

CATHOLIC EDUCATION
WESTERN AUSTRALIA

Kindergarten! ... here I come!





Curriculum K-10

Kindergarten Curriculum Guidelines



CATHOLIC EDUCATION
WESTERN AUSTRALIA

The Melbourne Declaration

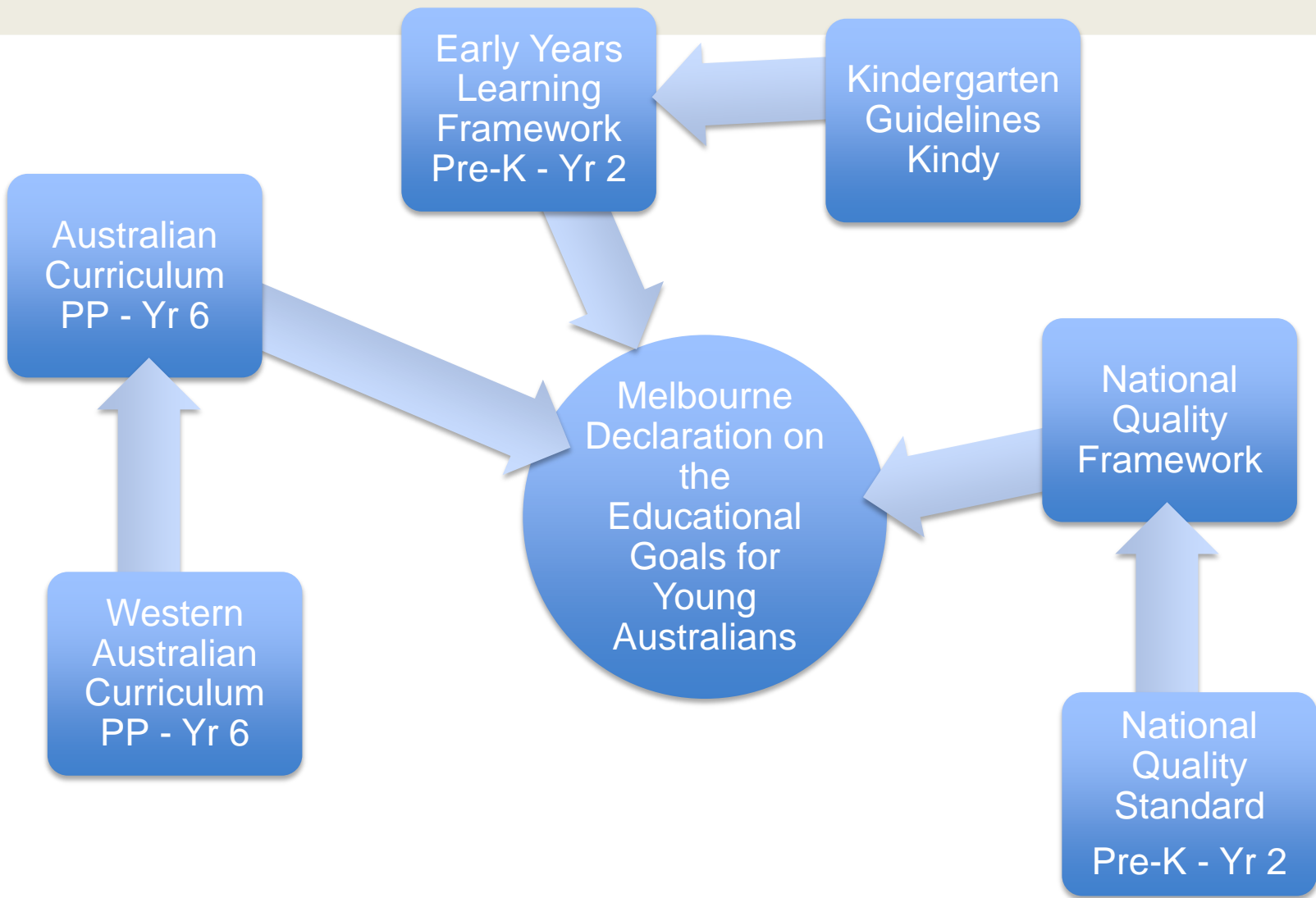
The Melbourne Declaration on Educational Goals for Young Australians, 2008

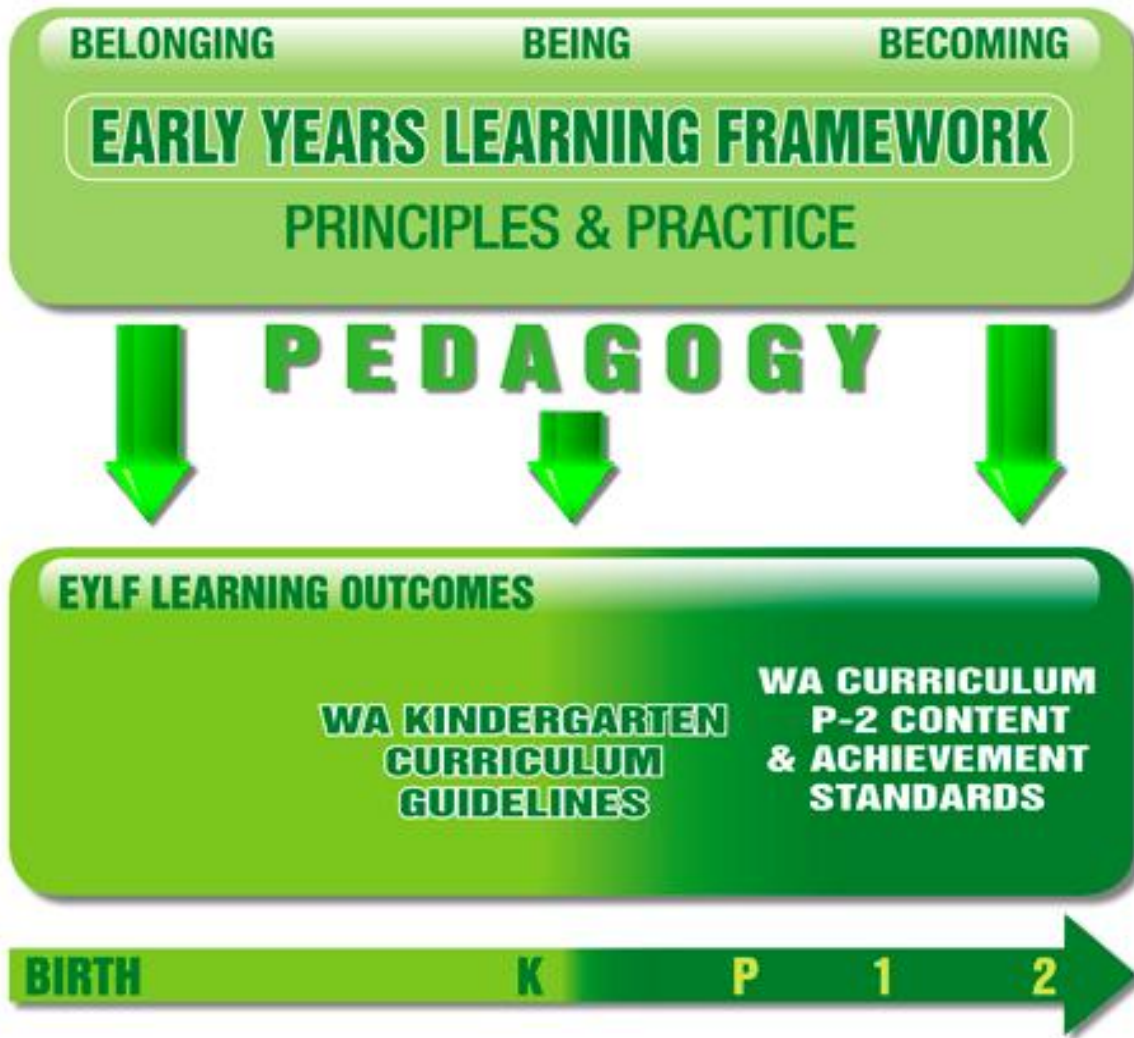


Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens





Early Years learning Framework

Principles	Practices
Secure, respectful and reciprocal relationships	Holistic approaches
Partnerships with families	Responsiveness to children
High expectations and equity	Learning through play
Respect for diversity	Intentional teaching
Ongoing learning and reflective practice	Learning environments
	Cultural competence
	Continuity of learning and transitions
	Assessment for learning

EYLF

Kindergarten Curriculum

Principles

- Secure, reciprocal and respectful relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

Practices

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transitions
- Assessment for learning

Components to consider in when making curriculum decisions

- Differentiation and inclusion
- Early learning environments
- Relationships and partnerships
- Balanced content
- Contexts and strategies for learning
- Child participation
- Extension, engagement and enjoyment in learning

Your turn!

Sort the cards of the EYLF outcomes with the Kindergarten Guidelines learning and development area that it fits with.



KINDERGARTEN CURRICULUM AND EYLF

EYLF Outcomes	Kindergarten Curriculum Guidelines Outcomes
<ul style="list-style-type: none">▪ Children have a strong sense of identity▪ Children are connected with and contribute to their world▪ Children have a strong sense of wellbeing▪ Children are confident and involved learners▪ Children are effective communicators	<ul style="list-style-type: none">▪ Identity▪ Connecting and contributing▪ Wellbeing▪ Learning and Thinking▪ Communicating

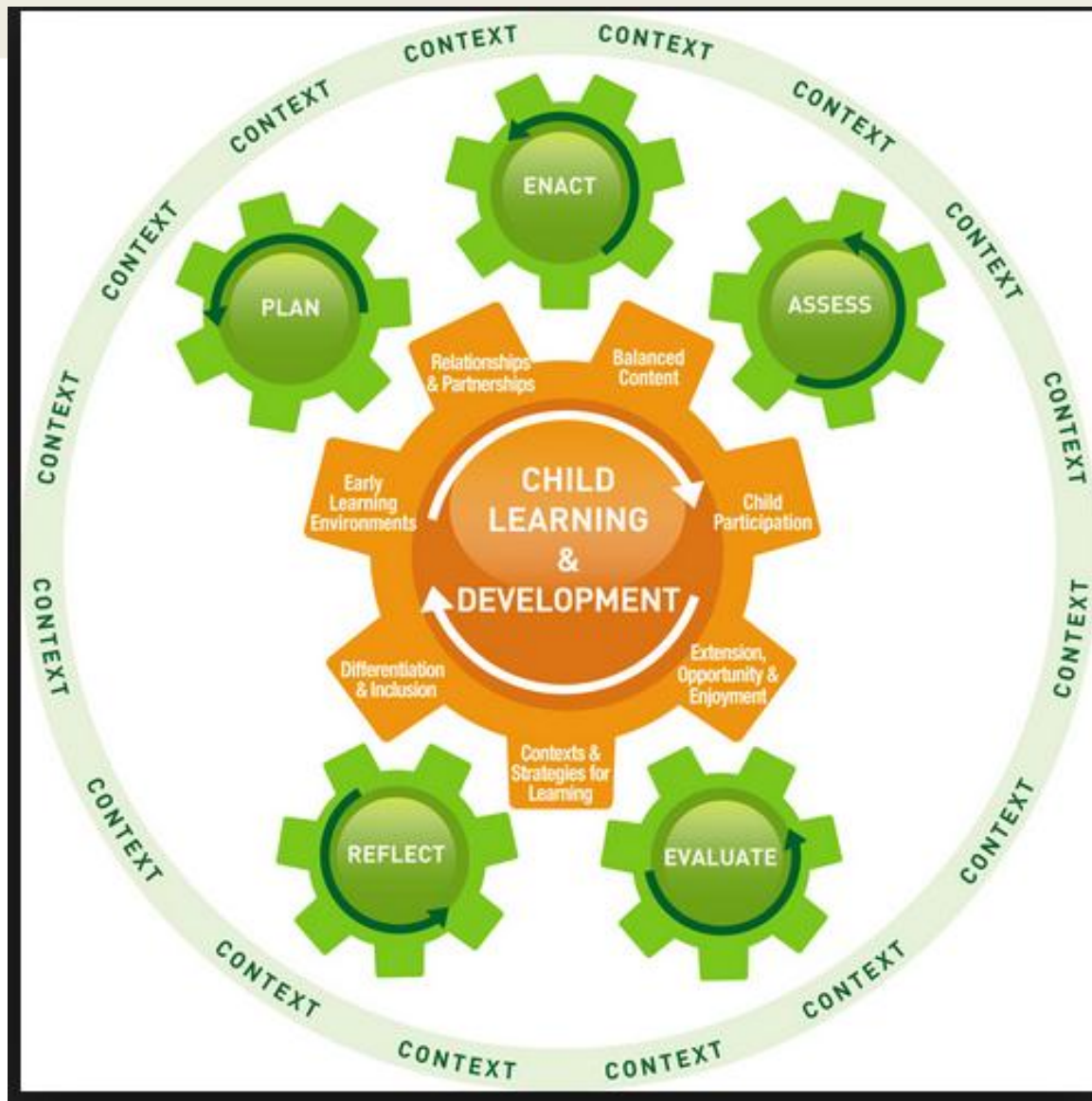
Kindergarten Curriculum Guidelines

Learning and Development Area	Focus
Identity	<ul style="list-style-type: none">• Feel safe, secure, accepted and supported• Act with increasing autonomy, interdependence, resilience and sense of agency• Build knowledgeable and confident self-identities• Interact with others with care, empathy and respect
Connecting and Contributing	<ul style="list-style-type: none">• Work with others to develop skills for communication and inquiry about themselves and their world• Explore diversity and respond with respect• Show respect for the environment
Wellbeing	<ul style="list-style-type: none">• Become strong in their social and emotional wellbeing• Take increasing responsibility for their own health and physical wellbeing
Learning and Thinking	<ul style="list-style-type: none">• Develop positive dispositions for learning• Develop a range of skills and processes for learning and thinking• Engage in creative and inventive ways of thinking and doing• Engage in and extend numeracy in personally meaningful ways
Communicating	<ul style="list-style-type: none">• Interact verbally and non-verbally with others for a range of purposes• Engage in and extend literacy practices in personally meaningful ways• Understand how symbol and patterns systems work• Express ideas and make meaning using a range of media• Explore resources, tools and information communication technologies to represent ideas and their thinking



- The outcomes and related content in the EYLF are relevant to children, birth to five years (EYLF, 2009, p. 19).
- In the Guidelines the five learning and development areas and related content have been developed specifically for the Kindergarten year in Western Australia.





Discovering—Making Connections



National Quality Standard
Professional Learning Program

The Connecting with practice - EYLF and NQS series is brought to you by:



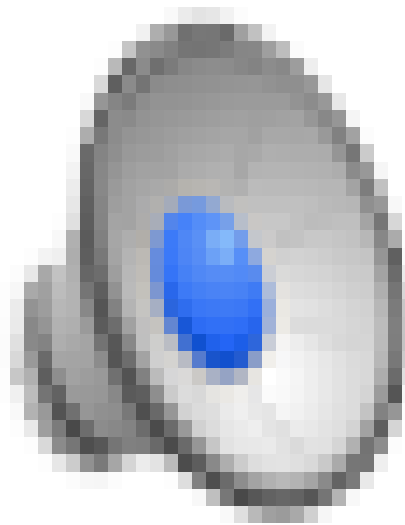
Early Childhood
Australia
A voice for young children

The NQS Professional Learning Program is funded by
the Australian Government Department of Education,
Employment and Workplace Relations



CATHOLIC EDUCATION
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Word Game



KINDY CURRICULUM GUIDELINES

EYLF OUTCOMES

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment

OUTCOME THREE: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- 3.1 Children become strong in their social and emotional wellbeing
- 3.2 Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

IDENTITY		
	FOCUS	EVIDENCE
1.1	Build a sense of stability and trust	<ul style="list-style-type: none"> - initiate interactions and conversations with peers, teachers and other adults in a range of contexts (connects to the English Curriculum) - form stable relationships within familiar environments - initiate and join in play with enjoyment and satisfaction
	Build a sense of belonging	<ul style="list-style-type: none"> - describe places they live in and belong to, such as their family, community and kindergarten community (connects to the Humanities and Social Sciences Curriculum) - join in group activities, such as singing and dancing to songs - approach new situations with a positive attitude
1.2	Show resilience	<ul style="list-style-type: none"> - persevere with tasks when faced with challenges (connects to the Health and Physical Education Curriculum) - make new discoveries and celebrate their own efforts and achievements and those of others
	Make choices and decisions (by themselves and with others)	<ul style="list-style-type: none"> - demonstrate an increasing capacity for self-regulation - show initiative by asking questions, negotiating and sharing (connects to the English Curriculum and Science Curriculum) - make decisions and choices and describe options - demonstrate simple goal-setting strategies with adult support
	Manage routines, organise self and belongings	<ul style="list-style-type: none"> - take increasing responsibility for their own actions and learning - manage and participate in setting routines and processes - organise and look after their own belongings - respond to ideas and suggestions from others (connects to the English Curriculum)
1.3	Show confidence in own learning and capabilities	<ul style="list-style-type: none"> - show increasing confidence in their abilities, achievements, and ideas as learners - show curiosity, engagement and purpose for learning - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view - build positive relationships in their peer group and social circles (connects to the Health and Physical Education Curriculum) - celebrate achievement and share contributions with others
	Display a positive image of self, their family and culture	<ul style="list-style-type: none"> - build an understanding that there are other social and cultural heritages different from their own - use their home language at school (connects to the English Curriculum) - share aspects of their culture with others where appropriate (connects to Humanities and Social Sciences Curriculum) - engage with elders and cultural community members to explore their social and cultural heritage (connects to Humanities and Social Sciences Curriculum)
1.4	Participate positively as part of a group	<ul style="list-style-type: none"> - participate appropriately in a social context - take turns in small group situations - empathise with and express concern for others - cooperate and contribute to play and small group experiences
	Respond to others appropriately	<ul style="list-style-type: none"> - listen to others' opinions and points of view - show respect for others, their views and property - apply simple strategies for conflict management and resolution with assistance - reflect on their actions and consider consequences

CONNECTING AND CONTRIBUTING		
	FOCUS	EVIDENCE
2.1	Develop skills for working with others	<ul style="list-style-type: none"> - listen to others and share own ideas (connects to the English Curriculum) - share observations with others as they explore their immediate world using their five senses (connects to the Science Curriculum) - participate with others to solve problems (connects to the Science Curriculum and the Mathematics Curriculum) - cooperate with others and negotiate roles and relationships in play and group experiences - contribute to fair decision making about matters that affect them
	Develop inquiry and communication skills	<ul style="list-style-type: none"> - plan and carry out a few simple sequenced steps when exploring and investigating (connects to the Science Curriculum and Technologies Curriculum) - use simple language of measurement to describe, compare, order or sort the observations made when exploring (connects to the Mathematics Curriculum and the Science Curriculum) - describe both verbally and non-verbally what they see, hear, touch, feel and taste (connects to the English Curriculum and the Science Curriculum) - use ICT with assistance to collect information and communicate it simply (connects to the English Curriculum) - represent findings and communicate ideas in a variety of ways (connects to the The Arts Curriculum, the English Curriculum, the Mathematics Curriculum and Science Curriculum)
2.2	Explore the diversity of culture, heritage, background and tradition (connects to the Humanities and Social Sciences Curriculum)	<ul style="list-style-type: none"> - build an understanding that people can speak different languages (connects to the English Curriculum) - 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 - build an understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories
	Respond respectfully to diversity (connects to the Humanities and Social Sciences Curriculum)	<ul style="list-style-type: none"> - explore Aboriginal and Torres Strait Islander Peoples' cultures who have a connection with places and people, past and present - react in respectful ways to diversity - investigate Aboriginal and Torres Strait Peoples' artwork and artefacts, past and present
2.4	Explore natural and constructed environments (connects to the Science Curriculum)	<ul style="list-style-type: none"> - name simple natural and built elements in their environment - use simple and safe tools to explore and investigate the environment (connects to the Technologies Curriculum) - describe some of the simple aspects of materials and places in their environment (connects to the Technologies Curriculum) - observe and describe changes in sunlight, temperature, clouds and rain - contribute their ideas in discussion about experiences in the natural and constructed environment - use play to investigate, project and explore new ideas
	Respect, care for and sustain the environment (connects to the Science Curriculum)	<ul style="list-style-type: none"> - suggest ways to care for and sustain the environment (connects to the Humanities and Social Sciences Curriculum) - observe, reflect and ask questions about their environment
	Investigate the interactions between the environment and its people (connects to the Science Curriculum)	<ul style="list-style-type: none"> - describe the basic needs of people, plants and animals, and places where they live - investigate places where people, plants and animals live - describe relationships that are living and non-living things - discuss how not caring for the environment might harm it (connects to the Humanities and Social Sciences Curriculum) - infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals



EARLY CHILDHOOD FORWARD PLAN

LEARNING FOCUS:

YEAR:

TEACHER:

TERM:

WEEK:

EYLF PRINCIPLES	Secure, respectful and reciprocal relationships		Partnerships with families		High expectations and equity		Respect for diversity		Ongoing learning and reflective practice	
EYLF PRACTICE	Holistic Approaches	Responsiveness to children	Learning through play	Intentional Teaching	Learning Environments	Cultural Competence	Continuity of Learning and Transitions	Assessment for Learning		

EYLF OUTCOMES	LEARNING AREA	LEARNING EXPERIENCES	ASSESSMENT	REFLECTION					
OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY 1.1 Children feel safe, secure, and supported 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency 1.3 Children develop knowledgeable and confident self identities 1.4 Children learn to interact in relation to others with care, empathy and respect	WEEK 1								
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				OUTCOME THREE: CHILDREN HAVE A STRONG SENSE OF WELLBEING 3.1 Children become strong in their social and emotional wellbeing 3.2 Children take increasing responsibility for their own health and physical wellbeing	WEEK 3			TRANSITIONS	SPONTANEOUS LEARNING
						OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating 4.3 Children transfer and adapt what they have learned from one context to another 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials	WEEK 4		
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YEAR LEVEL	KINDERGARTEN LEARNING AND DEVELOPMENT FOCUS: COMMUNICATING							
<p>Kindergarten</p> <p>Term:</p>	<p>Australian Curriculum Link – ENGLISH</p> <p>Children are effective communicators when they:</p> <ul style="list-style-type: none"> interact verbally and non-verbally with others for a range of purpose engage in and extend literacy in personally meaningful ways understand how symbols and pattern systems work express ideas and make meaning using a range of media explore resources, tools and information communication technologies to investigate ideas and represent their thinking. 							
	<p>INTERACT VERBALLY AND NON-VERBALLY WITH OTHERS FOR A RANGE OF PURPOSES IN A VARIETY OF CONTEXTS</p> <table border="1"> <thead> <tr> <th>Build aural and oral language</th> <th>Develop phonological awareness</th> <th>Convey and construct messages for a range of purposes in a variety contexts</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 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) Develop awareness of languages other than English used in the home, school and community environment Develop awareness of non-verbal ways of communicating through gesture and signs </td> <td> <ul style="list-style-type: none"> Investigate and explore individual sounds and sounds in spoken words Hear and clap syllables in simple words Hear and begin to identify first and last sounds in simple words </td> <td> <ul style="list-style-type: none"> Explore ideas and simple concepts verbally, ask questions to clarify concepts Use imagination to recreate roles and experiences Retell a simple story Engage in discussion about narratives and informational texts Explore common language patterns of narratives </td> </tr> </tbody> </table>			Build aural and oral language	Develop phonological awareness	Convey and construct messages for a range of purposes in a variety contexts	<ul style="list-style-type: none"> 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) Develop awareness of languages other than English used in the home, school and community environment Develop awareness of non-verbal ways of communicating through gesture and signs 	<ul style="list-style-type: none"> Investigate and explore individual sounds and sounds in spoken words Hear and clap syllables in simple words Hear and begin to identify first and last sounds in simple words
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<http://k10outline.scsa.wa.edu.au/home/early-years/kindergarten-curriculum-guidelines/the-kindergarten-curriculum-guidelines>

<https://www.teacherspayteachers.com/Store/Lessons-From-A-Teacher/>

<http://threeyearoldprogram.ning.com/>





BARFAM
BARFEAK
morning tea