

# Curriculum links – resource for early childhood services

There are 2 versions of this document:

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

## Continuity of learning

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

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

This document shows the continuum of learning from early childhood settings into school. It supports early childhood teachers and educators to understand curriculum links to promote children's continuity of learning and to effectively plan with knowledge of the 'next step' in a child's learning. It also supports teachers and educators to complete meaningful Transition to School Statements.

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

## Key components:

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

**Table 1 – EYLF Learning Outcome 1 to ES1**

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• build secure attachments with one and then other familiar educators</li> <li>• feel recognised and respected for who they are</li> <li>• confidently explore and engage with social and physical environments</li> <li>• increasingly co-operate and work</li> </ul>	<p><b>This develops in Personal Development, Health and Physical Education (PDHPE) when a student:</b></p> <ul style="list-style-type: none"> <li>• uses interpersonal skills to effectively interact with others <b>(PDe-10)</b></li> <li>• communicates ways to be caring, inclusive and respectful of others <b>(PDe-3)</b></li> </ul>	<p><b>Health, wellbeing and relationships</b></p> <ul style="list-style-type: none"> <li>• What makes me unique?</li> <li>• How do we grow?</li> <li>• How can we care for and include each other?</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>collaboratively with others</li> <li>• listen to others’ opinions or points of view</li> <li>• participate in discussions and decision-making</li> <li>• take considered and calculated risks in play and decision-making and begin to cope with the unexpected</li> <li>• demonstrate an increasing capacity for self-regulation and self-soothing</li> <li>• develop strong foundations in both the culture and languages of their family</li> <li>• acknowledge, share and celebrate Aboriginal and Torres Strait Islander traditions, customs and celebrations</li> <li>• share their stories about their Country and community</li> <li>• explore different identities, roles and</li> </ul>	<ul style="list-style-type: none"> <li>• practices self-management skills in familiar and unfamiliar scenarios <b>(PDe-9)</b></li> <li>• identifies who they are and how people grow and change <b>(PDe-1)</b>.</li> </ul> <p><b>Cross-curriculum priorities:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures.</li> </ul> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>• Personal and social capability.</li> </ul>	

**Evidence of learning (some examples from the Early Years Learning Framework)**

**Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)**

**Early Stage 1 content**

<p>points of view in pretend play</p> <ul style="list-style-type: none"><li>• access resources that support cultural diversity, family structures and gender identities</li><li>• openly express their feelings and ideas in their interactions with others</li><li>• feel safe to participate in all activities regardless of gender, age, culture or ability</li><li>• display a positive image of themselves, families, cultures and community.</li></ul>		
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# Learning Outcome 2: Children are connected with and contribute to their world

## Key components:

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

**Table 2 – EYLF Learning Outcome 2 to ES1**

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• begin to recognise there is a diversity of cultures, traditions and family structures</li> <li>• begin to recognise that they have a right to belong and contribute to many communities</li> <li>• listen to others’ ideas and respect different ways of being and doing</li> </ul>	<p><b>This develops in Human Society and its Environment (HSIE) when a child:</b></p> <ul style="list-style-type: none"> <li>• communicates stories of their own family heritage and the heritage of others <b>(HTe-1)</b></li> <li>• demonstrates developing skills of historical inquiry and communication <b>(HTe-2)</b></li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Personal and family history</li> <li>• History concepts – continuity &amp; change, cause and effect, perspectives, empathetic understanding, significance, contestability.</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• take action to include and assist children to participate in social groups</li> <li>• become aware of connections, similarities and differences between people</li> <li>• develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness</li> <li>• appreciate and respect different ways of knowing, being and doing</li> <li>• engage with concepts of citizenship, social justice and equity</li> <li>• explore Aboriginal and Torres Strait Islander kinships systems, relationships and connections</li> <li>• care for Country and connect with animals, plants, lands and waterways</li> <li>• learn and use Aboriginal or Torres Strait Islander names for the land, local plants</li> </ul>	<ul style="list-style-type: none"> <li>• identifies places and develops an understanding of the importance of places to people <b>(GEe-1)</b></li> <li>• identifies places and develops an understanding of the importance of places to people <b>(GEe-1)</b>.</li> </ul> <p><b>This develops in Science and Technology when a student:</b></p> <ul style="list-style-type: none"> <li>• identifies how daily and seasonal changes in the environment affect humans and other living things <b>(STe-6ES-S)</b></li> <li>• explores the characteristics, needs and uses of living things <b>(STe-3LW-ST)</b>.</li> </ul> <p><b>Cross-curriculum priorities:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Content – People live in places</li> <li>• Geographical concepts – place, space, environment</li> <li>• Geographical inquiry skills – acquiring, processing, communicating.</li> </ul> <p><b>Living world</b></p> <ul style="list-style-type: none"> <li>• characteristics and basic needs of living things</li> <li>• using living things as food and fibre.</li> </ul> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>• changes in the environment.</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>and animals</p> <ul style="list-style-type: none"> <li>• use play to investigate and explore nature and the natural environment</li> <li>• develop an awareness of the impact of human activity on environments and the inter-dependence of living things</li> <li>• become aware of and use the 7Rs of economic and environmental sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability.</li> </ul> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>• Ethical understanding</li> <li>• Intercultural understanding</li> <li>• Personal and social capability.</li> </ul>	



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

## Key components:

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

**Table 3 – EYLF Learning Outcome 3 to ES1**

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p><b>This is evident when children:</b></p> <ul style="list-style-type: none"> <li>• demonstrate trust and confidence in their interactions with others</li> <li>• remain accessible to others at times of distress, confusion and frustration</li> <li>• identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad</li> <li>• show an increasing capacity to understand, self-regulate and</li> </ul>	<p><b>This develops in PDHPE when a student:</b></p> <ul style="list-style-type: none"> <li>• identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe <b>(PDe-2)</b></li> <li>• uses interpersonal skills to effectively interact with others <b>(PDe-10)</b></li> <li>• practises self-management skills in</li> </ul>	<p><b>Healthy, safe and active lifestyles</b></p> <ul style="list-style-type: none"> <li>• What choices can help make me safe, supported and active?</li> <li>• What helps us to stay healthy and safe?</li> <li>• How do we make healthy and safe choices in different situations?</li> </ul> <p><b>Movement skill and performance</b></p> <ul style="list-style-type: none"> <li>• How do we move our bodies?</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• manage their emotions</li> <li>• assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others</li> <li>• share humour happiness and feelings of satisfaction</li> <li>• interact with other children and form friendships</li> <li>• negotiate play spaces to ensure the safety and wellbeing of themselves and others</li> <li>• engage in increasingly complex coordination of body movements with sight, sounds and other sensory stimuli to engage with people and explore materials</li> <li>• demonstrate spatial awareness and orient themselves, moving around</li> </ul>	<p>familiar and unfamiliar scenarios <b>(PDe-9)</b></p> <ul style="list-style-type: none"> <li>• practises and demonstrates movement skills and sequences using different body parts <b>(PDe-4)</b></li> <li>• explores possible solutions to movement challenges through participation in a range of activities <b>(PDe-5)</b></li> <li>• demonstrates how the body moves in relation to space, time, objects, effort and people <b>(PDe-11)</b></li> <li>• explores how regular physical activity keeps individuals healthy <b>(PDe-8).</b></li> </ul> <p><b>This develops in Creative arts when a student:</b></p> <ul style="list-style-type: none"> <li>• participates in dance activities and demonstrates an awareness of body</li> </ul>	<ul style="list-style-type: none"> <li>• How can we solve problems when moving?</li> <li>• How do we participate with others when we are active?</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Composing</li> <li>• Appreciating – elements of dance, contexts.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Making – role, dramatic context, elements of drama, drama forms</li> <li>• Performing</li> <li>• Appreciating.</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>and through their environments confidently and safely</p> <ul style="list-style-type: none"> <li>combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama</li> <li>manipulate equipment and manage tools with increasing competence and skill</li> <li>respond through movement to traditional and contemporary music, dance and storytelling</li> <li>show awareness of healthy lifestyles and good nutrition</li> <li>build strategies to calm the body and mind</li> <li>develop a sense of body autonomy and boundaries</li> </ul>	<p>parts, control over movement and expressive qualities <b>(DAES1.1)</b></p> <ul style="list-style-type: none"> <li>explores movement in response to a stimulus to express ideas, feelings or moods <b>(DAES1.2)</b></li> </ul> <p><b>General capability:</b></p> <ul style="list-style-type: none"> <li>Personal and social capability.</li> </ul>	

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>learn ways to ask for and provide consent during everyday play.</li> </ul>		

# Learning Outcome 4: Children are confident and involved learners

## Key components:

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

**Table 4 – EYLF Learning Outcome 4 to ES1**

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

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

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>about place-based history and culture</p> <ul style="list-style-type: none"> <li>engage with culturally relevant objects to test ideas and represent mathematical concepts</li> <li>follow and extend their own interests with enthusiasm, energy and concentration</li> <li>practice and imagine relationships and experiences in their daily lives through pretend or symbolic play</li> <li>transfer knowledge from one setting to another and try our strategies that were effective to solve problems from one situation to another</li> <li>participate in a variety of rich and meaningful inquiry-based experiences</li> <li>use reflective thinking to consider</li> </ul>	<ul style="list-style-type: none"> <li>sequences events and reads hour time on clocks <b>(MAE-NSM-02)</b></li> <li>contributes to collecting data and interprets data displays made from objects <b>(MAE-DATA-01)</b>.</li> </ul> <p><b>This develops in Science and Technology when a student:</b></p> <ul style="list-style-type: none"> <li>identifies that objects are made of materials that have observable properties <b>(STe-4MW-ST)</b></li> <li>develops solutions to an identified need <b>(STe-2DP-T)</b></li> <li>observes the way objects move and relates changes in motion to push and pull forces <b>(STe-5PW-ST)</b></li> <li>observes, questions and collects data to communicate ideas <b>(STe-1WS-S)</b>.</li> </ul>	<p>analogue and digital clocks.</p> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>respond to questions, collect information and discuss possible outcomes of activities</li> <li>organise objects into simple data displays and interpret the displays.</li> </ul> <p><b>Working scientifically skills</b></p> <ul style="list-style-type: none"> <li>communicating</li> <li>identifying and defining</li> <li>planning and conducting investigations</li> <li>processing and analysing data</li> <li>producing and implementing</li> <li>questioning and predicting</li> <li>researching and planning</li> <li>testing and evaluating.</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>why things happened and what can be learned problems and consider why things happen</p> <ul style="list-style-type: none"> <li>manipulate objects and experiment with cause and effect, trial and error, and motion</li> <li>use digital technologies and media to investigate and problem solve</li> <li>create and construct artwork in a sustainable way using natural and manufactured material sand tools, drawing on Aboriginal and Torres Strait Islander stories, history, culture, customs and celebrations.</li> </ul>	<p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>Numeracy</li> <li>Critical and creative thinking.</li> </ul>	<p><b>Physical world</b></p> <ul style="list-style-type: none"> <li>movement of objects.</li> </ul> <p><b>Material world</b></p> <ul style="list-style-type: none"> <li>properties of materials can be observed</li> <li>materials are selected to suit specific purposes.</li> </ul>



# Learning Outcome 5: Children are effective communicators

## Key components:

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

**Table 5 – EYLF Learning Outcome 2 to ES1**

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

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>purpose and confidence, building on home/family and community literacies</p> <ul style="list-style-type: none"> <li>• interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings</li> <li>• communicate through Aboriginal and Torres Strait Islander verbal ways of storytelling and yarning and non-verbal ways of deep listening</li> <li>• listen and respond to sounds and patterns in speech, stories and rhymes in context</li> <li>• view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions</li> <li>• begin to understand key literacy and</li> </ul>	<p><b>01)</b></p> <ul style="list-style-type: none"> <li>• reads decodable texts aloud with automaticity (<b>ENE-REFLU-01</b>)</li> <li>• comprehends independently read texts using background knowledge, word knowledge and understanding of how sentence connect (<b>ENE-RECOM-01</b>)</li> <li>• applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts (<b>ENE-SPELL-01</b>)</li> <li>• creates written texts that include at least 2 related ideas and correct simple sentences (<b>ENE-CWT-01</b>)</li> <li>• produces all lower-case and upper-case letters to create texts (<b>ENE-HANDW-01</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• context</li> <li>• narrative</li> <li>• character</li> <li>• imagery, symbol and connotation</li> <li>• perspective.</li> </ul> <p><b>Reading fluency</b></p> <ul style="list-style-type: none"> <li>• automaticity</li> <li>• prosody.</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• activating word meaning</li> <li>• understanding and connecting sentences</li> <li>• understanding whole text</li> <li>• monitoring comprehension</li> <li>• recalling details.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• integrated spelling components</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<p>numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured</p> <ul style="list-style-type: none"> <li>listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations</li> <li>retell simple stories in a logical sequence using a range of material and expressive forms</li> <li>engage in pretend play that draws on the use of digital technologies</li> <li>demonstrate an increasing understanding of measurement and number to describe size, length, volume and capacity</li> </ul>	<p><b>This develops in Mathematics when a student:</b></p> <ul style="list-style-type: none"> <li>develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly <b>(MAO-WM-01)</b></li> <li>sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles <b>(MAE-2DS-01)</b></li> <li>describes and compares areas of similar shapes <b>(MAE-2DS-02)</b></li> <li>manipulates, describes and sorts three-dimensional objects <b>(MAE-3DS-01)</b></li> </ul>	<ul style="list-style-type: none"> <li>phonological component</li> <li>orthographic component</li> <li>morphological component.</li> </ul> <p><b>Creating written texts</b></p> <ul style="list-style-type: none"> <li>text features</li> <li>sentence-level grammar</li> <li>punctuation</li> <li>word-level language</li> <li>planning and revising.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>handwriting.</li> </ul> <p><b>Forming groups</b></p> <ul style="list-style-type: none"> <li>copy, continue and create patterns</li> <li>investigate and form equal groups by sharing</li> <li>record grouping and sharing.</li> </ul> <p><b>Non-spatial measure</b></p>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>enjoy engaging with and sharing a wide variety of cultural texts including those authored by Traditional Owners</li> <li>begin to use images and approximations of letters and words to convey meaning</li> <li>use language, sounds, gestures and movement to engage in play to imagine and create roles, scripts and ideas</li> <li>begin to sort, categorise, order and compare collections and events and attributes of materials, in their social and natural worlds</li> <li>display literacy behaviours by incorporating reading and writing approximations and viewing in their play (including digital technology)</li> </ul>	<ul style="list-style-type: none"> <li>describes and compares volumes <b>(MAE-3DS-02)</b></li> <li>demonstrates an understanding of how whole numbers indicate quantity <b>(MAE-RWN-01)</b></li> <li>reads numerals and represents whole numbers to at least 20 <b>(MAE-RWN-02)</b></li> <li>recognises, describes and continues repeating patterns <b>(MAE-FG-01)</b></li> <li>forms equal groups by sharing and counting collections of objects <b>(MAE-FG-02)</b></li> <li>sequences events and reads hour time on clocks <b>(MAE-NSM-02)</b>.</li> </ul> <p><b>This develops in Science and Technology when a student:</b></p> <ul style="list-style-type: none"> <li>identifies how daily and seasonal changes in the environment affect</li> </ul>	<ul style="list-style-type: none"> <li>Mass: Identify and compare mass using weight</li> <li>Time: Compare and order the duration of events using the language of time</li> <li>Time: Connect days of the week to familiar events and actions</li> <li>Time: Tell time on the hour on analogue and digital clocks.</li> </ul> <p><b>Working mathematically embedded processes</b></p> <ul style="list-style-type: none"> <li>communicating</li> <li>understanding and fluency</li> <li>problem-solving</li> <li>reasoning.</li> </ul> <p><b>Representing whole numbers</b></p> <ul style="list-style-type: none"> <li>instantly name the number of objects within small collections</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
<ul style="list-style-type: none"> <li>• use information technologies to access images, information, explore diverse perspectives and make sense of their world</li> <li>• use information technologies to as tools for designing, drawing reflecting and composing</li> <li>• experiment with ways of expressing ideas and meaning using a range of media</li> <li>• use language, sounds, gestures and movement to engage in play to imagine and create roles, scripts and ideas</li> <li>• use mark-making and drawing as symbols of communication.</li> </ul>	<p>humans and other living things (<b>STe-6ES-S</b>)</p> <ul style="list-style-type: none"> <li>• identifies digital systems and explores how instructions are used to control digital devices (<b>STe-7DI-T</b>).</li> </ul> <p><b>This develops in Creative Arts when a student:</b></p> <ul style="list-style-type: none"> <li>• makes simple pictures and other kinds of artworks about things and experiences (<b>VAES1.1</b>)</li> <li>• experiments with a range of media in selected forms (<b>VAES1.2</b>)</li> <li>• recognises some of the qualities of different artworks and begins to realise that artists make artworks (<b>VAES1.3</b>)</li> <li>• communicates their ideas about pictures and other kinds of artworks</li> </ul>	<ul style="list-style-type: none"> <li>• use the counting sequence of ones flexibly</li> <li>• recognise number patterns</li> <li>• connect counting and numerals to quantities</li> <li>• demonstrates an increasing understanding of measurement using vocabulary to describe length.</li> </ul> <p><b>Two-dimensional spatial structure</b></p> <ul style="list-style-type: none"> <li>• 2D shapes: Sort, describe and name familiar shapes</li> <li>• 2D shapes: Represent shapes</li> <li>• Area: Identify and compare area.</li> </ul> <p><b>Three-dimensional spatial structure</b></p> <ul style="list-style-type: none"> <li>• 3D objects: Explore familiar three-dimensional objects</li> <li>• Volume: Compare internal volume by filling and packing</li> </ul>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
	<p><b>(VAES1.4)</b></p> <ul style="list-style-type: none"> <li>participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts</li> </ul> <p><b>(MUES1.1)</b></p> <ul style="list-style-type: none"> <li>creates own rhymes, games, songs and simple compositions</li> </ul> <p><b>(MUES1.2)</b></p> <ul style="list-style-type: none"> <li>listens to and responds to music</li> </ul> <p><b>(MUES1.3)</b></p> <ul style="list-style-type: none"> <li>participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities</li> </ul> <p><b>(DAES1.1)</b></p> <ul style="list-style-type: none"> <li>explores movement in response to a stimulus to express ideas, feelings or moods</li> </ul> <p><b>(DAES1.2)</b></p> <ul style="list-style-type: none"> <li>responds to and communicates about the dances they view and/or</li> </ul>	<ul style="list-style-type: none"> <li>Volume: Compare volume by building.</li> </ul> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>changes in the environment.</li> </ul> <p><b>Digital technologies</b></p> <ul style="list-style-type: none"> <li>digital systems.</li> </ul> <p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>making</li> <li>appreciating.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>performing – singing, playing, moving</li> <li>organising sound</li> <li>listening – musical concepts, repertoire.</li> </ul> <p><b>Dance</b></p>

Evidence of learning (some examples from the Early Years Learning Framework)	Early Stage 1 syllabus outcomes, cross-curriculum priorities and general capabilities (strongest links)	Early Stage 1 content
	<p>experience (<b>DAES1.3</b>).</p> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Information and communication technology capability</li> <li>• Literacy</li> <li>• Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• performing</li> <li>• composing</li> <li>• appreciating – elements of dance, contexts.</li> </ul>

# References

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