



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

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THE PURPOSE OF THE KINDERGARTEN CURRICULUM GUIDELINES

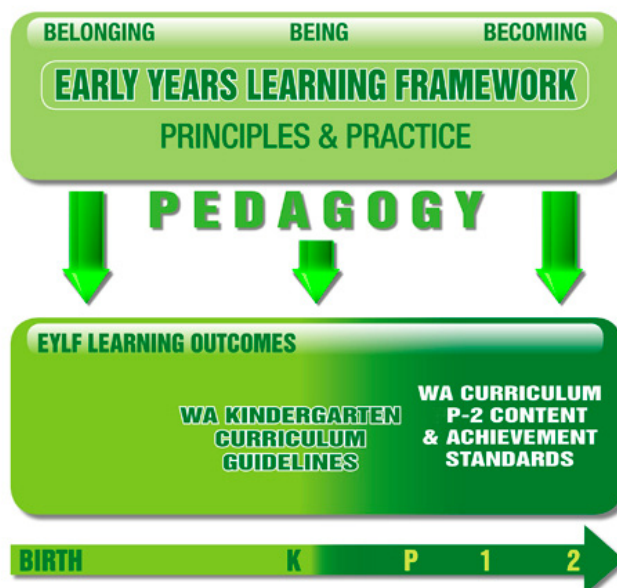
The School Curriculum and Standards Authority is responsible for curriculum, policy advice and guidelines for all Western Australian schools from Kindergarten to Year 12. The *Kindergarten Curriculum Guidelines* reinforce the themes of the Authority’s Kindergarten and Pre-primary Statement for Western Australia and the Guiding Principles for Western Australian schools outlined in the *Western Australian Curriculum and Assessment Outline*.

The purpose of these Guidelines is to facilitate the optimal learning and development of Kindergarten children in Western Australia. The *Kindergarten Curriculum Guidelines* draw on the *Early Years Learning Framework* (EYLF, Commonwealth of Australia, 2009) to focus on the Kindergarten year in Western Australia.

The *Kindergarten Curriculum Guidelines* guide educators to develop kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

Kindergarten children are connected to family, community, culture and place. Their learning takes place through these relationships. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Figure 1: EYLF, Kindergarten Curriculum Guidelines and the Western Australian curriculum
The following figure illustrates how the EYLF establishes the foundations for effective learning from birth through to age five and beyond.





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Early childhood educators take into consideration contextual factors when designing and implementing quality curriculum for the Kindergarten year. The size and diversity of Western Australia means that educators tailor programs to meet the diverse needs of children and families with whom they work.

The EYLF defines curriculum as ‘all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’ (Commonwealth of Australia, 2009, p. 45).



Early childhood educators strive to provide relevant learning opportunities for children that take into account diverse family, cultural, linguistic, school and community influences. They know that children draw on a wide range of knowledge, experiences, interests, and skills that impact on the way they learn. Educators also may work within a school where school policies, priorities and interagency collaboration can influence decisions they make.

Early childhood educators are mindful that all curriculum decisions affect each child in some way. The *Guidelines* recommend the use of the following curriculum decision-making processes (adapted from Queensland Studies Authority, 2010):

- **Plan and organise** for learning and teaching - daily, short and long term plans. Educators strive to provide relevant learning opportunities that take into account the experiences, interests and capabilities of individuals and groups of children.
- **Enact, interact and respond** thoughtfully using a number of strategies to engage children in learning experiences. Educators provide feedback to strengthen learning.
- **Monitor, assess and document** children’s learning and participation in a variety of ways in diverse contexts over time.
- **Analyse and evaluate** to inform ongoing planning and share information with parents and colleagues.
- **Reflect** on learning and practice to further professional growth. Interact with colleagues and identify areas for further professional learning that will improve curriculum processes and practices.

When educators make curriculum decisions they need to consider the following components:

Differentiation and inclusion

Differentiated curriculum ensures curriculum is based on sound knowledge of each individual child, and that experiences and interactions are engaging, relevant and respectful of each child’s background, current interests and abilities. When working with children with additional needs, educators target capabilities and work closely with families and support personnel to differentiate learning opportunities that foster equity and fairness for all children and their families.



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Early learning environments

Educators plan and establish positive, vibrant and challenging intellectual, social and emotional and physical environments that promote a sense of wonder, curiosity and imagination and support risk-taking within a safe and inclusive context. The environment supports multi-modal learning with concrete materials. The temporal environment has a sense of predictability and allows for flexibility to cater for children's different learning requirements.



Relationships and partnerships

Relationships are key to all educational endeavours. Partnerships involve children, families, communities, educators and other professionals working collaboratively to provide optimal learning opportunities for active engagement and participation. Educators purposefully engage partners in children's learning, by providing a variety of opportunities for others to contribute to children's learning.

Balanced content

The quality of interactions, and the thoughtful implementation of balanced content in experiences, assists children in attaining knowledge, skills, attitudes and dispositions that are a base for future learning. Children's knowledge is constructed by the integration of concepts that are obtained from a variety of related and repeated experiences. Skills are developed and refined through frequent opportunities to use them in different contexts. Attitudes and dispositions are developed through thoughtful and responsive curriculum where children are encouraged to discuss ideas and reflect on experiences and situations.

Contexts and strategies for learning

Educators plan a variety of contexts, strategies and multi-modal experiences to engage children and to foster their participation and learning. These include, but are not limited to, play, small group and some whole group interactions, intentional teaching, inquiry, real life experiences, transitions and routines. As play is a primary medium for children's learning, educators plan how they will structure, use and support play experiences. Educators use transitions and routines as learning opportunities and to support children's increasing independence.

Child participation

An effective early childhood curriculum supports active participation of children, and views children as decision-makers who promote their sense of agency. Experiences are presented in ways that children can make choices and use different processes to complete where more than one solution is possible. The environment is constructed to encourage and allow children to be as independent as possible.

Extension, engagement and enjoyment in learning

Early childhood educators maximise children's learning by making knowledgeable decisions about teaching and learning in five learning and development areas related to the outcomes identified in the EYLF. While children's interests are a focus of curriculum planning, it is the role of the educator to expand these interests with rich ideas and new opportunities. Actively engaging learners, arousing their curiosity and responding to capabilities will make children more likely to be motivated, curious and feel supported in the learning process. Educators are active participants



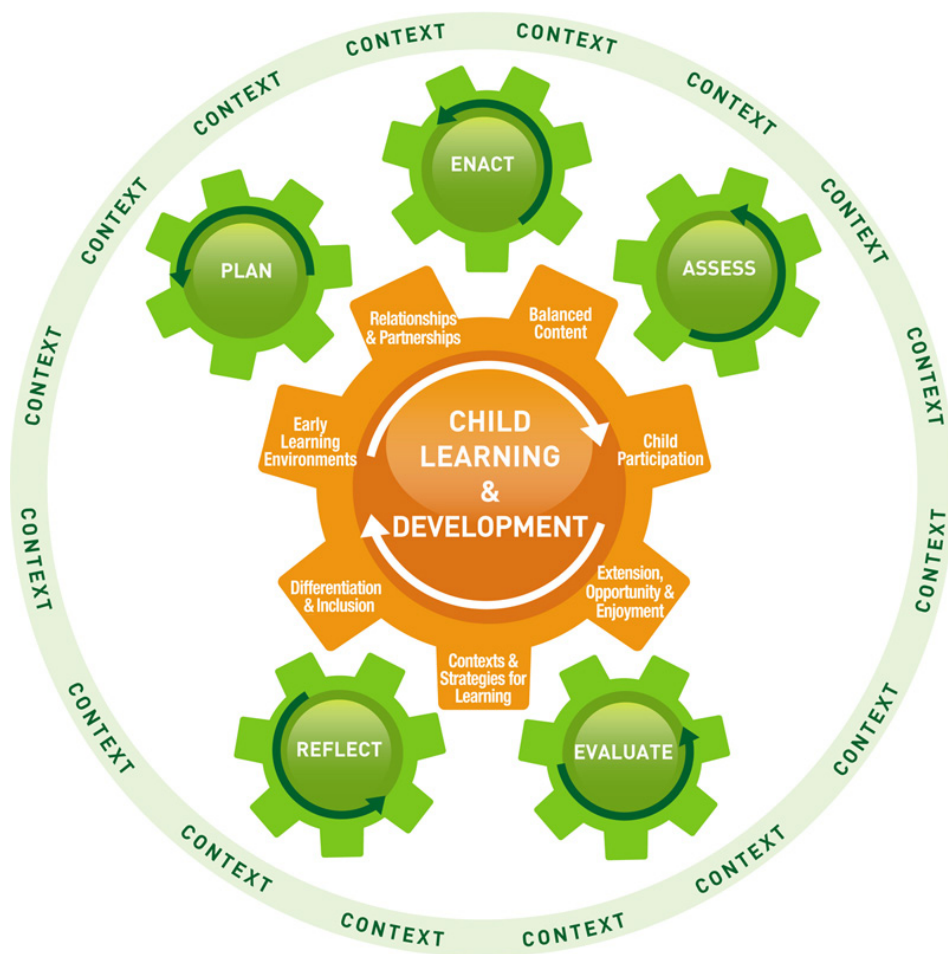
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in children's learning and play, and encourage children to explore, support shared sustained thinking and assist children to achieve outcomes. The curriculum extends children's knowledge, understanding and enjoyment.

Figure 2: Curriculum decisions and components

The following figure illustrates how dynamic, responsive and educational Kindergarten programs are developed when educators focus on each component when making curriculum decisions.





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EARLY YEARS LEARNING FRAMEWORK

The EYLF (Commonwealth of Australia, 2009) is the first national framework for early childhood educators. It has been developed to extend and enrich children's learning from birth to five years and through their transition to school. It supports Goal 2 of the *Melbourne Declaration on Educational Goals for Young Australians* that all young Australians become:

- successful learners
 - confident and creative individuals
 - active and informed citizens
- (Commonwealth of Australia, 2009, p. 5).

Early childhood educators engage with a diverse range of children, families and community members. They recognise human diversity and advocate for social justice, equity and inclusion. They value and respect Australia's Aboriginal and Torres Strait Islander Peoples' cultures and the cultures of others, recognising their rich heritage, language, skills and strengths. Educators develop curriculum that meets the needs of all children, create equitable, inclusive learning environments that are welcoming to all families, and build a learning community, inclusive of all who work with young children.



The United Nation Rights of the Child underpins notions embodied in the EYLF that every child has the right to an education that lays the foundation for the future learning and *"maximises their ability, respects their family, cultural and other identities and languages"* (EYLF, 2009, p.5). The *Kindergarten Curriculum Guidelines* is designed to assist educators to implement the EYLF and connect with families and community to extend and enrich all children's learning and development.

Fundamental to the EYLF is a vision for children's learning. The following three characteristics underpin children's learning and development.

Belonging

Belonging is integral to children's existence as it is important that children have an understanding of where and with whom they belong. Belonging recognises children's growing interdependence, the crucial importance of positive relationships and connections with family and community. Belonging is also central to the building of identity and is pivotal in children's understanding of who they are now and what they might become (Commonwealth of Australia, 2009, p. 7).

Being

Being recognises the importance of the here and now in children's lives. Early childhood is a time of significant growth and development, challenges and joys as children try to make sense of their world. It is more than just preparation for the future (Commonwealth of Australia, 2009, p. 7).

Becoming

Becoming describes the swift and significant change in children's identities, knowledge, capacities and skills that are shaped across childhood as children grow and learn. Children learn to participate actively in society (Commonwealth of Australia, 2009, p. 7).



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The EYLF comprises three interrelated elements: Principles, Practice and Learning Outcomes.

All elements are based on conclusive research evidence and are fundamental to decisions made about early childhood pedagogy and curriculum.

The pedagogy of the EYLF draws from a range of perspectives from early childhood developmental theory and knowledge about how children learn and what practices best support this. The Principles and Practice of the EYLF are founded on the understanding that:

- children are capable and competent
- children actively construct their own learning in social contexts
- learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are interwoven and interrelated
- children have agency. They have the capacities and rights to initiate and lead learning and be active participants and decision-makers in matters affecting them.

Active and critical engagement is a key characteristic of effective learners and teachers. It is the responsive interactions and relationships between children, educators and families that shape learning in the Kindergarten year. In such relationships teachers become co-learners as well as leaders of learning, with children, families and community sharing a respect for the diversity and richness of knowledge shared by all.





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PRINCIPLES

Principles of the EYLF underpin practice that assists children's learning and development. Information on each principle can be found in the EYLF (Commonwealth of Australia, 2009, pp. 12–13).

The principles are:

Secure, reciprocal and respectful relationships	Secure, respectful and reciprocal relationships are integral to learning, wellbeing and working collaboratively with others.
Partnerships	Shared decision making with children, colleagues and families assist children to feel secure, collaborate with others and take responsibility for their own learning.
High expectations and equity	Educators are committed to equity and children flourish when all partners believe in children's capacities to succeed regardless of diverse circumstances and abilities.
Respect for diversity	Respecting and responding to diversity assists all children in attaining a sense of belonging, being and becoming.
Ongoing learning and reflective practice	An ongoing cycle of review is a way in which current practices are examined, outcomes reviewed, new ideas generated and professional learning continued.



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PRACTICE

The principles of the EYLF inform the way in which teachers draw on a repertoire of pedagogical practices to extend and enrich children's learning. Each practice can be found in the EYLF (Commonwealth of Australia, 2009, pp. 14–18).

The eight Practices are:

Holistic approaches	Holistic approaches pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Learning is seen as a social endeavour that is integrated and interconnected.
Responsiveness to children	Educators are attuned and responsive to children in their setting. They build trust, share decisions and learn together with children. Learning relationships are strengthened when educators include children's ideas, interests and capabilities.
Learning through play	Play shapes the architecture of the brain and provides opportunities for children to learn as they discover, experiment, theorise, predict, solve problems and engage in critical thinking. Play can motivate and enhance a child's desire to know and to learn. Play-based learning is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.
Intentional teaching	Intentional teaching is purposeful, deliberate and thoughtful. It is planned and emergent. It promotes children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. Educators plan opportunities to teach, document, monitor, assess and reflect on children's learning.
Learning environments	The learning environment, both indoor and outdoor, plays a crucial role in the way young children develop and learn. Environments for learning are flexible spaces that are inviting and nurturing, and foster children's sense of belonging, being and becoming.
Cultural competence	Educators who are culturally competent respect multiple cultural ways of knowing, seeing and doing. They understand that cultural competence is more than being culturally aware and seek to build cultural competence in all that they do.
Continuity of learning and transitions	Educators understand the importance of continuity in learning as they build on children's prior and current experiences. They work with families and colleagues to assist children in making successful transitions within and across early learning contexts, the school and beyond.
Assessment for learning	Assessment for learning processes gather information about what children know, can do and understand. Educators use this information in the cycle of curriculum decisions. Educators plan, teach, enact, monitor, evaluate and reflect on children's individual and group/shared learning.



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LEARNING OUTCOMES

The five learning outcomes of the EYLF aim to capture the integrated and complex learning and development of all children from birth to age five. They are:

- 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.
- (Commonwealth of Australia, 2009)

Children's learning is not predictable and linear, so children will progress towards these outcomes in different ways and at different rates.



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LEARNING DEVELOPMENT AREAS

The *Kindergarten Curriculum Guidelines* support educators to plan curriculum which will assist learners to develop general capabilities that encompass the knowledge, skills, attitudes and dispositions that support learners in the 21st century. To be successful learners, children will be encouraged to be confident, creative problem solvers immersed in environments where they can explore multiple perspectives and ways of working.

The *Kindergarten Curriculum Guidelines* have been developed in the knowledge that the Kindergarten year precedes the Pre-primary year, the first year of compulsory schooling in Western Australia. The focus of the *Guidelines* is on children's learning and development consistent with the emphasis in the EYLF.

Kindergarten educators should be aware of how the *Guidelines* articulate with the *Western Australian Curriculum and Assessment Outline*. The *Outline* describes the curriculum for Pre-primary to Year 10 in terms of eight learning areas: the Arts, English, Maths, Health and Physical Education, Humanities and Social Sciences, Science and Technologies.

The five areas of learning and development in the *Kindergarten Curriculum Guidelines* are based on the five outcomes of the EYLF (Commonwealth of Australia, 2009). They are:

- **IDENTITY** - Children have a strong sense of identity.
- **CONNECTING and CONTRIBUTING** - Children are connected with and contribute to their world.
- **WELLBEING** - Children have a strong sense of wellbeing.
- **LEARNING and THINKING** - Children are confident and involved learners.
- **COMMUNICATING** - Children are effective communicators.

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.

The content included in the following tables is offered as a guide for teachers to modify, as appropriate, to meet the needs of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, not all children are expected to achieve all the content described by the end of the Kindergarten year. Examples of some links from the *Kindergarten Curriculum Guidelines* to the Pre-primary curriculum are provided.





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IDENTITY

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Children in the Kindergarten year have a strong sense of identity when they:

Feel safe, secure, accepted and supported

Focus	This is evident, for example, when children:
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 (<i>connects to the English Curriculum</i>) 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 (<i>connects to the Humanities and Social Sciences Curriculum</i>) join in group activities, such as singing and dancing to songs approach new situations with a positive attitude

Act with increasing autonomy, interdependence, resilience and sense of agency

Focus	This is evident, for example, when children:
Show resilience	<ul style="list-style-type: none"> persevere with tasks when faced with challenges (<i>connects to the Health and Physical Education Curriculum</i>) 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 (<i>connects to the English Curriculum and the Science Curriculum</i>) 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 (<i>connects to the English Curriculum</i>)



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Build knowledgeable and confident self-identities

Focus	This is evident, for example, when children:
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 (<i>connects to the Health and Physical Education Curriculum</i>) 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 (<i>connects to the English Curriculum</i>) share aspects of their culture with others where appropriate (<i>connects to Humanities and Social Sciences Curriculum</i>) engage with elders and cultural community members to explore their social and cultural heritage (<i>connects to Humanities and Social Sciences Curriculum</i>)

Interact with others with care, empathy and respect

Focus	This is evident, for example, when children:
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

Related Links

[🔗 The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos](#)

Kindergarten educators may find the following videos from the series particularly relevant to the Identity learning and development area:

[🔗 Welcome, an invitation and a brief chat with a parent](#)

[🔗 Discussing a drawing of a watermelon](#)

[🔗 Discovering - Making connections](#)



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CONNECTING AND CONTRIBUTING

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Children in the Kindergarten year are connected with and contribute to their world when they:

Work with others to develop skills for communication and inquiry about themselves and their world

Focus	This is evident, for example, when children:
Develop skills for working with others	<ul style="list-style-type: none"> listen to others and share own ideas (<i>connects to the English Curriculum</i>) share observations with others as they explore their immediate world using their five senses (<i>connects to the Science Curriculum</i>) participate with others to solve problems (<i>connects to the Mathematics Curriculum and the Science Curriculum</i>) 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 (<i>connects to the Science Curriculum and Technologies Curriculum</i>) use simple language of measurement to describe, compare, order or sort the observations made when exploring (<i>connects to the Mathematics Curriculum and the Science Curriculum</i>) describe both verbally and non-verbally what they see, hear, touch, feel and taste (<i>connects to the English Curriculum and the Science Curriculum</i>) use ICT with assistance to collect information and communicate it simply (<i>connects to the English Curriculum</i>) represent findings and communicate ideas in a variety of ways (<i>connects to the Arts Curriculum, the English Curriculum, the Mathematics Curriculum and the Science Curriculum</i>)



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Explore diversity and respond with respect *(connects to the Humanities and Social Sciences Curriculum)*

Focus	This is evident, for example, when children:
Explore the diversity of culture, heritage, background and tradition	<ul style="list-style-type: none"> • build an understanding that people can speak different languages <i>(connects to the English Curriculum)</i> • 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	<ul style="list-style-type: none"> • explore Aboriginal and Torres Strait Islander Peoples' cultures that 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

Show respect for the environment *(connects to the Science Curriculum)*

Focus	This is evident, for example, when children:
Explore natural and constructed environments	<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 <i>(connects to the Technologies Curriculum)</i> • describe some of the simple aspects of materials and places in their environment <i>(connects to the Technologies Curriculum)</i> • 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	<ul style="list-style-type: none"> • suggest ways to care for and sustain the environment <i>(connects to the Humanities and Social Sciences Curriculum)</i> • observe, reflect and ask questions about their environment
Investigate the interactions between the environment and its people	<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 <i>(connects to the Humanities and Social Sciences Curriculum)</i> • infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals



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Related Links

[↻ The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos](#)

Kindergarten educators may find the following videos from the series particularly relevant to the Connecting and Contributing learning and development area:

[↻ Discovering – sustained, shared conversation with children](#)

[↻ Working in a community garden](#)

[↻ Worms are fun](#)

[↻ Plastic cups](#)





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WELLBEING

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Children in the Kindergarten year have a strong sense of wellbeing when they:

Become strong in their social and emotional wellbeing *(connects to the Health and Physical Education Curriculum)*

Focus	This is evident, for example, when children:
Interact positively to form relationships and friendships	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 make choices, accept challenges and take considered risks



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Take increasing responsibility for their own health and physical wellbeing (*connects to the Health and Physical Education Curriculum*)

Focus	This is evident, for example, when children:
Build knowledge, skills and positive attitudes to physical movement	<ul style="list-style-type: none"> move to tempo of music and develop motor movements to the rhythm of music, such as trot or gallop (<i>connects to The Arts Curriculum</i>) 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 (<i>connects to The Arts Curriculum</i>) respond through movement to traditional and contemporary music, dance and storytelling (<i>connects to The Arts Curriculum</i>)
Explore ways to promote own and others health and safety	<ul style="list-style-type: none"> 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

Related Links

[🔗 The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos](#)

Kindergarten educators may find the following video from the series particularly relevant to the Wellbeing learning and development area:

[🔗 Rolling in a tyre](#)





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LEARNING AND THINKING

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Children in the Kindergarten year are confident and involved learners when they:

Develop positive dispositions for learning

Focus	This is evident, for example, when children:
Build enthusiasm, confidence, cooperation, commitment, persistence	<ul style="list-style-type: none"> express curiosity and wonder about events, experiences and interest in their environments (<i>connects to the Science Curriculum</i>) follow and extend their own interests with enthusiasm, energy and concentration persist even when a task is difficult, and experience satisfaction of achievement
Develop curiosity, resourcefulness and reflexivity	<ul style="list-style-type: none"> explore the properties of familiar objects (<i>connects to the Science Curriculum</i>) build concentration and ability to focus on important aspects of learning experiences actively engage in learning experiences, conversations and play experiences ask questions about people, events, objects and the environment



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Develop a range of skills and processes for learning and thinking

Focus	This is evident, for example, when children:
Develop problem solving, investigation and inquiry strategies	<ul style="list-style-type: none"> manipulate objects and experiment with cause and effect, trial and error and motion (<i>connects to the Science Curriculum</i>) ask questions, develop own simple theories and test own theories, for example how objects might work or move (<i>connects to the Science Curriculum</i>) inquire, investigate, attempt to solve problems (<i>connects to the Science Curriculum</i>) adapt successful strategies and skills to new situations create own improvisations in play (<i>connects to The Arts Curriculum</i>) create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts (<i>connects to the Mathematics Curriculum and the Science Curriculum</i>)
Reflect on thinking and learning and transfer and adapt what they have learned	<ul style="list-style-type: none"> use skills of prediction, hypothesising, testing, experimenting and evaluating in play experiences (<i>connects to the Science Curriculum</i>) respond to ideas and suggestions from others 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
Make choices and organise self for learning	<ul style="list-style-type: none"> make simple plans and carry them out to complete a task organise self and simple resources to carry out a task or participate in an activity

Engage in creative and inventive ways of thinking and doing (*connects to The Arts Curriculum*)

Focus	This is evident, for example, when children:
Use imagination and innovation	<ul style="list-style-type: none"> 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 experiences in creative ways	<ul style="list-style-type: none"> engage in music-making and create simple compositions 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 (<i>connects to the English Curriculum</i>) engage in dramatic, fantasy and role play use simple tools and materials to investigate, take apart, assemble, invent, construct, change and represent ideas (<i>connects to the Science Curriculum and Technologies Curriculum</i>) create simple stories, act them out using voice, movement and space



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Engage in and extend numeracy in personally meaningful ways *(connects to the Mathematics Curriculum)*

Focus	This is evident, for example, when children:
Develop knowledge of number and algebra	<ul style="list-style-type: none"> 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 or 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 copy and create simple two part patterns
Develop knowledge of measurement and geometry	<ul style="list-style-type: none"> use the appropriate language of measurement to describe, compare and order: length, size, mass, height describe the sequence of familiar events and routines and use the everyday language of time such as morning, afternoon, daytime use language words to describe duration and relative duration, such as quick, slow, fast, it takes a long time use positional language, such as on, under, behind, between recognise names, sort and match basic two-dimensional shapes such as square, triangle and circle
Develop knowledge of statistics and probability	<ul style="list-style-type: none"> sort, classify and match objects according to attributes, for example colours, sizes and shapes order objects according to one attribute answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets

[↻](#) The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos

Kindergarten educators may find the following videos from the series particularly relevant to the Learning and Thinking learning and development area:

[↻](#) Discovering – making music

[↻](#) Counting Flowers

[↻](#) Discussing butterfly markings



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

COMMUNICATING

The content presented is an illustrative list and provides a guide for teachers to use and/or modify in order to meet the needs of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, it is acknowledged that all children will achieve differently. Educators should be committed to equity and believe in children’s capacity to succeed regardless of diverse circumstances and abilities.

Children in the Kindergarten year are effective communicators when they:

Interact verbally and non-verbally with others for a range of purposes (*connects to the English Curriculum*)

Focus	This is evident, for example, when children:
Build aural and oral language	<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) know that languages other than English are used in the home, school and community environment use simple non-verbal ways of communicating through gesture and signs
Develop phonological awareness skills	<ul style="list-style-type: none"> know that spoken and written language can be broken into smaller parts hear and clap syllables in simple words investigate and explore onset and rime in simple CVC (consonant, vowel, consonant) words discriminate rhyme in words investigate and explore individual sounds and sounds in spoken words hear and begin to identify first and last sounds in simple words explore letter-sound relationships
Convey and construct messages for a range of purposes in a variety of contexts	<ul style="list-style-type: none"> verbalise ideas and simple concepts and ask questions to clarify concepts 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



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Engage in and extend literacy practices in personally meaningful ways *(connects to the English Curriculum)*

Focus	This is evident, for example, when children:
Develop understanding of purpose and meanings of a range of texts	<ul style="list-style-type: none"> share a range of texts for enjoyment 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 predict what happens next in simple texts, and why it might happen start moving from literal interpretation of text to inferential 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
Engage in reading, writing and viewing behaviours	<ul style="list-style-type: none"> use images, marks and approximations of letters and words to convey meaning show an awareness that print holds meaning use books/texts appropriately, turn pages and identify the front cover recognise familiar written symbols in context, such as road signs and their name display reading/writing/viewing like behaviours in play and experiences use, engage with and share the enjoyment of language and texts in a range of ways

Understand how symbols and pattern systems work *(connects to the English Curriculum)*

Focus	This is evident, for example, when children:
Develop concepts of print	<ul style="list-style-type: none"> build an understanding that print is constant and a reader moves (in English) left to right and top to bottom with a return sweep 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 become aware that sentences are made up of words, that words are made of sounds and sounds are represented by letters or groups of letters
Investigate symbols and pattern systems	<ul style="list-style-type: none"> recognise simple patterns and relationships 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 copy simple patterns



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Express ideas and make meaning using a range of media *(connects to The Arts Curriculum)*

Focus	This is evident, for example, when children:
View and create with media	<ul style="list-style-type: none"> view and listen to simple printed, visual and multimedia texts and music express ideas and feelings and make meaning using creative arts, such as drawing, painting, sculpture, drama, dance movement, music and storytelling
Investigate the properties of a range of media	<ul style="list-style-type: none"> explore music with a variety of instruments or improvised musical instruments experiment with elements of texture, colour, shape, space and form in two or three dimensions

Explore resources, tools and information communication technologies to represent ideas and their thinking *(connects to the Technologies Curriculum)*

Focus	This is evident, for example, when children:
Use tools, resources and technologies in play, thinking and learning	<ul style="list-style-type: none"> use a range of tools, technologies and resources safely and appropriately explore simple systems such as mechanical systems (pulleys); organisational systems (recipe); environmental (reticulation) create simple information for a purpose using tools, resources and technologies
Develop simple ICT skills	<ul style="list-style-type: none"> experiment with a range of tools, media, sounds and graphics in ICT play and discovery develop simple skills to use information and communication technologies engage with information communication technologies for fun and to promote thinking and learning use imaginary technologies as props in their play

[↻](#) The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos

Kindergarten educators may find the following videos from the series particularly relevant to the Learning and Thinking learning and development area:

[↻](#) Word game

[↻](#) Discussing butterfly markings