>Collaborative leadership and teamwork</p> <p>All educators exercise aspects of leadership in their daily work with children, families and colleagues. Educators lead their own ethical practice as they take professional and personal responsibility for their actions and the decisions they make. Collaborative leadership and teamwork require attention to shared practice built on a sense of professional accountability for children's learning, development and wellbeing.</p> <p>PRACTICES</p> <p>Holistic, integrated and interconnected approaches</p> <p>Children's cognitive, linguistic, physical, social, emotional, personal, spiritual and creative aspects of learning are all intricately interwoven and interrelated. An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation.</p> <p>Responsiveness to children</p> <p>Educators respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children. They are also responsive to children's funds of knowledge (experiences and understandings), ideas, curiosity and play, which form an important basis for curriculum decision-making. In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning, development and wellbeing via open ended questioning, providing feedback, challenging their thinking and guiding their learning. Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust.</p> <p>Play-based learning and intentionality</p> <p>Children thrive when they, their families, and their educators work together in partnership to support their learning, development and wellbeing. Relationships are strengthened when educators recognise and affirm children's home languages and cultural identities and when they create culturally secure and safe places for children and their families. The educator's intentional role extends and enriches children's play, thinking, learning and sense of wellbeing.</p> |
| <p>Asia and Australia's Engagement with Asia</p> | <p>Learning Environments</p> <p>Indoor and outdoor learning environments that are welcoming, safe and inclusive reflect respect, affirm identities, and enrich the lives of children and families. Educators' plan and provide both active and calming spaces, as well as times in the daily schedule for active and quiet play. They provide individual as well as group spaces that respond to children's interests and capabilities, including resources that are genuine and appropriate. Environments that support learning are vibrant and flexible</p> |

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| <p>Asia and Australia's Engagement with Asia</p> | <p>spaces that are responsive to the strengths, culture, languages, interests, and capabilities of each child, and reflect aspects of the local community.</p> <p>Cultural responsiveness Multiple cultural ways of knowing, doing and being are respected. Cultural responsiveness is more than awareness of difference. It includes learning about multiple perspectives of diversity, including ethnic, cultural, linguistic, family and individual diversity. Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a three-way process with children, families and communities. Educators view culture and the context of the child's family and wider community as central to children's sense of <i>being</i> and <i>belonging</i>, and their successful lifelong learning. Educators collaborate with children, their families and members of the community to build culturally safe and secure environments and use this knowledge to inform their practice.</p> <p>Continuity of learning and transitions Educators work with families to ensure continuity; for example knowing about family connections, parenting practices and other aspects of cultural life to inform positive transitions. As children make major transitions to new settings (including to school) educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning. Continuity between home and the early childhood setting is important for families as well as children. Continuity in the transition to school can be supported through discussions, access to familiar materials and routines, and timetables that facilitate greeting and departure rituals.</p> <p>Assessment and evaluation for learning, development and wellbeing Assessment strategies that are inclusive, culturally and linguistically relevant, and responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child will acknowledge each child's abilities, strengths and competencies. Assessment undertaken in collaboration with families can assist them to support children's learning and empower families to act on behalf of their children within and beyond the early childhood setting.</p> <p>LEARNING OUTCOMES</p> <p>Outcome 1- Children have a strong sense of identity Children develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities when they share aspects of their culture and home languages with other children and educators. Display a positive image of themselves, families, culture and community when their family, culture and individual uniqueness is acknowledged in positive ways. Children come to know themselves, developing their identity through relationships and interactions with others, engaging in life's complexities and joys, and learning how to meet challenges encountered in everyday life.</p> <p>Outcome 2- Children are connected and contribute to their world</p> |
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| <p>Asia and Australia’s Engagement with Asia</p> | <p>Identify themselves as being part of family and community groups and begin to recognise there is a diversity of cultures, traditions and family structures. Understand they have a right to belong and contribute to many communities. Become aware of their own and other children’s linguistic and cultural events e.g. Chinese New Year, Harmony Day and connect with community events and activities. Children’s connectedness and different ways of belonging with people, Country and communities helps them learn ways of being which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.</p> <p>Outcome 3- Children have a strong sense of wellbeing Responsive connections and the building of relationships and friendships with others are important aspects of wellbeing. By acknowledging each child’s cultural and social identity, and responding sensitively to their emotional states, educators build children’s confidence, sense of wellbeing and willingness to engage in learning and interact with others. Children and families share aspects of their culture and spiritual lives to create culturally safe environments. Educators attend to all children’s wellbeing by developing warm, trusting relationships, and providing predictable and child safe environments, affirmation and respect for all aspect of their physical, emotional, social, linguistic, creative and spiritual <i>being</i>.</p> <p>Outcome 4- Children are confident and involved learners Children are more likely to be confident and involved learners when their funds of knowledge, and their family and community funds of knowledge (experiences and understandings) are recognised and included in the early childhood curriculum. Children engage with stories about place-based history and culture and explore a diversity of cultures and social identities. This assists children to build on what they already know and make connections to make sense of new experiences. Educators critically reflect on personal responses to cultural diversity and understand that competence is not tied to any particular language, dialect or culture. In a supportive active learning environment, children who are confident and involved learners are increasingly able to take responsibility for their own learning, personal regulation and contribution to the social environment.</p> <p>Outcome 5- Children are effective communicators Children’s use of their home languages underpins their sense of identity and their conceptual development. Children’s sense of <i>belonging</i> is strengthened when their language, interaction styles and ways of communicating are valued. They have the right to be continuing users of their home language as well as to develop competency in Standard Australian English. Sharing the stories and symbols of their own culture and re-enacting well-known stories provides opportunities for children to engage with familiar and unfamiliar culturally constructed text. Educators respond to children’s signs and symbol systems and identify elements used to convey meaning.</p> |
| <p>Sustainability (I.e., environmental, social</p> | <p>VISION Belonging, Being and Becoming Experiencing <i>belonging</i> – knowing where and with whom you belong – is integral to human existence. Children belong to families, neighbourhoods, culturally and linguistically diverse communities, and a global community. <i>Belonging</i> acknowledges</p> |

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| <p>& economic dimensions)</p> <p>Sustainability</p> | <p>children’s interdependence with others and the basis of relationships in defining identities. <i>Being</i> is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. <i>Becoming</i> emphasises the collaboration of educators, families and children to support and enhance children’s connections and capabilities, and for children to actively participate as citizens.</p> <p>PRINCIPLES</p> <p>Secure, respectful and reciprocal relationships Educators who prioritise nurturing relationships through culturally safe and responsive interactions, provide children with consistent emotional support. They ensure children develop the abilities, skills such as self-regulation, and understandings they required for interacting with others. Educators also help children learn about their responsibilities to others, to support their own and others’ wellbeing, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.</p> <p>Partnerships Enacting a professional philosophy of cooperation and collaboration enables positive relationships to grow. Children and families are attuned to the work culture of an early childhood setting, which influences their relationships, interactions and experiences within that setting. Information sharing in such partnerships is ethical and responsible, and educators take safety precautions to ensure children’s right to privacy and protection. Knowing that some children may not have experience safe and supportive family environments, educators enact trauma informed practices. In so doing they engage with other professionals to enhance the learning, development and wellbeing of these children and as part of this, educators engage in information sharing and record keeping.</p> <p>Aboriginal and Torres Strait Islander perspectives Recognising that Aboriginal and Torres Strait Islander peoples have looked after country for the past 60,000 years, educators and children learn about Aboriginal and Torres Strait Islander history, culture and rich sustainable practices. Relationships and continual connections to Country and community are at the heart of who they are and the contributions of Aboriginal and Torres Strait Islander people- past and present should be acknowledged and valued in children’s learning. It is a commitment to children learning about what has come before and working together for what is to come.</p> <p>Equity, inclusion and high expectations Educators recognise children’s avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children’s agency and their right to be active participants in all matters affecting their lives is supported. Further, children’s understanding of their citizenship, and rights and responsibilities as members of local and global communities is built through meaningful and relevant educational experiences.</p> <p>Respect for Diversity When educators respect the diversity of families and communities, and the aspirations they hold for their children, they are able to foster children’s motivation to learn and reinforce their sense of themselves as competent learners. They make curriculum</p> |
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| <p>Sustainability</p> | <p>decisions that uphold all children’s rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, and respond to the complexity of children’s and families’ lives. For Australian educators and children, it also includes learning about Aboriginal and Torres Strait Islander history, culture and sustainable practices.</p> <p>Sustainability Sustainability spans environmental, social, and economic dimensions which are intertwined. Environmental sustainability focuses on caring for our natural world. Social sustainability is about living peacefully, fairly and respectfully together in resilient local and global communities. Economic sustainability refers to practices that support economic development without negatively impacting the other dimensions. This includes a focus on fair and equitable access to resources, conserving resources, and reducing consumption and waste.</p> <p>Critical reflection and ongoing professional learning Educators collaboratively explore, identify and evaluate diverse perspectives with respect to their own settings and contexts. In this way, critical reflection informs future practice in ways that demonstrate an understanding of each child’s learning, development and wellbeing, and have implications for equity and social justice.</p> <p>Collaborative leadership and teamwork All educators exercise aspects of leadership in their daily work with children, families and colleagues. Educators lead their own ethical practice as they take professional and personal responsibility for their actions and the decisions they make. Collaborative leadership and teamwork require attention to shared practice built on a sense of professional accountability for children’s learning, development and wellbeing. It is a view of leadership that empowers all members of the team to use their professional knowledge and skills in ways that assist everyone to do the best they can for children, families and colleagues in their setting.</p> <p>PRACTICES</p> <p>Holistic, integrated and interconnected approaches Educators provide opportunities for children to learn about all the interconnected dimensions of sustainability, understanding that sustainability goes beyond learning in nature and being involved in nature conservation. Children are supported to appreciate that sustainability embraces social and economic sustainability – as well as environmental sustainability – and to engage with concepts of social justice, fairness, sharing, democracy and citizenship.</p> <p>Responsiveness to children Educators recognise children’s avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children’s agency and their right to be active participants in all matters affecting their lives is supported.</p> <p>Play-based learning and intentionality Educators encourage children to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters. Sustainable practices are created with children, and</p> |
| <p>Sustainability</p> | |

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| <p>Sustainability</p> | <p>children are supported to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.</p> <p>Learning Environments Educators foster children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land. Environments and resources can also highlight our responsibilities for a sustainable future and promote children’s understanding about their responsibility to care for the environment. They can foster hope, wonder and knowledge about the natural world, social and economic sustainability.</p> <p>Cultural responsiveness Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a three-way process with children, families and communities. Australian educators and children learn about Aboriginal and Torres Strait Islander history, culture and sustainable practices. Aboriginal and Torres Strait Islander cultures as the nation’s custodians of the land. Care for local biodiversity and learn Aboriginal and/or Torres Strait Islander names for the land, local plants and animals where the setting is. Connect through language and culture with local Aboriginal and Torres Strait Islander Country.</p> <p>Continuity of learning and transitions Children bring their individual, family and community ways of <i>being, belonging</i> and <i>becoming</i>, often called funds of knowledge, to their early childhood settings. Knowing and building on children’s funds of knowledge helps them to feel secure, confident and connected to familiar people, places, events and understandings. As children make major transitions to new settings (including to school) educators from early childhood settings and schools commit to sharing information about each child’s knowledge and skills so learning can build on foundations of earlier learning.</p> <p>Assessment and evaluation for learning, development and wellbeing Assessment strategies that are inclusive, culturally and linguistically relevant, and responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child will acknowledge each child’s abilities, strengths and competencies. When children, families and other professionals are included in the development and implementation of relevant and appropriate assessment processes, new understandings can emerge that would not be possible if educators rely solely on their own perspectives.</p> <p>LEARNING OUTCOMES</p> <p>Outcome 1- Children have a strong sense of identity Children confidently explore and engage with social and physical environments through relationships and play. Show interest and curiosity through observing, listening, selecting and making choices. Demonstrate increasing awareness of the needs and rights of others and display awareness of and respect for children’s diverse worlds, e.g., culture, family structure, capabilities and strengths</p> |
| <p>Sustainability</p> | <p>Outcome 2- Children are connected and contribute to their world</p> |

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| <p>Sustainability</p> | <p>Children learn what they do can make a difference. Focus on caring for our natural world and living peacefully, fairly and respectfully together in resilient local and global communities. Advocate for their own rights with the adults that care for them and contribute to fair decision making in matter that affect them. Share and reuse materials and resources as part of economic sustainability</p> <p>Outcome 3- Children have a strong sense of wellbeing Wellbeing is related to resilience, providing children with the capacity to cope with day-to-day stress and challenges. The readiness to persevere when faced with unfamiliar and challenging learning situations creates the opportunity for success and achievement. Children’s developing abilities and taking increasing responsibility for self-help and basic health routines, promote a sense of independence and confidence. Children are aware of the importance of living and learning interdependently with others.</p> <p>Outcome 4- Children are confident and involved learners Children use active mental processes such as exploration, experimentation, questioning, collaboration and problem solving across all aspects of curriculum. Active involvement and engagement in learning builds children’s understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. They can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations. Children’s active involvement changes what they know, can do, value, and transforms their learning and thinking. Sustainable ways of creating can be integrated using natural and manufactured materials and tools, drawing on Aboriginal and Torres Strait Islander stories, history, culture, customs, and celebrations.</p> <p>Outcome 5- Children are effective communicators Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities. It extends their social worlds beyond families to include educators, peers and others to support children’s everyday interactions. Encouraging children’s positive attitudes and competencies in literacy and numeracy are essential for all children’s successful learning. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. All children benefit from opportunities to explore their world using technologies and to develop confidence in using digital technologies and media. It is essential that the mathematical ideas with which children interact are relevant and meaningful in the context of their current lives. Educators require a rich mathematical vocabulary to accurately describe and explain children’s mathematical ideas and to support numeracy development.</p> |
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The tick indicates where this capability is present.

| AUSTRALIAN CURRICULUM | | |
|-----------------------|---|---|
| General capabilities | Linking the Early Years Learning Framework (EYLF) | |
| LITERACY | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | |
| | Aboriginal and Torres Strait Islander perspectives | |
| | Equity, inclusion and high expectations | ✓ |
| | Respect for Diversity | ✓ |
| | Sustainability | |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| | Outcome 1 | ✓ |
| | Outcome 2 | ✓ |
| Outcome 3 | ✓ | |
| Outcome 4 | ✓ | |
| Outcome 5 | ✓ | |

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|-----------|---|---|
| NUMERACY | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | |
| | Aboriginal and Torres Strait Islander perspectives | |
| | Equity, inclusion and high expectations | |
| | Respect for Diversity | |
| | Sustainability | |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| | Outcome 1 | ✓ |
| | Outcome 2 | ✓ |
| | Outcome 3 | ✓ |
| Outcome 4 | ✓ | |
| Outcome 5 | ✓ | |

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|-------------------------|---|---|
| DIGITAL LITERACY | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | ✓ |
| | Aboriginal and Torres Strait Islander perspectives | |
| | Equity, inclusion and high expectations | ✓ |
| | Respect for Diversity | ✓ |
| | Sustainability | ✓ |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | ✓ |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| | Outcome 1 | ✓ |
| | Outcome 2 | ✓ |
| | Outcome 3 | ✓ |
| | Outcome 4 | ✓ |
| | Outcome 5 | ✓ |

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| CRITICAL & CREATIVE THINKING | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | |
| | Aboriginal and Torres Strait Islander perspectives | |
| | Equity, inclusion and high expectations | ✓ |
| | Respect for Diversity | ✓ |
| | Sustainability | |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| | Outcome 1 | ✓ |
| | Outcome 2 | ✓ |
| | Outcome 3 | ✓ |
| | Outcome 4 | ✓ |
| | Outcome 5 | ✓ |

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| INTERCULTURAL UNDERSTANDING | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | ✓ |
| | Aboriginal and Torres Strait Islander perspectives | ✓ |
| | Equity, inclusion and high expectations | ✓ |
| | Respect for Diversity | ✓ |
| | Sustainability | |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | ✓ |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| Outcome 1 | ✓ | |
| Outcome 2 | ✓ | |
| Outcome 3 | ✓ | |
| Outcome 4 | ✓ | |
| Outcome 5 | ✓ | |
| ETHICAL UNDERSTANDING | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | |

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| | Aboriginal and Torres Strait Islander perspectives | |
| | Equity, inclusion and high expectations | ✓ |
| | Respect for Diversity | ✓ |
| | Sustainability | ✓ |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| | Outcome 1 | ✓ |
| | Outcome 2 | ✓ |
| | Outcome 3 | ✓ |
| | Outcome 4 | ✓ |
| | Outcome 5 | ✓ |

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|---|--|---|
| PERSONAL & SOCIAL CAPABILITY | VISION | |
| | Belonging, Being and Becoming | ✓ |
| | PRINCIPLES | |
| | Secure, respectful and reciprocal relationships | ✓ |
| | Partnerships | ✓ |
| | Aboriginal and Torres Strait Islander perspectives | |
| | Equity, inclusion and high expectations | ✓ |
| Respect for Diversity | ✓ | |

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|--|---|---|
| | Sustainability | |
| | Critical reflection and ongoing professional learning | ✓ |
| | Collaborative leadership and teamwork | ✓ |
| | PRACTICES | |
| | Holistic, integrated and interconnected approaches | ✓ |
| | Responsiveness to children | ✓ |
| | Play-based learning and intentionality | ✓ |
| | Learning Environments | ✓ |
| | Cultural responsiveness | ✓ |
| | Continuity of learning and transitions | ✓ |
| | Assessment and evaluation for learning, development and wellbeing | ✓ |
| | LEARNING OUTCOMES | |
| | Outcome 1 | ✓ |
| | Outcome 2 | ✓ |
| | Outcome 3 | ✓ |
| | Outcome 4 | ✓ |
| | Outcome 5 | ✓ |

Linking the five outcomes to the AC- Colour coded to show the integrated nature of children's learning

Learning outcome 1. Children have a strong sense of identity

Key: English Health & PE Science HAAS Math Arts
Technologies

1.1 Feel safe, secure, accepted and supported

| Learning outcome element | Australian Curriculum: Foundation Description |
|--------------------------------------|---|
| Build a sense of stability and trust | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - investigate who they are and the people in their world AC9HPFP01 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04 - identify how different situations influence emotional responses AC9HP2P03 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 |
| Build a sense of belonging | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 |

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| | <ul style="list-style-type: none"> - investigate who they are and the people in their world AC9HPFP01 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify how different situations influence emotional responses AC9HP2P03 - practise personal and social skills to interact respectfully with others AC9HPFP02 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 - explore how and why the arts are important for people and communities AC9AVAFE01 - explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01 - explore examples of visual arts created by First Nations Australians AC9AVA2E02 - explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01 - explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02 - explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 - explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01 - explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02 - explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01 - explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02 - explore how familiar products, services and environments are designed by people AC9TDEFK01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 |
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1.2 Act with increasing autonomy, interdependence, resilience and sense of agency

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| Learning outcome element | Foundation Description |
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| <p>Show resilience and focus attention</p> | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - investigate who they are and the people in their world AC9HPFP01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 - experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02 - investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - share questions, predictions, observations and ideas with others AC9SFI05 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01 - identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01 - recognise, copy and continue repeating patterns represented in different ways AC9MFA01 - share artworks and/or visual arts practice in informal settings AC9AVA2P01 - develop listening skills and skills for singing and playing instruments AC9AMU2D01 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 - experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 |
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| <p>Make choices and decisions (independently and with others)</p> | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - investigate who they are and the people in their world AC9HPFP01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02 - participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable AC9HP2M03 - pose questions and make predictions based on experiences AC9SFI01 - engage in investigations safely and make observations using their senses AC9SFI02 - share questions, predictions, observations and ideas with others AC9SFI05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - pose questions about familiar objects, people, places and events AC9HSFS01 - identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01 - sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01 - share their arts works with audiences AC9AVAFP01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMUFD01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMAFD01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADRFD01 |
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| | <ul style="list-style-type: none"> - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADAFD01 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 |
| <p>Manage routines, organise self and belongings</p> | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - investigate who they are and the people in their world AC9HPFP01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 - identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01 - sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01 |

1.3 Build knowledgeable and confident self-identities and a sense of personal worth

| Learning outcome element | Foundation Description |
|--------------------------------------|--|
| Show confidence in self as a learner | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 <ul style="list-style-type: none"> - investigate who they are and the people in their world AC9HPFP01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - express and describe emotions they experience AC9HPFP03 <ul style="list-style-type: none"> - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 - engage in investigations safely and make observations using their senses AC9SFI02 - represent observations in provided templates and identify patterns with guidance AC9SFI03 <ul style="list-style-type: none"> - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - pose questions about familiar objects, people, places and events AC9HSFS01 <ul style="list-style-type: none"> - identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01 |

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| | <ul style="list-style-type: none"> - sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01 - create arts works that communicate ideas AC9ADAF01 - share their arts works with audiences AC9ADAFP01 - share artworks and/or visual arts practice in informal settings AC9AVA2P01 - sing and play music in informal settings AC9AMU2P01 - share media arts works with audiences in informal settings AC9AMA2P01 - share their drama in informal settings AC9ADR2P01 - share dance sequences in informal settings AC9ADA2P01 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 |
| <p>Develop a positive image of self, their family, culture and community</p> | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - investigate who they are and the people in their world AC9HPFP01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 - express and describe emotions they experience AC9HPFP03 |

- observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01
- explore the ways people make and use observations and questions to learn about the natural world AC9SFH01

- the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01
- the celebrations and commemorations of significant events shared with their families and others AC9HSFK02
- share narratives and observations, using sources and terms about the past and places AC9HSFS05
- share a perspective on information, such as stories about significant events and special places AC9HSFS03
- the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03
- the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04

- sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02
- sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01

- explore how and why the arts are important for people and communities AC9AVAFE01
- explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01
- explore examples of visual arts created by First Nations Australians AC9AVA2E02
- explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01
- explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02
- explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01
- explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02
- explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01
- explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02
- explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01
- explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02

- explore how familiar products, services and environments are designed by people AC9TDEFK01
- identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01
- generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01
- sequence steps for making designed solutions cooperatively AC9TDE2P04
- use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02
- evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P03

1.4 Interact with others with care, empathy and respect

| Learning outcome element | Foundation Description |
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| Participate positively as part of a group | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 - investigate who they are and the people in their world AC9HPFP01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04 - apply strategies to work collaboratively when participating in physical activities AC9HP2M05 - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - pose questions about familiar objects, people, places and events AC9HSFS01 - share their arts works with audiences AC9AVAFP01 - share artworks and/or visual arts practice in informal settings AC9AVA2P01 |

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| | <ul style="list-style-type: none"> - sing and play music in informal settings AC9AMU2P01 - share media arts works with audiences in informal settings AC9AMA2P01 - share their drama in informal settings AC9ADR2P01 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - share dance sequences in informal settings AC9ADA2P01 - explore how familiar products, services and environments are designed by people AC9TDEFK01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 |
| Respond to others appropriately | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 - express and describe emotions they experience AC9HPFP03 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - pose questions about familiar objects, people, places and events AC9HSFS01 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 - explore how and why the arts are important for people and communities AC9AVAFE01 - explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01 - explore examples of visual arts created by First Nations Australians AC9AVA2E02 - explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01 - explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02 - explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 |

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| | <ul style="list-style-type: none"> - explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01 - explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02 - explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01 - explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02 |
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Learning Outcome 2. Children are connected and contribute to their world

Key: English Health & PE Science HAAS Math Arts Technologies

2.1 Develop a sense of connectedness to groups and the community and develop an understanding for reciprocal rights and responsibilities for active community participation

| Learning outcome element | Foundation Description |
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| Develop skills for working with others and active community participation | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 - express and describe emotions they experience AC9HPFP03 |

- identify and explore skills and strategies to develop respectful relationships AC9HP2P02
- practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04
- co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04
- apply strategies to work collaboratively when participating in physical activities AC9HP2M05

- share questions, predictions, observations and ideas with others AC9SFI05
- represent observations in provided templates and identify patterns with guidance AC9SFI03
- compare observations with predictions with guidance AC9SFI04

- the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01
- the celebrations and commemorations of significant events shared with their families and others AC9HSFK02
- share narratives and observations, using sources and terms about the past and places AC9HSFS05
- share a perspective on information, such as stories about significant events and special places AC9HSFS03
- the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03
- the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04
- sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02
- pose questions about familiar objects, people, places and events AC9HSFS01
- draw conclusions in response to questions AC9HSFS04

- sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02
- sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01
- describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02
- collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01

- explore how and why the arts are important for people and communities AC9AVAFE01
- share their arts works with audiences AC9AVAFP01
- share artworks and/or visual arts practice in informal settings AC9AVA2P01
- sing and play music in informal settings AC9AMU2P01
- share media arts works with audiences in informal settings AC9AMA2P01
- share their drama in informal settings AC9ADR2P01
- create and co-create fictional situations based on imagination and/or experience AC9ADR2C01
- share dance sequences in informal settings AC9ADA2P01

- explore how familiar products, services and environments are designed by people AC9TDEFK01

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| | <ul style="list-style-type: none"> - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 |
| Develop inquiry and communication skills | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 - understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 - read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - practise personal and social skills to interact respectfully with others AC9HPFP02 - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - engage in investigations safely and make observations using their senses AC9SFI02 - pose questions and make predictions based on experiences AC9SFI01 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - pose questions about familiar objects, people, places and events AC9HSFS01 |

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| | <ul style="list-style-type: none"> - draw conclusions in response to questions AC9HSFS04 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01 - select and combine elements of music when composing and practising music for performance AC9AMU2C01 - use media languages and media technologies to construct representations AC9AMA2C01 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - use the elements of dance to choreograph dance sequences AC9ADA2C01 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - use the basic features of common digital tools to create, locate and communicate content AC9TDI2P04 - use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05 |
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2.2 Explore diversity and respond with respect

| Learning outcome element | Foundation Description |
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| Explore the diversity of cultures, heritages, backgrounds and traditions | <ul style="list-style-type: none"> - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 |

- recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03
- understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04
- understand that texts can take many forms such as signs, books and digital texts AC9EFLA03
- use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05
- read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04
- identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01
- identify some differences between imaginative and informative texts AC9EFLY03

- investigate who they are and the people in their world AC9HPFP01
- describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01
- identify and explore skills and strategies to develop respectful relationships AC9HP2P02
- practise personal and social skills to interact respectfully with others AC9HPFP02
- identify how different situations influence emotional responses AC9HP2P03

- the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01
- the celebrations and commemorations of significant events shared with their families and others AC9HSFK02
- share narratives and observations, using sources and terms about the past and places AC9HSFS05
- share a perspective on information, such as stories about significant events and special places AC9HSFS03
- the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03
- the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04
- sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02
- pose questions about familiar objects, people, places and events AC9HSFS01
- draw conclusions in response to questions AC9HSFS04

- explore how and why the arts are important for people and communities AC9AVAFE01
- explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01
- explore examples of visual arts created by First Nations Australians AC9AVA2E02
- explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01
- explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02
- explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01
- explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02
- explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01
- explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02
- explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01
- explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02

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| Respond respectfully to diversity | <ul style="list-style-type: none"> - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 - explore how and why the arts are important for people and communities AC9AVAFE01 - explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01 - explore examples of visual arts created by First Nations Australians AC9AVA2E02 - explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01 - explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02 - explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 - explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01 - explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02 - explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01 - explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02 - explore how familiar products, services and environments are designed by people AC9TDEFK01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 - explore how food can be selected and prepared for healthy eating AC9TDE2K04 |
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2.3 Become aware of fairness

| Learning outcome element | Foundation Description |
|---|--|
| Develop an understanding of fairness and how to respond to unfairness | <ul style="list-style-type: none"> - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04 - follow rules to promote fair play in a range of physical activities AC9HPFM04 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 |

2.4 Show social responsibility and respect for the environment

| Focus | Foundation Description |
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| Explore natural and constructed environments | <ul style="list-style-type: none"> - interact in informal and structured situations - by listening while others speak and using features of voice including volume levels AC9EFLY02 - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 - identify some differences between imaginative and informative texts AC9EFLY03 |

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| | <ul style="list-style-type: none"> - understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFM03 - experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMUFD01 - explore how familiar products, services and environments are designed by people AC9TDEFK01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 - explore how food can be selected and prepared for healthy eating AC9TDE2K04 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 |
| Investigate the interactions between the environment and its people | <ul style="list-style-type: none"> - interact in informal and structured situations - by listening while others speak and using features of voice including volume levels AC9EFLY02 - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 - identify some differences between imaginative and informative texts AC9EFLY03 - understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 |

- share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01
- participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFM03
- experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02
- explore the ways people make and use observations and questions to learn about the natural world AC9SFH01
- recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03
- observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01
- describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02
- engage in investigations safely and make observations using their senses AC9SFI02
- pose questions and make predictions based on experiences AC9SFI01
- share questions, predictions, observations and ideas with others AC9SFI05
- pose questions about familiar objects, people, places and events AC9HSFS01
- draw conclusions in response to questions AC9HSFS04
- share narratives and observations, using sources and terms about the past and places AC9HSFS05
- share a perspective on information, such as stories about significant events and special places AC9HSFS03
- the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03
- the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04
- sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02
- experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01
- use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMUFD01
- explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01
- explore examples of visual arts created by First Nations Australians AC9AVA2E02
- explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01
- explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02
- explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01
- explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02
- explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01
- explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02
- explore where, why and how people across cultures, communities and/or other contexts experience dance AC9ADA2E01
- explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02
- explore how familiar products, services and environments are designed by people AC9TDEFK01
- identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01

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| | <ul style="list-style-type: none"> - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 - explore how food can be selected and prepared for healthy eating AC9TDE2K04 |
| <p>Respect, care for and sustain the environment</p> | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 - engage in investigations safely and make observations using their senses AC9SFI02 - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - explore how familiar products, services and environments are designed by people AC9TDEFK01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 - explore how food can be selected and prepared for healthy eating AC9TDE2K04 |

Learning Outcome 3. Children have a strong sense of wellbeing

Key: English Health & PE Science HAAS Math Arts Technologies

3.1 Become strong in their social, emotional and mental wellbeing

| Learning outcome element | Foundation Description |
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| Interact positively to form relationships and friendships | <ul style="list-style-type: none"> - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 - express and describe emotions they experience AC9HPFP03 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04 - co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04 - apply strategies to work collaboratively when participating in physical activities AC9HP2M05 - follow rules to promote fair play in a range of physical activities AC9HPFM04 <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 <ul style="list-style-type: none"> - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 |

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| | <ul style="list-style-type: none"> - experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMUFD01 - explore how and why the arts are important for people and communities AC9AVAFE01 - share their arts works with audiences AC9AVAFP01 - share artworks and/or visual arts practice in informal settings AC9AVA2P01 - sing and play music in informal settings AC9AMU2P01 - share media arts works with audiences in informal settings AC9AMA2P01 - share their drama in informal settings AC9ADR2P01 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - share dance sequences in informal settings AC9ADA2P01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05 |
| <p>Recognise simple emotions, build self-regulation and express feelings appropriately</p> | <ul style="list-style-type: none"> - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - express and describe emotions they experience AC9HPFP03 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 |
| <p>Develop simple strategies to foster positive mental wellbeing</p> | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 |

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| | <ul style="list-style-type: none"> - express and describe emotions they experience AC9HPFP03 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - explore how and why the arts are important for people and communities AC9AVAFE01 - identify some data that is personal and owned by them AC9TDIFP01 - discuss that some websites and apps store their personal data online AC9TDI2P07 - access their school account with a recorded username and password AC9TDI2P06 |
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3.2 Take increasing responsibility for their own health, mental and physical wellbeing

| Learning outcome element | Foundation Description |
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| Build knowledge, skills and positive attitudes to physical movement | <ul style="list-style-type: none"> - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06 - practise fundamental movement skills in minor game and play situations AC9HPFM01 - experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02 |

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| | <ul style="list-style-type: none"> - investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02 - co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04 - apply strategies to work collaboratively when participating in physical activities AC9HP2M05 - follow rules to promote fair play in a range of physical activities AC9HPFM04 - sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 - explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02 - experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01 |
| <p>Explore ways to promote own and others health and safety behaviours</p> | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFM03 - experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 - engage in investigations safely and make observations using their senses AC9SFI02 - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 |

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| | <ul style="list-style-type: none"> - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - identify some data that is personal and owned by them AC9TDIFP01 - discuss that some websites and apps store their personal data online AC9TDI2P07 - access their school account with a recorded username and password AC9TDI2P06 - use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05 - explore how food can be selected and prepared for healthy eating AC9TDE2K04 - explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 |
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Learning Outcome 4. Children are confident and involved learners

Key: English Health & PE Science HAAS Math Arts Technologies

4.1 Develop positive dispositions for learning

| Learning outcome element | Foundation Description |
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| Build knowledge, confidence, cooperation, commitment and persistence to foster a growth mindset for learning | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - investigate who they are and the people in their world AC9HPFP01 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 |

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| | <ul style="list-style-type: none"> - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 - the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 - the celebrations and commemorations of significant events shared with their families and others AC9HSFK02 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADRF01 - create arts works that communicate ideas AC9ADRFC01 - explore how technologies including materials affect movement in products AC9TDE2K02 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - investigate simple problems for known users that can be solved with digital systems AC9TDI2P01 - use the basic features of common digital tools to create, locate and communicate content AC9TDI2P04 - use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05 |
| Develop curiosity, enthusiasm, resourcefulness and reflexivity | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - investigate who they are and the people in their world AC9HPFP01 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 |

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| | <ul style="list-style-type: none"> - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01 - explore how and why the arts are important for people and communities AC9ADAFE01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADAFD01 - explore how technologies including materials affect movement in products AC9TDE2K02 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - investigate simple problems for known users that can be solved with digital systems AC9TDI2P01 |
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4.2 Develop a range of skills and processes for learning and thinking

| Learning outcome element | Foundation Description |
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| Develop problem solving, investigation | <ul style="list-style-type: none"> - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 |

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| <p>and inquiry strategies</p> | <ul style="list-style-type: none"> - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 - investigate who they are and the people in their world AC9HPFP01 - investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06 - investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02 - experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02 - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - engage in investigations safely and make observations using their senses AC9SFI02 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01 - select and combine elements of music when composing and practising music for performance AC9AMU2C01 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - use the elements of dance to choreograph dance sequences AC9ADA2C01 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - investigate simple problems for known users that can be solved with digital systems AC9TDI2P01 - follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) AC9TDI2P02 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 |
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| <p>Reflect on thinking and learning and transfer and adapt what they have learned</p> | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - investigate who they are and the people in their world AC9HPFP01 - identify how different situations influence emotional responses AC9HP2P03 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 - investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - pose questions and make predictions based on experiences AC9SFI01 - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - engage in investigations safely and make observations using their senses AC9SFI02 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - explore how and why the arts are important for people and communities AC9AVAFE01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - explore how technologies including materials affect movement in products AC9TDE2K02 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 |
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| | <ul style="list-style-type: none"> - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 |
| Make choices and organise self for learning | <ul style="list-style-type: none"> - recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - investigate who they are and the people in their world AC9HPFP01 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 |

4.3 Engage in creative and inventive ways of thinking and doing

| Learning outcome element | Foundation Description |
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| Use of imagination and innovation | <ul style="list-style-type: none"> - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - explore how and why the arts are important for people and communities AC9ADAFE01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADAFD01 - use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01 - select and combine elements of music when composing and practising music for performance AC9AMU2C01 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 - use the elements of dance to choreograph dance sequences AC9ADA2C01 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 |

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| <p>Represent ideas, feelings and experiences in creative ways</p> | <ul style="list-style-type: none"> - respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 - develop listening skills and skills for singing and playing instruments AC9AMU2D01 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 - experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 - evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P03 - sequence steps for making designed solutions cooperatively AC9TDE2P04 |
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4.4 Engage in and extend numeracy in personally meaningful ways

| Learning outcome element | Foundation Description |
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| <p>Develop knowledge of number using inquiry, representation and recording</p> | <ul style="list-style-type: none"> -recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals AC9MFN01 - recognise and name the number of objects within a collection up to 5 using subitising AC9MFN02 - recognise and name the number of objects within a collection up to 5 using subitising AC9MFN02 |

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| | <ul style="list-style-type: none"> - quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning AC9MFN03 - partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts AC9MFN04 - represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies AC9MFN05 - represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies AC9MFN06 - recognise, copy and continue repeating patterns represented in different ways AC9MFA01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - sequence steps for making designed solutions cooperatively AC9TDE2P04 |
| <p>Develop knowledge of measurement using inquiry, representation and recording</p> | <ul style="list-style-type: none"> -recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01 - sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - sequence steps for making designed solutions cooperatively AC9TDE2P04 |
| <p>Develop knowledge of probability through hypothesis, research and investigation</p> | <ul style="list-style-type: none"> -recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 - recognise, copy and continue repeating patterns represented in different ways AC9MFA01 - identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons |

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| | <p>AC9MFSP01</p> <ul style="list-style-type: none"> - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) AC9TDI2P02 |
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Learning Outcome 5. Children are effective communicators

Key: English Health & PE Science HAAS Math Arts
Technologies

5.1 Interact verbally and non-verbally with others for a range of purposes

| Learning outcome element | Foundation Description |
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| Build aural and oral language and active listening | <ul style="list-style-type: none"> - explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 - explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 - interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04 - create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 - segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10 - express and describe emotions they experience AC9HPFP03 - practise personal and social skills to interact respectfully with others AC9HPFP02 - identify how different situations influence emotional responses AC9HP2P03 - explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04 |

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| | <ul style="list-style-type: none"> - identify and explore skills and strategies to develop respectful relationships AC9HP2P02 - identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05 - practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADRFD01 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - select and combine elements of music when composing and practising music for performance AC9AMU2C01 - develop listening skills and skills for singing and playing instruments AC9AMU2D01 |
| Develop phonological awareness skills | <ul style="list-style-type: none"> - recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09 - segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10 |
| Convey and construct messages for a range of purposes in a variety of contexts | <ul style="list-style-type: none"> - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - compare observations with predictions with guidance AC9SFI04 - observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements |

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| | <p>AC9AMA2D01</p> <ul style="list-style-type: none"> - share media arts works with audiences in informal settings AC9AMA2P01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 |
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5.2 Engage in and extend literacy practices in personally meaningful ways

| Learning outcome element | Foundation Description |
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| Develop understanding of purpose and meanings of a range of texts | <ul style="list-style-type: none"> - recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 - understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 - understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 - explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 <ul style="list-style-type: none"> - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 <ul style="list-style-type: none"> - pose questions about familiar objects, people, places and events AC9HSFS01 - draw conclusions in response to questions AC9HSFS04 - share a perspective on information, such as stories about significant events and special places AC9HSFS03 - share narratives and observations, using sources and terms about the past and places AC9HSFS05 <ul style="list-style-type: none"> - explore how and why the arts are important for people and communities AC9AVAFE01 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - share media arts works with audiences in informal settings AC9AMA2P01 <ul style="list-style-type: none"> - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 |

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| | <ul style="list-style-type: none"> - identify and explore digital systems and their components for a purpose AC9TDI2K01 |
| Engage in early reading, writing and viewing behaviours | <ul style="list-style-type: none"> - understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15 - read and write some high-frequency words and other familiar words AC9EFLY14 - use knowledge of letters and sounds to spell words AC9EFLY13 - recognise that sentences are key units for expressing ideas AC9EFLA05 - recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06 - create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 - form most lower-case and upper-case letters using learnt letter formations AC9EFLY08 - identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04 - identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09 - understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - explore how and why the arts are important for people and communities AC9AVAFE01 - explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01 - explore examples of visual arts created by First Nations Australians AC9AVA2E02 - explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 |

5.3 Understand how symbols and pattern systems work

| Learning outcome element | Foundation Description |
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| Develop concepts of print | <ul style="list-style-type: none"> - understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 - identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09 - recognise that sentences are key units for expressing ideas AC9EFLA05 - recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06 - identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06 - investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06 - explore how and why the arts are important for people and communities AC9AVAFE01 - explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 |
| Investigate symbols and pattern systems | <ul style="list-style-type: none"> - form most lower-case and upper-case letters using learnt letter formations AC9EFLY08 - explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07 - sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01 - collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations AC9MFST01 - name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals AC9MFN01 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - explore how and why the arts are important for people and communities AC9AVAFE01 - explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 |

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| | <ul style="list-style-type: none"> - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 |
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5.4 Express ideas and make meaning using a range of media

| Learning outcome element | Foundation Description |
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| View and create with media | <ul style="list-style-type: none"> - retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 - understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 - share questions, predictions, observations and ideas with others AC9SFI05 - represent observations in provided templates and identify patterns with guidance AC9SFI03 - sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02 - explore how and why the arts are important for people and communities AC9AVAFE01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AVAFD01 - explore examples of visual arts created by First Nations Australians AC9AVA2E02 - experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 - explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02 - develop listening skills and skills for singing and playing instruments AC9AMU2D01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 - explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02 - experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 |

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| | <ul style="list-style-type: none"> - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 |
| Investigate the properties of a range of media | <ul style="list-style-type: none"> - explore how and why the arts are important for people and communities AC9AVAFE01 - use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AVAFD01 - explore examples of visual arts created by First Nations Australians AC9AVA2E02 - experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 - explore examples of music composed and/or performed by First Nations Australians AC9AMU2E02 - develop listening skills and skills for singing and playing instruments AC9AMU2D01 - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02 - use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01 - explore examples of dance choreographed and/or performed by First Nations Australians AC9ADA2E02 - experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance AC9ADA2D01 <ul style="list-style-type: none"> - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 |

5.5 Explore resources, tools and information communication technologies to represent ideas and their thinking

| Learning outcome element | Foundation Description |
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| Use tools, resources and technologies in | - explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 |

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| <p>play, thinking and learning</p> | <ul style="list-style-type: none"> - explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - explore how technologies including materials affect movement in products AC9TDE2K02 - use the basic features of common digital tools to create, locate and communicate content AC9TDI2P04 - use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05 |
| <p>Develop simple ICT skills</p> | <ul style="list-style-type: none"> - recognise and explore digital systems (hardware and software) for a purpose AC9TDIFK01 - identify and explore digital systems and their components for a purpose AC9TDI2K01 - represent data as objects, pictures and symbols AC9TDIFK02 - represent data as pictures, symbols, numbers and words AC9TDI2K02 - generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 - use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 - generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 - sequence steps for making designed solutions cooperatively AC9TDE2P04 - identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 - discuss how existing digital systems satisfy identified needs for known users AC9TDI2P03 - identify some data that is personal and owned by them AC9TDIFP01 - access their school account with a recorded username and password AC9TDI2P06 - discuss that some websites and apps store their personal data online AC9TDI2P07 |