

Kindergarten Curriculum Guidelines (Red text indicates a direct connection towards the stated learning area for Foundation level of the National Australian Curriculum)

Term 1 Term 2 Term 3 Term 4

Outcome 1: IDENTITY						
Overarching ideas	Focus Points	Examples of evidence <u>could</u> include, but not be limited to, the following types of behaviours:				
Feel safe, secure, accepted and supported.	Developing a sense of stability and trust	Initiates interactions/ conversations with others. (English)	Form stable relationships with educators & children.	Initiate and join in play.		
	Build a sense of belonging	Describe places where they live and belong. (Humanities and Social Sciences)	Join in group activities.	Approach new situations with a positive attitude.		
Act with increasing autonomy, interdependence, resilience and sense of agency.	Show resilience	Persevere with tasks when challenged (Health & PE)	Make discoveries. Celebrate their own efforts and those of others.	Make choices/decision. Describe options.	Set simple goals with adult support.	
	Make choices and decisions	Developing capacity for self-regulation.	Show initiative (ask, negotiate, share) (English/ Science)	Look after own belongings.	Respond to others suggestions. (English)	
Build knowledgeable and confident identities.	Manage routines, organise self and belongings	Take responsibility for actions and learning.	Manage and participate in setting routines			
	Show confidence in own learning and capabilities	Show increasing confidence in abilities, ideas and achievements.	Show curiosity, engagement & purpose for learning.	Participate in activities that explore points of view & identity (ie. role play)	Build positive social relationships. (Health & PE)	Celebrate achievements and share contributions with others.
Interact with others with care, empathy and respect.	Display a positive image of self, their family and culture	Develop awareness of cultures other than their own.	Use home language at school. (English)	Share aspects of their culture with others. (Humanities and Social Sciences)	Engage with community to explore heritage. (Humanities and Social Sciences)	
	Participate positively as part of a group	Participate appropriately in social situations.	Take turns.	Empathise & express concern for others.	Cooperate and contribute to play & small group experiences.	
	Respond to others appropriately	Listen to another's point of view.	Respect others ideas & property.	Apply simple strategies for conflict management.	Reflect on own actions and consider consequences.	
Outcome 2: CONNECTING AND CONTRIBUTING						
Overarching ideas	Focus Points	Examples of evidence <u>could</u> include, but not be limited to, the following types of behaviours:				
Work with others to develop skills for communication and inquiry about themselves and their world.	Develop skills for working with others.	Listen to others and share own ideas. (English)	Share observations with others as they explore using their senses. (Science)	Participate with others to solve problems. (Maths/ Science)	Cooperate with others and negotiate roles and relationships in play and group experiences.	Contribute to fair decision making.
	Develop inquiry and communication skills.	Plan and carry out a few simple sequenced steps when exploring/ investigating (Science/ Technologies)	Use simple language of measurement to describe, compare, order and sort. (Maths/ Science)	Describe verbally and non-verbally what they see hear touch taste, feel. (English/Science)	Use ICT with assistance to collect information and communicate it simply. (English)	Represent findings and communicate ideas in a variety of ways. (Arts; English, Maths and Science)
Explore diversity and respond with respect (Humanities and Social Sciences)	Explore the diversity of culture, heritage, background and tradition.	Build an understanding that people can speak different languages. (English)	Describe own family's commemoration of festivals and past events.	Name who is in their family and recognise not all family structures are the same.	Identify and compare similarities and differences in their own and others' histories and culture.	Sequence familiar events.
	Respond respectfully to diversity	Build an understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories.	React in respectful ways to diversity.	Investigate Aboriginal and Torres Strait Peoples' artwork and artefacts, past and present.		
Show respect for the environment (Science)	Explore natural and constructed environments	Explore Aboriginal and Torres Strait Islander Peoples' cultures who have a connection with places and people, past and present.	Use simple and safe tools to explore and investigate the environment. (Technologies)	Describe some of the simple aspects of materials and places in their environment. (Technologies)	Observe and describe changes in sunlight, temperature, clouds and rain.	Contribute their ideas in discussion about experiences in the natural and constructed environment
	Respect, care for and sustain the environment	Name simple natural and built elements in their environment	Use play to investigate, project and explore new ideas			
	Investigate the interactions between the environment and its people.	Suggest ways to care for and sustain the environment (Humanities/ Social Sciences Curriculum)	Observe, reflect and ask questions about their environment.	Describe relationships that are living and non-living things.	Discuss how not caring for the environment might harm it (Humanities and Social Sciences)	Infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.
		Describe the basic needs of people, plants and animals, and places where they live.	Investigate places where people, plants and animals live.			
Outcome 3: WELLBEING						
Overarching ideas	Focus Points	Examples of evidence <u>could</u> include, but not be limited to, the following types of behaviours:				
Become Strong in their Social and Emotional Wellbeing (Health & Physical Education)	Interact positively to form relationships and friendships (Health and Physical Education)	Negotiate friendships and build and maintain respectful, trusting relationships with other children and teachers.	Demonstrate increasing awareness of the needs and rights of others.	Describe their contributions to shared projects and experiences.	Acknowledge and accept affirmation.	
	Recognise simple emotions and build self-regulation (Health and Physical Education)	Demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation.	Recognise basic emotions.	Show an increasing capacity to act and speak appropriately when resolving conflict.	Share humour, happiness and satisfaction.	Demonstrate moments of solitude and reflection.
Take increasing responsibility for their own health and physical wellbeing (Health & Physical Education)	Build knowledge, skills and positive attitudes to physical movement	Make choices, accept challenges and take considered risks.				
	Explore ways to promote own and others safety	Move to tempo of music and develop motor movements to the rhythm of music, such as trot or gallop (The Arts)	Demonstrate correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, striking, dodging, galloping and leaping.	Move around the environment safely demonstrating spatial awareness.	Use small muscles to use implements such as pencils, scissor and paintbrushes with some control and coordination.	Develop hand/eye and hand/foot coordination.
		Develop perceptual motor skills, strength, flexibility and muscle tone.	Demonstrate a willingness to participate in energetic physical activity including dance, drama, movement and games.	Demonstrate positive attitudes to physical movement and exercise.	Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama.	Respond through movement to traditional and contemporary music, dance and storytelling.
		Suggest ways to keep themselves, others and their surroundings safe.	Suggest ways of getting help when they feel uncomfortable or unsafe.	Engage in experiences, conversations and routines that promote healthy lifestyles, good nutrition, safety and personal hygiene practices.	Demonstrate self-help skills and participate in health routines.	

Outcome 4: LEARNING AND THINKING						
Overarching ideas	Focus Points	Examples of evidence <i>could</i> include, but not be limited to, the following types of behaviours:				
Develop Positive dispositions for learning.	Build enthusiasm, confidence, co-operations, commitment, persistence. Develop curiosity, resourcefulness and reflexivity.	Express curiosity, and interest in their environment (Science) Explore the properties of familiar objects (Science)	Follow and extend their own interests with enthusiasm, energy and concentration. Build concentration and ability to focus on important aspects of learning experiences	Persist even when a task is difficult, and experience satisfaction of achievement. Actively engage in learning experiences, conversations and play experiences	Ask questions about people, events, objects and the environment	
Develop a range of skills and processes for learning and thinking.	Develop problem solving, investigation and inquiry strategies.	Manipulate objects and experiment with cause and effect, trial and error and motion (Science)	Ask questions, develop own simple theories and test own theories, for example how objects might work or move. (Science)	Inquire, investigate, attempt to solve problems (Science)	Adapt successful strategies and skills to new situations.	Create own improvisations in play. (The Arts)
	Reflect on thinking and learning and transfer and adapt what they have learned. Make choices and organise self for learning.	Create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts (Mathematics and Science) Use skills of prediction, hypothesising, testing, experimenting and evaluating in play experiences. (Science) Make simple plans and carry them out to complete a task.	Respond to ideas and suggestions from others. Organise self and simple resources to carry out a task or participate in an activity.	Use reflective thinking to consider why things happen and what can be learnt from these experiences.	Apply a range of thinking strategies to engage with situations and solve problems and adapt these strategies to new situations.	
Engage in creative and inventive ways of thinking and doing (Arts)	Use imagination and innovation	Explore and experiment with form, shape, colour, line, texture, contrast, patterns in art works.	Explore ideas, theories using imagination and dramatic play.	Explore different ways of creating models and doing things.		
	Represent ideas, feelings and experience in creative ways	Engage in music-making and create simple compositions. Create simple stories, act them out using voice, movement and space.	Combine singing, dancing and drama in play.	Respond, express and communicate ideas, feelings in a variety of ways to a range of stimuli, for example, music and artworks. (English)	Engage in dramatic, fantasy and role play.	Use simple tools and materials to investigate, take apart, assemble, invent, construct, change and represent ideas. (Science/ Technologies)
Engage in and Extend Numeracy in personally meaningful way (Mathematics)	Develop knowledge of number and algebra	Name the last number in the count that represents how many in the set (cardinal value).	Count objects by using one to one correspondence.	Know that numbers always happen in a conventional order (stable order).	Begin to understand that the starting point and order in which you count them does not affect how many (order irrelevance)	Begin to understand that the arrangement, size of differences of the objects doesn't affect how many (abstraction).
		Recite number names in order, initially to 5, then to 10 consistently.	Recall what number is missing in a number line 1 to 10.	Recognise numerals initially to 5 and then to 10 and begin to order them.	Partition small numbers (part, part, whole).	Subitise small quantities of objects or standard patterns on a die.
		Compare collections of objects and describe whether there is more, less, the same or not the same.				
	Develop knowledge of measurement and geometry Develop knowledge of statistics and probability	Use appropriate language of measurement to describe, compare and order: length, size, mass, height. Sort, classify and match objects according to attributes, for example colours, sizes and shapes.	Describe the sequence of familiar events and routines and use the everyday language of time such as morning, afternoon, daytime. Order objects according to one attribute.	Use language words to describe duration and relative duration, such as quick, slow, fast, it takes a long time. Answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets.	Use positional language, such as on, under, behind, between.	Recognise names, sort and match basic two-dimensional shapes such as square, triangle, circle.
Outcome 5: COMMUNICATING						
Overarching ideas	Focus Points	Examples of evidence <i>could</i> include, but not be limited to, the following types of behaviours:				
Interact verbally and non-verbally with others for a range of purposes (English)	Build aural and oral language.	Sustain conversations with others in different situations.	Use speech that can be understood by others.	Listen to others.	Act upon simple instructions and statements.	Develop auditory discrimination, for example able to identify environmental sounds.
		Modulate voice appropriate to the situation.	Use simple sentences when speaking.	Use turn taking in conversations.	Increase use of vocabulary by exploring meanings of new words and talk about language (metalinguage).	Know that languages other than English are used in the home, school and community environment.
	Develop phonological awareness skills.	Use simple non-verbal ways of communicating through gesture and signs.	Hear and clap syllables in simple words.	Investigate and explore onset and rime in simple CVC words.	Discriminate rhyme in words.	Investigate and explore individual sounds and sounds in spoken words.
	Convey and construct messages for a range of purposes in a variety of contexts.	Know that spoken and written language can be broken into smaller parts. Hear and begin to identify first and last sounds in simple words.	Explore letter-sound relationships.			
Engage in and extend literacy practices in personally meaningful ways (English)	Develop understanding of purpose and meanings of a range of texts.	Verbalise ideas and simple concepts and ask questions to clarify concepts. Share a range of texts for enjoyment.	Retell a simple story.	Engage in discussion about narratives and informational texts.	Use imagination to recreate roles and experiences.	Explore common language patterns in narratives.
	Engage in reading, writing and viewing behaviours.	Predict what happens next in simple texts, and why it might happen.	Explore the language presented in fiction and non-fiction texts.	Make connections between their own experiences and ideas in text.	Identify key ideas from simple texts.	Recognise simple literary conventions, such as setting and characters in narratives.
		Use images, marks and approximations of letters and words to convey meaning. Use, engage with and share the enjoyment of language and texts in a range of ways.	Show an awareness that print holds meaning.	Join in with chorus from narratives and rhymes in narratives/ nursery rhymes/ songs/ chants.	Investigate with assistance how texts present particular views such as gender, stereotypes and diversity.	Recognise and engage with written and oral constructed texts.
Understand how symbols and pattern systems work (English)	Develop concepts of print.	Build an understanding that print is constant and a reader moves with left to right directionality/ return sweep. Become aware that sentences are made up of words that words are made of sounds and sounds are represented by letters of groups of letters.	Describe how the illustrations connect to the text.	Identify simple punctuation, such as full stops and question marks.	Become aware that words are separated by spaces.	Build an understanding of book features, such as the title, author, illustrator.
	Investigate symbols and pattern systems.	Recognise simple patterns and relationships. Copy simple patterns.	Recognise some letter names, for example the letters in their own name.	Become aware that numbers are different from letters.	Use symbols in play to represent and make meaning.	Identify patterns in the environment.
Express ideas and make meaning using a range of media (The Arts)	View and create with media. Investigate the properties of a range of media.	View and listen to simple printed, visual and multimedia texts and music. Explore music with a variety of instruments or improvised musical instruments	Express ideas and feelings and make meaning using creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling. Experiment with elements of texture, colour, shape, and form in two or three dimensions.			
Explore resources, tools and information communication technologies to represent ideas and their thinking (Technologies)	Use tools, resources and technologies in play, thinking and learning. Develop simple ICT skills.	Use a range of tools, technologies and resources safely and appropriately. Experiment with a range of tools, media, sounds and graphics in ICT play and discovery.	Explore simple systems such as mechanical systems (pulleys); organisational systems (recipe); environmental (reticulation) Develop simple skills to use information and communications technologies.	Create simple information for a purpose using tools resources and technologies. Engage with information communication technologies for fun and to promote thinking and learning.	Use imaginary technologies as props in their play.	