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Learners and learning in the Early Years

The curriculum from Birth to Year 2

The enduring and changing context of childhood at the beginning of the new millennium demands the construction of new meanings and learning. The dynamic nature of Australian society presents a challenge, and offers the opportunity for innovative, inclusive and rigorous curriculum, and pedagogical development that supports equitable Learning Outcomes for all children. A quality early childhood curriculum engages the hearts, minds, bodies and spirits of children and the people who work with them. The Early Years Band is the first and most important step in framing a curriculum for children from birth through to the first years of school. Curriculum improvement is fundamental to addressing success for all children, particularly during critical periods in the Early Years, when learning can be maximised. If this early advantage is missed, learning may be much slower, more difficult, and more expensive, in social and economic terms, to revisit in later life.

The SACSA Framework challenges changing educational realities. The need to create programs that are responsive to children and their families stimulates dialogue and collaboration between early childhood educators working in child care, preschools and the first years of school. Approximately ten thousand practitioners work in these diverse early childhood settings in South Australia. The Framework provides guidance for educators to support continuity between settings, in that it enables better understanding of children’s prior learning and makes connections through educational planning to future learning. The term ‘educators’ is used in the Early Years Band of the SACSA Framework to describe all adults who have a responsibility to develop and implement curriculum in children’s services and the first years of school.

The Band is organised into three phases, intended for educators working with children from Birth–Age 3, Age 3–Age 5, and Reception–Year 2. The Early Years Band extends the previous work done in early childhood curriculum development in South Australia through the Foundation Areas of Learning and Band A of the statements and profiles.

This Band is based on the understanding that each child is unique and yet shares the social and cultural aspects of life around them, and that their learning and development are not linear. It allows for multiple entry points and for different developmental pathways to reflect the wide range of development and abilities and the linguistic and cultural diversity of children.

The Early Years Band is designed to stimulate reflection and action in developing local curriculum. A responsive, inclusive curriculum rests on the ability of educators to understand,
value and work with diverse South Australian communities and, together, challenge a stereotypical, monocultural view of Australian childhood.

Early childhood can be a time of delight, discovery and wonder. Central to the Early Years Band is an uncompromising view of the child as capable of co-constructing knowledge and understanding.

**Learning in the Early Years**

Children enter early childhood settings as active, experienced learners. Early childhood educators demonstrate deep respect for the abilities of children as they take up the role of jointly constructing meaning with them. Social constructivist approaches to learning recognise the child as a co-constructor of meaning and knowledge. These approaches build on neo-Piagetian research and the work of Vygotsky, and recognise that the child’s construction of meaning and understanding is mediated and modified by social interactions within their families, communities and environments. The role of the family, community, culture and early childhood educator is foregrounded in this theoretical perspective.

Using a social constructivist approach, early childhood educators make decisions about co-constructing learning based on the recognition that:

- learning takes place in authentic and real-world situations
- learning involves initiation, negotiation and mediation
- content and skill development is understood within the framework of the child’s prior knowledge
- learning is assessed formatively, with the child actively involved in the process
- educators facilitate and encourage multiple perspectives and representations of realities and futures.

**Insights from research**

Early childhood educators are engaged in a continual process of decision-making as they work with children. In making decisions, they draw on multidimensional perspectives of development and learning. Their understanding of child development has broadened as knowledge has increased through significant research in disciplines such as sociology, anthropology, critical psychology, physiology and neuroscience.

Current brain research is contributing to understandings of the ways children learn and develop. The first years of life are marked by critical periods during which the brain is most ready for appropriate stimulation and nurturing from social environments. The brain is still developing and connections are gradually established that form the structures, networks or ‘maps’ that govern actions and understandings. Constant change in the networks, and in their sophistication, is the direct result of interactions and observation, and of repetition and curiosity. In the Early Years, it appears that the connections between thought and language are securely laid down and that a child’s capacity to learn is increased through language based interaction. The research has implications for early childhood educators in that, while it highlights the importance of stimulation, it identifies the potential harm that stressful and inappropriate
stimulation and intervention can do to the child’s learning and dispositions to learn. Careful consideration of programs and interventions are essential, in light of this research. Theories of social reconstruction focus the aims of education on an agenda of social reform, greater social justice and emancipation, and place an emphasis on societal needs over individual needs. (MacNaughton 1999a).

This approach depends on educators engaging in the processes of critical reflection, debate and discussion to uncover assumptions, bias and restrictive practice which may limit opportunities for all children (Cannella 1997).

**Partnerships with families and communities**

Families are central to a child’s early learning; and skilled early childhood professionals build on the knowledge these significant people contribute to understanding the child. They create climates that reflect and appreciate the diversity in our communities, by seeking ideas, and listening to and sharing perspectives. By understanding individual families’ expectations and aspirations for children and finding out how they can complement their efforts, they actively promote meaningful partnerships with families and communities and support each child’s learning and sense of belonging.

Children are particularly aware of the emotions of adults working with them, and relationships with their families and communities. Early childhood educators recognise the importance of modelling the attitudes, dispositions, values and interpersonal skills they want children to practise and learn. The central importance of relationships, as the basis on which all learning takes place, is fundamental to the intent of the SACSA Framework. The Essential Learning of Interdependence centres on children’s development of a sense of being connected with others, their capability to contribute to the welfare of others, and their capability to act cooperatively. The Framework rests on the premise that the synergy created by the process of shared learning is made possible only in environments where relationships are characterised by mutual respect, trust, effective communication, compassion and responsiveness.

**Learning environments**

In considering the best interests of children, careful attention must be paid to safe, secure and aesthetically pleasing environments which are inclusive and reflect, value and respect the diversity of children’s backgrounds. Because children investigate and explore their surroundings through play, environments play a critical role. Children are developing the Essential Learnings of Futures, Identity, Interdependence, Thinking and Communication as they use imagination and creativity, show initiative, use a wide range of thinking modes, and begin to develop capabilities to utilise literacy, numeracy and ICTs to interpret and shape the world around them. Children use personal space, time and resources to explore, experiment, discover and manipulate. Early childhood educators create places within environments where children can practise their developing skills and understandings. Repetition can offer opportunities for enjoyment and practice as children consolidate new skills and understandings. Space needs to be organised to provide for individual, small group and large group learning and interaction. Children need time to process and reflect, to be alone, to be quiet, to watch others or to rest and think.
Play

Through play children express their ideas and engage in exploration, imagination, experimentation and manipulation. These skills are essential for the construction of meaning and knowledge that will contribute to the development of representational thought. It is through their exploratory, sensory, social, physical, constructive, imaginative, projective, role and dramatic play that children examine and refine learning in relation to environments and other people. As children’s play becomes more rule oriented, their social, emotional and intellectual development is enhanced through the development of autonomy and cooperation. Children’s knowledge, skills, understandings and dispositions will be extended and strengthened effectively through both child-initiated and adult-initiated play experiences. The enduring learnings described as Essential Learnings are practised and rehearsed as children engage in play. For example, as children play with others, they have the opportunity to put into practice the Essential Learning of Interdependence as they develop personal and group knowledges and preferences. In experimenting with roles, technologies and situations, they are empowered to act upon and influence their environment, and this is an aspect of the Futures Essential Learning.

There is general agreement regarding the five main functions of play in the lives of young children (Perry 1998).

- Play enables children to use symbols and to represent their world in a variety of forms (Essential Learning: Communication).
- Play promotes creative flexibility in thinking (Essential Learning: Thinking).
- Play assists children to build their knowledge (Essential Learning: Thinking).
- Play fosters language and social abilities (Essential Learnings: Communication, Identity, Interdependence).
- Play helps children operate above their usual level, by establishing a ‘zone of proximal’ development, meaning that the child is extended beyond previously mastered learning (Essential Learnings: Futures, Thinking, Communication).

As children play alone and with others, they act on their ideas, using multimedia, technology and objects. As they play they construct meaning which is always contextualised in their experience. Play in early childhood is a creative process and it is through play that children learn new skills and symbolically represent their world. Children integrate their learning through their ideas, experiences, feelings and relationships, rehearsal, re-creation, imitation, invention and imaginary roles.

Early childhood educators have important roles to play in the development of children’s play, and through thoughtful and sensitive support they can add to the richness, purpose and complexity of play. Research emphasises the importance of the role of adults in play situations as a continuum (Dockett & Fleer 1999).

<table>
<thead>
<tr>
<th>Adult as manager</th>
<th>Adult as facilitator</th>
<th>Adult as player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages time, space and resources</td>
<td>Adult as mediator, promoter of equity and interpreter of play</td>
<td>Adult engages in parallel play, co-playing or play tutoring</td>
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Early childhood educators value play as being central to an effective Early Years curriculum and they work in partnership with families to build a shared understanding of play, and strategies that enable all children to be confident in their play participation.
Dispositions

One important aspect of care and education is the role early childhood educators play in relation to children’s dispositions. Katz (1993) defines dispositions as ‘relatively enduring habits of mind or characteristic ways of responding to experience across types of situations’.

They are learning orientations which become part of intrinsic motivation. The shaping of positive and robust dispositions in the Early Years advantages children’s educational and social outcomes. The development of enabling dispositions such as curiosity, openness, optimism, resilience, concentration and creativity begins at birth. They are fostered in trusting and respectful relationships, when children feel safe, participate, take risks and succeed. Dispositions are recognised and described as significant aspects of all the Essential Learnings. With support and scaffolding, dispositions for learning can be fostered, learned and taught.

Literacy, numeracy and information and communication technologies (ICTs)

The increasing complexity of communication and language used by children is a feature of this Band. Language is central to all learning as children acquire their first language, make meaning of their world, and develop their social relationships. Through listening and responding to conversations, stories, songs, rhymes, and popular culture such as television, children increasingly discriminate between the sounds of words and phrases and symbols to construct meaning.

The commitment to children’s learning with literacy, numeracy and ICTs recognises that their knowledge, skills and dispositions in these areas enable them to make meaning of their world and communicate their understandings to others. This learning is an aspect of the Essential Learning of Communication. The development of these skills and understandings is influenced by the contexts in which they are used, the role of the adults working with children, the intended purposes and the available technologies. The social and cultural contexts within which these understandings are developed play an important role in the way they are taken up in early childhood settings. The diversity of home languages (e.g., the strengths that multilingual contexts provide, and valuing the funds of knowledge that children bring from diverse cultural and socio-economic backgrounds) is recognised as a fundamental aspect for developing continuity. Facilitating ongoing learning and success in these critically important aspects of the child’s world is enhanced through opportunities and experiences in multiliteracies and ICTs.

The role of the educator

The values, skills, knowledge and understandings children bring to early childhood settings express the rich fabric of Australian society. The role of the early childhood educator is to foster and build on these diverse funds of knowledge. A child’s feeling of belonging is directly related to the connections and relationships they make in the early childhood setting. As educators communicate with children, meanings are interpreted and expressed using multiple forms of representation, such as drawing, graphics, sculpture, music, dance, drama and play. The Essential Learning of Identity involves children developing understandings of self, group and others and the social construction of identities. Active participation in learning contributes to the child’s sense of self as they learn the intersections and connections between their world and the worlds of others. As children collaborate, they learn from and with each other, and their learning is extended as they experience diverse perspectives.
In a curriculum based on social constructivist approaches, educators establish and foster learning partnerships with and between children. Within these relationships, children make meaning and build knowledge with their educators and peers by playing and talking together about what they are seeing, hearing, doing, feeling and thinking as they uncover, express and share ideas.

Early childhood educators facilitate the child’s process of creating and developing theories about the world, including building on the possibilities of diverse and flexible constructions of gender, class, culture, race and disability, and challenging narrow and socially divisive behaviours or attitudes.

Educators draw on multiple dimensions and understandings of how children learn, to inform decisions about how best to support learning. Early childhood pedagogy includes co-constructing, deconstructing, documenting, empowering, philosophising, problem-solving, reinforcing, scaffolding, and analysing and valuing (MacNaughton & Williams 1998).

Decisions about curriculum are embedded in world views and value systems. Early childhood educators are engaged in dynamic decision-making processes as they work with the children in their care. Reflection enables them to analyse their work and “trouble the things we take for granted” (Giroux, H. pers comm). In so doing, educators continue their learning. If they are to meet the challenge of inclusive, relevant curriculum and pedagogy in early childhood, it is essential that their ability to reflect on practice is developed. Significant curriculum reform and improvement in outcomes for children occur as practitioners critically reflect on aspects of pedagogy, share research, and act always in the best interest of the children in their care.

References and bibliography


MacNaughton, G. 1999a Early childhood review: Curriculum issues in research and in action, discussion paper for consultation. Hobart, Department of Education.


Perry, R. 1998 Playbased preschool curriculum, Brisbane, Queensland University of Technology.
The Essential Learnings in the Early Years Band

In the Early Years, children will be constructing and developing understandings, dispositions and skills that contribute to the Essential Learnings.

These understandings are constructed in an integrated way from their relationships and contextual experiences.

Futures: ‘Who I want to be and how I want the world to be for me and others’

This means children:

- exploring, interacting with and responding to changes in their natural, social and built environments
- expressing awe and wonder and, through play, projecting a range of options
- using symbolic play to represent, make meaning and develop abstract thought
- using understandings from prior experiences in new contexts
- exploring past, present and preferred futures through play and creative expressions
- asking questions, researching and clarifying aspects of the local and wider community
- being actively involved in shaping their own learning environment
- beginning to recognise that there are ways that others are included or excluded
- beginning to challenge bias, unfairness and stereotypical views
- contributing to group projects, decision-making and taking action
- developing understandings about patterns and connections associated with personal relationships with environments and others
- being able to transfer knowledge to new contexts and manage change effectively
- being supported to engage in critical reflection
- recognising and valuing the balance between rational and emotive/intuitive parts of our being.

Identity: ‘Who I am’

This means children:

- expressing the need for attention and comfort
- developing attachments and trust with significant others
- beginning to develop autonomy in behaviour, self-regulation and the ability to influence
- beginning to recognise, name and manage own emotions and express personal needs
- developing personal health and hygiene routines and using a range of fine and gross motor skills to engage in physical activities
- exploring different aspects of their identity (physical, social, emotional, spiritual, cognitive)
- developing awareness of their social and cultural heritage
- exploring a range of identities through role-play
- beginning to develop self-awareness and understandings with a strong sense of self-worth, context and direction
• developing personal resilience to maintain and support aspects of identities that are valued in various contexts
• beginning to understand social constructs to identify justices and injustices.

**Interdependence: ‘Where and how I fit with others’**

This means children:
• having a sense of belonging to their family and contextual groups
• making choices and having emerging control in expressing their emotions and engaging with others
• showing concern, consideration and empathy and responding to needs of others
• exploring their relationships with other living and non-living things
• playing alongside and with others and recognising the worth of shared experiences
• beginning to initiate negotiating and sharing behaviours
• developing and refining the personal skills and abilities needed to create and sustain rewarding and effective relationships
• understanding the differences and similarities in people’s needs, interests, capabilities and perspectives and that all things are connected and interdependent
• beginning to recognise the need for harmonious and mutually supportive relationships and developing the capabilities to contribute to planning and action at local levels for future sustainable environments
• participating effectively as a member of a team to achieve shared goals.

**Thinking: ‘How I understand the world’**

This means children:
• exploring environments, and demonstrating an enthusiasm for learning
• integrating sensory information to plan for and engage in activities
• identifying and solving problems in a variety of ways
• being creative, imaginative, curious and having a sense of humour (creating and manipulating language, objects and mental images)
• recognising symbols, patterns and relationships and the connections between them
• beginning to make predictions and inferences about the consequences of their actions
• beginning to reflect on and evaluate ideas, actions and relationships
• beginning to question, locate and process information to construct meaning
• beginning to recognise, trust and respond to intuitive thoughts and feelings
• beginning to know about learning itself, how to learn, metacognition and using a range of learning processes
• developing and using a range of thinking styles, capabilities and multiple intelligences
• understanding that others may think differently, have different perspectives and values, and acknowledging their right to do so and contribute to decision-making.
Communication: ‘How I express myself and interact with others’

This means children:

- using and interpreting non-verbal and verbal communication
- building on their home language to develop concepts and construct meaning
- conveying and receiving information with purpose, increasing accuracy and confidence
- actively engaging with, analysing and reflecting on a wide range of texts (print, audio, visual, multimedia)
- representing ideas, feelings and understandings in a variety of ways through play, media, language, music and drama
- using literacy, numeracy and ICTs to critique contemporary culture and world views and to interpret and shape the world around them
- beginning to express and recognise different points of view
- purposefully using a range of everyday communication technologies
- developing understanding of the power and function of different discourses and adapting personal communication to different situations and purposes
- evaluating technology in regard to selection, processes and outcomes for efficiency, content suitability and creative potential
- confidently communicating in an open, caring and self-assured manner in known and supportive environments.
Early Years Band: Birth–Age 3

Focus and features of the phase

...each day will be important to the child's development, and that each child can only live this day once

Lambert & Clyde 2000 p88

This first phase of the SACSA Framework has been developed acknowledging the significance of the first three years of life and the pedagogy of the Early Years.

The intention is to support educators with responsibility for the care and education of our youngest children to reflect on practices as they work together with families and communities to develop socially just curriculum in local contexts.

Caring for young children in their very early years and providing a curriculum that respects their development and ways of being is an awesome responsibility.

Children in their very early years are particularly vulnerable to all experiences, both the presence and the absence of opportunities. What is included or excluded from their curriculum has a lasting effect on what and how children develop, learn and understand. The first three years is a time of great opportunity.

Infants and toddlers rely on educators to provide an environment where they will be safe and their needs and interests will be met in close, reciprocal relationships. The quality of these relationships is critical to both their present wellbeing and their future development.

Children in their first three years have special needs and characteristics. They grow and change rapidly, and are dependent on adults to meet their physical and emotional needs, more than at any other period of their lives. Their curriculum will be more intimate and more family-centred than at any other stage. Relationships are of primary importance to children’s learning and development.

Curriculum for children in the Early Years encompasses all the interactions, routines and experiences in their environment. Young children bring with them a curriculum of their own founded in their home, family and community experiences. Skilled educators find out what this is and use it to develop meaningful and enabling learning experiences for every child.

Primary care/home group practices foster the development of relationships of trust, safety and support, and the sharing of information between home and out-of-home care. Within these
close relationships, the voice of each child and their family can be listened to; information gathered, analysed and reflected upon; and changes strategically and thoughtfully planned, as, collaboratively, a meaningful curriculum is developed for each child.

Babies have both well-developed and developing perceptual and motor abilities, capabilities to form relationships, and an endowment of potentials and expectations. Society’s assumptions about gender, cultures, abilities, race and class are early, powerful influences on young children’s learning, with the potential to limit or privilege children’s opportunities.

From birth, learning occurs in a social context as young children reach out and connect with others to help them make sense of the world. Very young children learn from all of their experiences, what they see, hear, touch, taste and smell. The way young children are cared for and the relationships that they establish have a significant and lasting effect on their ongoing growth and the development of their understandings. This begins with their early attachments; their bonds with special people in their lives.

**Insights from research**

Current brain research indicates that the first three or four years of young children’s lives are critical to their ongoing development. It is during these years that the fundamental organisation and functional capabilities of the brain are established as young children interact with the world around them. This happens most effectively in nurturing, social environments where young children feel safe and secure and where they are encouraged to be curious, use their initiative and explore. Consistency, predictability and thoughtful intervention by educators enable young children to establish trusting relationships, to explore and to play safely.

**Temperaments**

Like all of us, babies and young children have a temperament of their own, and like other aspects of our ways of being, temperaments too are shaped by our worlds. The variety in children’s (and adults’) temperaments is one of many characteristics that contribute to the diversity of our environments. We all differ in our energy and activity levels, in the way we socialise, and in the way we react to events. We vary from being intense in our reactions to being placid, from being predictable to keeping others guessing, from being highly active to being calm, from taking a while to feel at ease to feeling comfortable quite quickly. These differences in attributes are filters through which we experience the environment. They influence our learning and development and the way others perceive and respond to us. Taking time and building relationships to develop a thoughtful understanding of each child’s ways of being assists us to plan for, support and extend all children’s development in flexible, optimistic and respectful ways.

**Dispositions**

Dispositions are habits of mind that we develop; they are our learning orientations and become part of our intrinsic motivation. Shaping of positive and robust dispositions in the very early years advantages children’s educational and social outcomes. The development of enabling dispositions such as curiosity, openness, optimism, risk-taking, resilience, concentration and creativity begins at birth. They are fostered in trusting relationships when children feel safe,
participate, take risks and where they succeed. Access to a variety of open-ended resources, large amounts of time, and opportunities for play with educators who are reliable learning partners, foster dispositions for learning.

**Partnerships**

Educators of very young children have a complex role as they participate in partnerships with colleagues, families and children, and combine the multiple aspects of early care and education in the best interests of children. An effective curriculum for very young children relies on educators developing partnerships with families where there are complementary contributions from both partners to create shared understandings, expectations and aspirations and a bridge between a child’s home and care contexts.

In a curriculum based on social constructivist approaches, educators establish and foster learning partnerships with and between young children. Within these relationships, children make meaning and build knowledge with their educators and peers, by playing and talking together about what they are seeing, hearing, doing, feeling and thinking as they uncover, express and share ideas.

**The role of educators**

The role that educators play in planning and implementing curriculum communicates their beliefs about childhood and children’s learning, and their hopes for children. The ways that educators develop and model relationships are powerful learning experiences for young children as they watch, listen and imitate their educators.

Educators create learning opportunities during the young child’s routines of the day. Opportunities are maximised in learning partnerships where there are people and support, and the space, time and resources with which to explore, experiment, discover, manipulate, practise, reflect and rest, as well as an understanding by educators that mess may well be an integral part of this.

Planning, organising, changing and maintaining a safe environment with a wide variety of textures, colours, sounds, lighting and natural materials encourages exploration and play, and provides young children with meaningful learning opportunities. By being observant, flexible and respectful, educators can nurture all children’s spirit and honour their differences.

Keen observation and monitoring of children’s development assists the early identification of characteristics that compromise young children’s opportunities to establish relationships, learn and accomplish. When delays or interruptions to children’s learning and development are identified there needs to be early, strategic and sensitive intervention, starting with changes to the care environment. For young children and their families who are overwhelmed with challenges, special supports and understandings will be needed.

**Play**

The play of young children in this phase includes sensory play, physical play, exploratory problem-solving play, social play and pretend play. Babies are intrinsically motivated to play, and the pleasure of play stimulates learning. They play for pleasure as well as to explore and investigate. KCB
The first months and years are a time of sensory delight, discovery and wonder as babies respond to the touch, tastes, smells, sounds, sights and movement in their world. The sensory play of young children provides them with opportunities to integrate information and make connections between input from multiple sources, as they reach for the object they spy, or shake the toy that rattles. KC1 Soft rugs, music, birdsong, breeze and the touch of the warm sun, wrapping paper, small spaces, cardboard boxes, spoons and pots, plants and the animal world, a lullaby, gentle rocking and the scent of blossom all invite exploration.

The problem-solving, exploratory play of young children helps to satisfy their need to know as they explore and manipulate objects to discover their properties and purposes. KC6 Shaking, batting and dropping objects, tipping out containers, pulling things apart, fitting things together, shaking and pushing along objects, interactive toys, and hiding and seeking are all part of young children’s early investigations.

Young children’s physical play expresses their need to experiment with new skills and practise developing physical skills as they reach out, roll over, clap hands, climb up and down, roll down a hill, chase a leaf and run. KC6

Young children’s social play provides a context for their social development as they engage in reciprocal, interactive and, at times, complex games. Games such as peekaboo, hide-and-seek and give-and-take provide young children with opportunities to develop a sense of social relations. KC4

Once young children make mental images of their experiences they draw on these and begin to engage in pretend play using real and representative objects.

Educators need to ensure that young children have enough time, space and resources to play safely with or near each other so that the environment does not compromise their developing social skills. KC4

By being responsive to the cues of babies and young children and having optimistic expectations for all children, educators support children’s understandings that they can participate in, contribute to and shape their world.

Organisation of the phase

The SACSFA Framework has a number of aspects, each of which provides an important and unique focus for curriculum development.

The first phase of the Early Years Band is built around three Learning Areas:
- the psychosocial self
- the physical self
- the thinking and communicating self.

These Learning Areas reflect and combine the areas of child development studies and recognise current childcare practices and regulations in South Australia, which include the Quality Improvement and Accreditation System for centre-based care and National Standards for Family Day Care.
Although the three Learning Areas appear to be separate, they are interrelated parts of a whole ‘self’, the core of who we are and the focus for monitoring children’s growth and development. As the starting point for a Birth to Year 12 framework, they provide the foundation for ongoing learning and development and realisation of the Essential Learnings.

The Scope of each Learning Area has a number of Key Ideas to guide educators in their planning for all children. Each Key Idea is elaborated with suggested learning. This will be interpreted at the local level and is process-based to allow individual programs to determine their own content in partnerships with children, families and communities (ie to plan for each child’s construction of relevant understandings and skills). The Key Ideas in each Learning Area have slightly different beginnings to their statements. When integrated, they provide a holistic image of an optimal learning environment for all young children.

Continuity and coherence across the three Learning Areas, and across the Early Years Band as a whole, are provided by the Essential Learnings:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

Eight broad Developmental Learning Outcomes describe the priorities for children’s learning and development for this phase. They are:

- trust and confidence
- a positive sense of self and a confident personal and group identity
- a sense of being connected with others and their worlds
- intellectual inquisitiveness
- a range of thinking skills
- effective communication
- a sense of physical wellbeing
- a range of physical competencies.

These Developmental Learning Outcomes are deliberately broad to give educators the freedom to make local decisions about the curriculum in partnership with families and communities. They allow for multiple entry points, different developmental pathways, and the wide range of development, capabilities, needs, personalities and sociocultural diversity of children.

The Outcomes in this phase are not contingent on pre-determined age-related patterns of development. They are open-ended to encourage educators to observe freely all that children know, understand and can do, using multiple sources of information, including home and community information, to create a meaningful picture of each child’s development.

Acknowledgment of the holistic and integrated nature of young children’s learning and development is reflected in the social constructivist approach to teaching, learning and development that underpins the whole Framework. This approach recognises that experiences
have a profound effect on learning and development; that learning and development occur in shared contexts; that knowledge is socially constructed; that learners actively construct their understandings; and that educators co-construct programs based on children’s needs, interests and insights.

**The Learning Areas: the psychosocial self**

This Learning Area is placed first, because it is within the context of relationships that all the learning of young children occurs. The learning and development covered in this area includes young children’s early attachments and development of trust, their developing sense of personal and sociocultural group identity, their sense of belonging and being connected within their environments, their developing autonomy and sense of agency, emotional development and management of change. It spans a period from the early dependency on quality care and relationships of a baby to the complex social and emotional relationships of three-year-olds. This Learning Area makes a particular contribution to the Essential Learnings of Identity, Interdependence and Futures.

Young children construct their sense of self as an individual and as a member of a group as they participate in relationships. The construction of complex ideas of who they are, what they are like, what they feel and what they can do is interdependent with others and their environment. Development of a strong, positive sense of self is most likely to occur when relationships are secure, warm and respectful, in an emotionally supportive environment where children feel that they belong, are valued and are lovable.

The use of primary caregiving practices provides children and families with opportunities to form special relationships that foster close communication and develop shared understandings. Primary caregiving is not exclusive caregiving. It is an aspect of collaboration and teamwork that is so much part of early childhood. It provides a structure for the development of special bonds to allow young children to develop trust, their identity and sense of worth. It is a relationship in which young children can trust that their signals and reaching out will be consistently reciprocated with affection, care and sensitivity, and that their ideas have validity. Secure attachments to nurturing adults have lasting positive effects on children’s lifelong patterns of emotional health, learning and relationships.
Attachment

Curriculum in this first phase is inextricably bound with young children’s primary need for secure relationships. Children explore their environments and take advantage of learning opportunities by feeling secure and having trust. Young children’s attachments in their out-of-home care build on and augment their early attachments in their family and extended family groups.

Supporting children and their families to form first one, then two or more, secure attachments means that babies and their families have someone special with whom they develop close, caring relationships where trust and communication, based on a deep understanding of each other, are a priority. This takes time. Attachments are processes which involve interactions of reciprocal trust and care between the partners. KC4 The participation of all the partners is crucial to establishing a dynamic, interactive bond.

Key Idea

In partnership with educators in respectful and caring environments, children form secure attachments developing close bonds with one and then more educators. Id • In • KC4

Learning involves children being supported to:
- reach out and communicate their needs for comfort, assistance and companionship Id • In • KC2
- use their developing language (eg eye contact, smiles, gestures, vocalisations) to initiate and engage in reciprocal sustained interactions C • KC2
- confidently expect that their educators will recognise and respond sensitively to their cues and signals In • KC4
- leave their safe base to explore the world around them Id • In • KC6
- return to the security of their safe base in times of unsettling change, distress, fear or discomfort Id • In
- look to their educators for support and suggestion in unfamiliar, unsettling territory. Id • In
Trust

A sense of trust in the adults within their environment is essential to a baby developing a positive sense of self. Young children sense trust not only between themselves and their educators, but also between their family and their educators. Developing trust in themselves and their intuitive feelings, in others and in their environment, gives young children the confidence to explore and take considered risks. KC6 Trust provides a foundation for developing reciprocal, caring relationships and confidence to contribute to and embrace changes and challenges. When children trust in themselves their sense of self-worth strengthens, giving them confidence to seek out shared activity, initiate interactions, develop friendships and approach learning with enthusiasm. KC4

Educators are worthy of young children’s trust when they are interested, reliable, caring, welcoming, responsive, respectful, dependable and act without discrimination. Children learn to trust when educators establish predictable, orderly and safe environments where children know what to expect, and when their educators observe carefully and intervene respectfully and strategically.

Key Idea

In partnership with educators in respectful and caring environments, children begin to develop trust in themselves and others and their environments. F • Id • In • KC4

Learning involves children being supported to:
- maintain positive relationships with first one educator and then others who are responsive to their communication In • KC4
- seek out and expect help when needed In • T
- initiate communication with familiar others C • KC2
- explore their environment, finding and attempting new challenges F • T • KC6
- express their feelings and ideas with confidence C • KC2
- reflect on attempts and actions that have not worked out and to try again T • KC6
- begin to develop some skills and strategies to manage strong and negative feelings. Id • T • KC6
Self and personal and group identity

Our sense of self—the centre of our humanness—arises in early bonds with significant other people and life experiences. KC4 From birth, babies construct their sense of self as they engage with others. In close, warm and trusting relationships, they begin to see themselves as a separate, valued and worthy person. Holding, cuddling, rocking and nurturing, and uninterrupted attention, time and space for shared moments helps young children feel worthy.

Children are born into social and cultural patterns, relationships, ways of being, understandings and expectations to which they contribute. Their personal and group identity develops as they take on meanings and ways of being in their early relationships, including their out-of-home care. It is an ongoing project of change, shaped by their own and others’ views of themselves, their ways of being, their capabilities and their understandings.

A sense of safety and comfort in the culture of their family and community enables young children to develop a strong sense of self, and approach learning opportunities with confidence. The messages that educators convey in their language, by being respectful and inclusive and by positively acknowledging all young children’s efforts and accomplishments, contribute to how they view themselves and their sense of self-worth. By positively recognising and reflecting children’s gender, race, home, family and community backgrounds in the climate of thoughtful understanding, educators promote the development of young children’s sense of self-worth and appreciation of their own and others’ unique characteristics which contributes to an optimistic understanding of difference as a positive and significant human characteristic.

In partnership with educators in respectful and caring environments, children construct a secure sense of self and a confident personal and group identity within their family, their communities and their out-of-home care. Id • In

Learning involves children being supported to:

- feel genuinely respected and valued with understanding and affection Id
- sense that their family culture is valued and it is incorporated into their care routines and events Id • In • KC1
- feel competent in that they can do some things for themselves and some things with the help or support of others Id • In • KC4
- begin to recognise that their actions and responses affect and are affected by others In • T • KC1 • KC2
- develop self-knowledge, recognising, defining and representing their sense of self in various ways (eg name, reflection, photo and digital image) Id • KC1 • KC2
- communicate in an open, caring and self-assured ways in familiar and supportive environments, and to express their preferences and opinions safely Id • KC2
- begin to assert their personal safety rights Id • C • KC2
- understand that regardless of gender they can share in all opportunities/tasks, be equal and not be limited or privileged Id • T • KC1
- recognise that they are like and unlike others in a variety of ways and begin to appreciate and respect such diversity in their environments. Id • KC1
**Connectedness and a sense of belonging**

Children’s sense of self and being linked with others empowers them to express emotions and ideas safely and effectively. KC2 As their sense of self and being connected with others develops, they engage in social relations, form and maintain friendships and care for themselves, others and the environment. KC4

Children learn about care and consideration for others and begin to see alternative points of view by being respected, and by being encouraged to act in respectful ways. KC4 As young children begin to develop self-direction, skills and dispositions to cooperate, they experience success in their social and physical worlds and develop a sense of competence and connection with others. KC2 Children’s sense of belonging strengthens as they explore their immediate environments where shared and individual rights, opinions, needs and capabilities are expressed safely, and are acknowledged and valued. KC2 • KC6

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**Key Idea**

In partnership with educators in respectful and caring environments, children develop self-awareness and a sense of being connected with others within the context of their environments. These connections foster increasing appreciation of caring relations and a basis for shared understandings. F • In • KC4

Learning involves children being supported to:
- reach out for company and friendship In
- play alongside, and with, others In • KC4
- share the joy and satisfaction of their own and others’ efforts and accomplishments when practising and achieving Id • In
- begin to use actions and responses that are caring and considerate of others In
- begin to participate with others to care for their social, constructed and natural environments Id • In • KC4
- begin to understand that possessiveness draws a line between self and others Id • In • T
- begin to engage in and contribute to shared activities, and to take turns In
- begin to empathise and express concern for others In • T • KC2
- begin to develop an awareness that discriminatory words and actions are hurtful. T • C
Autonomy and a sense of agency

Learning to be self-disciplined and self-directing is a major accomplishment of the Early Years. The capabilities are present at birth and are significantly affected by different social environments and some innate factors such as temperament. As young children grow and develop, they are increasingly motivated to shape and contribute to their world. Babies begin to regulate their sensory motor functions in their first few months. Toddlers begin to show some internal control as their understanding of language increases. They collaborate with the suggestions of others, use feedback, deliberate, plan and persist. KC2 • KC3 • KC4

They powerfully express their developing sense of agency and capabilities to do things for themselves. KC2 When educators provide flexible routines, unhurried time, encouragement, modelling and opportunities to make genuine and valid choices, young children develop and use their autonomy and sense of agency.

They are also developing their understanding of cause and effect and their interdependence with others and their environments. KC4 • KC6 As educators work with children to develop self-direction and autonomy, they also support children to express their developing autonomy safely and respectfully. KC3 • KC4

The environment is crucial in this interplay, and routines provide ideal opportunities for them to use their developing skills and understandings. Environments where children are provided with meaningful choices and time, where mess is accepted as part of their learning and where they are encouraged to form opinions and express and respect ideas, support their developing autonomy and sense of agency. KC1 • KC2 • KC6

Learning partnerships which foster opportunities to recognise and solve problems and conflicts support young children to develop confidence and increasingly realistic expectations about themselves and others. KC6 They use these developing skills and understandings to establish positive peer relationships. KC1

Key Idea

In partnership with educators in respectful and caring environments, children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others.

F • Id • In • T • KC4 • KC6

Learning involves children being supported to:
- seek out learning opportunities F • T • KC6
- make a selection from possible options T • KC6
- recognise the connection between their actions and the outcome F • T • KC1
- practise emerging self-help skills Id
- assert their capabilities and their need to do things for themselves safely Id • C
- begin to be self-regulating in their actions and emotions. Id • T
Emotional development

From birth, babies actively seek sensory stimulation and express all the emotions that they feel. KC2 As they develop close relationships with others they learn that the ways they express their emotions are interdependent with others, time and place. The emotionally expressive face and the soothing holding and sounds of a trusted adult are powerful emotional experiences for a baby.

Close relationships with young children enable educators to recognise, interpret and respond to their signals with emotional synchronisation, strengthening the bond between them. In valuing the importance of their transitional objects, such as special rugs, toys or objects, educators acknowledge children’s emerging management of their own emotions. KC3

By working in partnership with children to maintain safe physical, social and emotional environments, educators can minimise disharmony and assist in peaceful resolution of conflicts. Modelling and the co-construction of understandings with children promotes awareness and sensitivity to the emotional needs of others and caring, considerate ways of being.

Key Idea

In partnership with educators in respectful and caring environments, children explore and develop emotional wellbeing. F • In • KC1

Learning involves children being supported to:

- express the range of emotions that they feel Id • KC2
- differentiate their emotions and develop the vocabulary to name them Id • C • KC1 • KC2
- recognise that they will be assisted to develop ways to express their emotions safely Id • T • KC1 • KC2
- seek help and care from significant others when they are overwhelmed by their emotions Id • In
- begin to identify and respond, with emerging empathy, to some of the emotional expressions of others. In • KC1 • KC2
Managing change

Babies and young children need support in safe and trusting relationships to begin to build understandings and strategies to manage change and its effects. KC6 As very young children move between home and out-of-home care, they experience many transitions and changes during the week. As these transitions are made, support for the separating and settling processes enables young children to build trust in their environments. Rituals are an important part of change and contribute to children’s developing ability to predict and plan what will happen in their lives. KC3 • KC6

In partnership with educators in respectful and caring environments, children begin to explore and develop understandings and strategies to effectively manage change.

F • KC1 • KC6

Learning involves children being supported to:

- discover that changes that are expected and timely are easier to handle F • T
- build on understandings from previous changes to help manage new ones F • T • KC1
- develop meaningful rituals that can help in times of change In • KC3
- choose special, loved people or objects to help bridge the gap between the familiar and the unfamiliar In
- recognise that at times of some changes, emotions may take some time to resolve Id • T • KC1 • KC6
- discover that some new safe situations can provide new opportunities F • T • KC6
- discover that they have some agency over some changes in their lives F • Id
- begin to explore ways to support others during change In • KC6
- realise that uncertainties occur and that these do not necessarily signify serious problems. F
The Learning Areas: the physical self

Young children’s physical growth and development are firmly linked with their social, emotional, cognitive and language development. They are also linked to the social and cultural expectations and assumptions of their families and communities. Physical growth and development in the first three years are rapid as children develop muscle strength, control and mobility and change from an ‘on the spot’ baby to an ‘on the go’ young child.

This phase covers children’s physical dependency that follows birth, through the development and integration of their sensory, motor and cognitive systems to a point where they are able to independently, and with help, complete complex coordination tasks. This Learning Area includes children’s health and personal care, and their physical growth and development. Each child has a unique pattern of development with times of steady change and occasional spurts in growth. There is a wide range of variation in young children’s physical growth and development that is mediated by their genetic make-up and their social and cultural experiences.

Children’s physical growth is an observable indicator of their health, while increasing control and complexity in movement is an indicator of their physical development. As young children’s sense of self and competency develops, so too does their self-esteem, sense of agency and wellbeing. Research suggests that there is a strong correlation between children’s physical activity and their brain activity—opportunities to be physically active are a major factor in early development, and essential to children’s ongoing learning.

Safe environments where there is support and aspirations for all children, nutritious food and drink, and opportunities for rest, sleep, practice and physically active play all have direct impact on young children’s health and physical growth and development. The development of children’s physical competencies is supported in learning partnerships where there is encouragement, affirmation and challenge. Capabilities increase when children have the opportunity to develop new skills and take on challenges that build on their current abilities and interests. Young children revel in opportunities to be physically active and to test their physical limits. They need time to practise and share, with caring adults, the enjoyment of their ever-increasing capabilities.

Play, peer and adult modelling of new skills, together with optimism for each child, supports young children to try new skills, to persevere and to accomplish.

By observing children’s growth and development over time, educators can plan for all children as learners. This enables educators to identify, as early as possible, interruptions or persistent delays in children’s growth and development and, in partnerships with families, introduce interventions to optimise children’s health, learning and development.
Senses

Babies and toddlers are highly motivated in their sensory exploration. They rely on their senses and physical skills to understand their world as language and abstract thought develop. KC1 Sensory play is critical to their learning. Through the integration of information that children gather in their sensory explorations and their interactions, they begin to construct meaning and make sense of their world. KC1 • KC6 From very early infancy babies are curious about sensory stimulants and show preferences for, and enjoyment of, some familiar smells, voices and tastes. The sense of touch is the most developed of babies’ sensory capabilities. Body contact (eg being cuddled) and opportunities to touch and feel everything within reach play a fundamental role in their early relationships and learning.

An environment rich in sensory experiences and learning partnerships encourages young children to use their curiosity to explore, discover and construct understandings. KC1 • KC6 Play experiences with sand, water, mud, clay, paint, natural materials, fabrics and objects invite children to touch, feel, observe, listen, smell, discover, enjoy and learn.

In partnership with educators in safe and planned environments, children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world. Id • In • T • KC1 • KC2

Learning involves children being supported to:

- use their sensory capabilities to reach out to, respond to and engage with trusted others, and the space and resources, both natural and socially constructed, in their environments In • C • KC2
- engage in sensory play, exploring their bodies and their environments Id • In • KC1
- use their visual and auditory capabilities to track and attend to familiar and novel stimuli C
- combine the use of different senses to add meaning to their perceptions Id • T • KC1
- experience and share in enjoyment of a variety of music, language, visual media, movement, meals, dances, games, stories and living things in their environments In • C
- respond with discrimination to touch, sounds, sights, tastes and smells, and develop ways to attend to preferred, and limit unwelcome, sensations Id • KC2
- use integrated sensory and motor information for increasingly complex activities such as stacking, threading, posting, squeezing, dancing, feeding and dressing. Id • KC1
Development of movement patterns and physical skills

Children’s physical development can be tracked through their movement patterns from their physical dependence and reflex actions at birth, to the integration of sensory, motor and cognitive systems of a three-year-old for organised, controlled and coordinated physical activity, for both purpose and enjoyment. As soon as very young children can reach out, they need plenty of space and time to explore their space and environment, safely and freely, and opportunities to practise developing skills and experiment with resources for manipulation.

KC1 • KC6 As they become more mobile and begin to move around, they need more space, time, opportunities and safe challenges with an increasingly diverse range of physical experiences to discover, practise, consolidate and build on their expanding physical capabilities.

Aspirations for children’s physical growth and development in the first three years are for them to be healthy, to move freely and safely as they explore, to feel confident about their physical capabilities, to participate and enjoy physical activity, and to develop increasingly complex sensori-motor skills and movement patterns. This means that all children, boys and girls, have access to the whole range of opportunities in their learning environment.

In the first three years young children usually move from lifting their head while prone to lifting their foot while standing; from randomly batting an object to putting objects into containers; from sucking their fingers to modelling with clay. Children’s increasingly complex physical development and capabilities are exciting for them, their families and their educators. Every day brings new surprises, new challenges and greater agency, with opportunities to practise and share the joy of effort and accomplishment.

In partnership with educators in safe and planned environments, children explore a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions. Id • In • KC6

Learning involves children being supported to:

- combine muscle strength and control for increasingly complex tasks (eg to reach, grasp, hold, let go, screw, turn pages and carefully handle objects and living things) Id • KC6
- actively engage in increasingly complex whole body movements (eg rolling, cruising, climbing, walking, running, jumping, chasing, pedalling) Id
- direct, coordinate and consolidate gross and fine motor movements with increasing refinement to, for example, bat, kick, manipulate, push and pull, clap hands, throw, break down and build, draw, dig and navigate. Id • In • KC3
**Balance and spatial awareness**

With increasing physical competence and control, young children begin to show enjoyment of movement, a developing sense of balance, and an understanding of their personal and general space. There is an increase in their ability to locate their body in space, an awareness of their body parts in relation to each other, and a sense of movement. As they are motivated to reach out, sit up, manoeuvre through spaces, play body awareness games, respond to music and rhythm, wobble and toddle, they experiment with and practise balance and construct a sense of their body in space. KC6

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**In partnership with educators in safe and planned environments, children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression. Id • In • T • KC1**

Learning involves children being supported to:

- explore the space around their bodies and orient themselves (eg reaching, waving, kicking, rolling, cruising, walking) Id • T • KC1
- participate in body awareness songs and games Id • In
- move and dance to rhythm and music, and begin to create their own dance sequences Id • KC6
- combine gross and fine motor movement and balance to achieve complex patterns of activity (eg sitting, jumping, sliding, swinging, dancing, climbing) Id • KC6
- navigate self and objects through and around spaces and places Id • T • KC1
- manipulate puzzles and toys (eg turning, posting, steering, positioning objects to fit) T • KC7
- begin to build towers with blocks, boxes and stacking cups. T • KC7
**Health and personal care**

During the first three years, individual patterns emerge for children’s nutrition, rest, relaxation, activity and sleep. By developing close relationships with young children and their families, educators are able to respond sensitively to children’s cues and families’ preferences and respectfully incorporate children’s familiar diet and routines into their care.

Educators plan for and contribute to children’s physical wellbeing by modelling and promoting healthy life habits and thoughtfully supporting children’s individual patterns, autonomy, agency and family ways. This includes providing children with choices in their food, both variety and quantity; respecting their need for privacy, at times, and for their personal rituals in eating and resting; and being vigilant about personal and group hygiene and safety. KC3 • KC6

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**Key Idea**

In partnership with educators in safe and planned environments, children develop an awareness of their body’s needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care. **Id** • KC1

Learning involves children being supported to:

- recognise and communicate their need for food, drink, comfort, rest and physical activity **Id** • C • KC1 • KC2
- understand that their own routines, biological needs and timings are respected and responded to supportively by their educators **Id** • In • KC1
- recognise their own body cues and begin to develop contextually respectful ways to satisfy some of their own needs for rest, activity, rituals, food, drink and elimination **Id** • KC1
- anticipate and contribute to familiar daily routines **T** • KC3
- participate in personal care routines with increasing autonomy (eg hand washing) **Id**
- begin to develop an understanding of safety for themselves and others and accept assistance when in danger of hurting themselves or others **Id** • In • KC1 • KC4
- participate in routines to care for each other and the environment **In** • KC3
- set up physical challenges for themselves which extend their capabilities. **Id** • **T**
The Learning Areas: the thinking and communicating self

Thinking and communicating are inextricably linked with children’s physical and psychosocial development. There are also links within this Learning Area between language/communication, and thinking/reasoning.

During the Birth–Age 3 phase young children’s thinking and communicating develops significantly. They move from their earliest interactions with their primary carers and their sensory explorations of their immediate world to using complex skills and processes to question, plan, construct, represent and communicate ideas and understandings in their natural and social worlds. As young children start to use substitutions in their play, and to represent objects in their world, they begin to engage in abstract thought using symbols. This is fundamental to the development of literacy and numeracy. The foundations for these are laid down in the first three years in the context of shared interactions, explorations, language and thinking with their families and educators.

Young children come into our care with diverse funds of knowledge, understandings and home/family literacies. In working in partnership with children and their families, educators plan curriculum that respectfully recognises each child’s home, family and community, so that children and educators together construct evolving language, understandings and meaning.

Very young children are immersed in the immediate moment and their mouth-on, hands-on, feet-on experiences. Authentic opportunities within caring relationships; materials with multiple possibilities; and time to discover, experiment, take safe risks, talk, observe, listen, imitate, think, practise, reflect, share ideas and succeed are all critical to children’s exploration and meaning making.

Educators find out what is of interest to children, and what they are trying to understand, by carefully observing and listening to them, interacting with their language and thinking, noting how they manage challenges and shared learning, and participating in and extending their interests and insights. By supporting their attempts and encouraging them to stay with a task through difficulties and dilemmas, and by respectfully acknowledging their efforts and accomplishments, educators empower and motivate young children to persist and to engage enthusiastically with learning opportunities.

Young children develop learning dispositions, such as curiosity, playfulness, persistence, mastery and creativity, when they are motivated to search for questions and seek answers. Children’s need to know, and their joy and pleasure in seeking to know, can be aroused in a range of ways. These include identifying and presenting problems, puzzles and dilemmas that are real, are culturally and socially meaningful, and reflect the interests and developmental priorities of children. It also includes providing opportunities for children to use and extend their developing language.

The construction of meaning is dependent on cognitive and language development. As young children develop language, they learn ways of thinking in interacting, playing and jointly solving problems with experienced others. It is critical that children’s home/community language is maintained if it is different from Standard Australian English. They need many opportunities for experimenting, practising and using repetition in the language that is theirs, the one they know
and understand best, to develop conceptual understandings. It is part of their personal, family and group identity.

For very young children, language and thinking develops through learning opportunities embedded in the daily routines of their care:

- the greeting of a trusted educator
- the close holding and shared moments of being cuddled
- the playful moments of a nappy change
- the closeness and language of a shared story
- the sensory play while washing hands
- the reciprocal give and take of play with others
- the body awareness of clapping hands
- the sounds and movement of songs, rhymes and music
- the natural phenomena and textures of the outdoors
- the preparation for, and the smells and tastes of, a meal
- the quiet conversations before rest
- the independence of dressing and using the bathroom
- the maths in the patterns of the day
- the prints and patterns in sand
- filling containers
- going for a walk
- the scientific inquiry of shifting shadows
- reflections, disappearing water and a rainbow
- the technology of a windmill, a telephone, a keyboard and a tap
- asking and being asked questions.

The thinking and communicating self Learning Area covers curiosity, problem-solving skills and strategies; understanding of the physical worlds, both natural and constructed, through maths, science and design and technology; living in harmony with their social and physical environments; languages and literacies; and the Essential Learnings of Futures, Thinking and Communication.
Curiosity

Young children’s curiosity—their need to know—is an inherent and powerful disposition, and a motivator for learning. Children use it to explore their world and how they fit into it. KC6 Babies are particularly interested in sound, colour and movement and, as they become more mobile, in texture and how things work.

Young children’s curiosity is extended by experiencing open-ended resources and unhurried time and opportunity to play and explore, experiment and succeed, as well as meaningful and challenging environments. KC6 When their attempts and hypotheses do not work, encouragement and humour support young children to try again with confidence.

Educators invite children to explore and inquire, by providing them with safe, supportive environments in which they find aesthetic pleasure and cultural richness. KC1 • KC6 Educators model and value curiosity by being curious themselves and showing their thinking processes and quests for possible answers, and our wonder about how else things could be.

In partnership with educators, in language-rich and thoughtful environments, children accept challenges to wonder and find answers in their natural and socially constructed environments. F • T • C • KC6

Learning involves children being supported to:

- attend in positive and flexible ways to people and other living things and changes in their environments In
- use a range of sensory, social and physical strategies to seek out and explore and investigate their natural and socially constructed environments F • Id • In • T • KC6
- express a sense of awe, enjoyment and wonder about natural and socially and technologically constructed environments Id • In • KC2
- build skills to question, experiment and find possible answers T • C • KC6
- communicate their interests and seek more information in areas of particular interest. T • C • KC2
**Problem-solving**

In co-constructing meaning with young children to make sense of situations, educators model and encourage them to use a wide range of thinking skills. KC1 • KC6 Skilled educators encourage children to:

- question (I wonder why?) T • C • KC1
- hypothesise (What if? I guess that if...) T • KC6
- recall (Do you remember...?) T
- suggest (Have you tried...?) C
- provide feedback (How did it go?) C • KC2
- analyse tasks (What needs to be done? What needs to be done first?) T • KC1
- engage in private talk (think aloud) T
- gather data through listening and observing (What do we need to know?).
  - In • T • KC5 • KC6

In doing so educators actively share in the processing of information, connecting new information with current understandings, and collaboratively develop changed understandings. KC1 • KC2

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**Key Idea**

_In partnership with educators, in language-rich and thoughtful environments, children ask questions, wonder and discover a range of ways to explore and find answers to problems._

F • T • KC6

Learning involves children being supported to:

- be curious, play and purposefully explore their environments and find things to investigate
  - Id • T • KC6
- investigate how things in their environments work by using trial and error
  - Id • In • T • KC6
- use feedback from themselves and others to revise an idea
  - T • C • KC1 • KC2
- begin to participate with others to work out a way to solve a problem
  - In • T • KC4 • KC6
- remember relevant recent past experience to help solve a current dilemma
  - F • T • KC6
- draw on their memory of a sequence to complete a task (eg socks on before shoes)
  - T • KC3
- talk about their findings and decisions
  - Id • T • C • KC1 • KC2
- begin to use some very early reasoning strategies
  - T • KC3
Understanding the natural and built physical worlds

Young children are great manipulators of the objects in their world. They want to know about the people, products, processes, knowledge and systems in their environments. This Key Idea provides the foundational development for young children’s construction of the concepts, processes and knowledge of mathematics, science, design and technology, and the dispositions of inquiry and innovation.

From their very earliest days children use their natural curiosity, sensory capabilities and playful dispositions to explore and participate in their worlds as they search for order and patterns, as they investigate the purpose and function of tools, and as they seek out the characteristics and properties of things and routines in their lives. KC1 • KC3 • KC5 • KC6

In their first three years approaches to the concepts and processes of mathematics, science and technology concern familiarisation, exploration, problem-solving and practice with real, hands-on resources as children play and explore their places and spaces. KC6 As they engage in constructing meaning about connections, and relationships, patterns and symbols, they build up understandings of concepts and processes. KC1 • KC5 Predictability in their environment together with a learning partner provide opportunities for young children to construct early understandings of order and the passing of time, as they experience patterns and connections between events and begin to anticipate what will happen next. KC3 When young children work in partnership with their educators through a plan/do/review cycle, they engage with the fundamental processes of inquiry and invention. KC3

The resources that are most appropriate for young children in the first three years are those that are interactive, that enhance and expand social interactions, and that encourage them to explore, represent and invent collaboratively. KC2 • KC4 • KC6 • KC7 Buckets and spades in the sand, mud, water, clay, paint, age appropriate toys with moving parts, representations of real-life things (animals, people, telephones, keyboards, cooking and eating utensils, cars, baskets, blocks), resources for construction and manipulation, audio and visual texts and recordings, musical instruments and the tools of art, as well as routines and rituals, all provide opportunities for developing the processes and understandings of mathematics, science and design and technology. KC7
In partnership with educators, in language-rich and thoughtful environments, children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments.

Learning involves children being supported to:
- use their sense of touch to explore characteristics of textures in their environment (eg hair, paper, leaves, grass, flowers, fabrics, sand) \( \text{Id} \bullet \text{In} \bullet \text{T} \bullet \text{KC1} \bullet \text{KC2} \)
- play and experiment with a range of everyday natural and constructed materials exploring concepts, properties, attributes and functions (eg fingers, shapes, balls, blocks, scarves, containers) \( \text{T} \bullet \text{KC5} \)
- experiment with cause and effect and motion \( \text{T} \bullet \text{KC6} \)
- use routines, events, collections and manipulatable materials to sort, match and group, see relationships and make connections (eg buckets and spades go in the sand, wheels and balls will roll but blocks will not, numbers have a purpose) \( \text{In} \bullet \text{T} \bullet \text{KC1} \bullet \text{KC5} \)
- play with patterns in words, rhymes, songs, music, movement, reflections and music \( \text{C} \bullet \text{KC5} \)
- explore their places and spaces as they become mobile, steering and navigating, rolling and climbing, dancing and sliding, posting and manipulating, and putting things away where they fit \( \text{Id} \bullet \text{C} \bullet \text{KC1} \)
- play with the ‘tools’ (eg spoons, spades, baskets, brushes) in their learning environment to familiarise themselves and explore their purpose and use \( \text{T} \bullet \text{KC1} \)
- explore and try ways to build, join, assemble, construct, take apart, invent \( \text{T} \bullet \text{KC6} \)
- share their understandings, inventions, ideas and strategies using representations in their play, language and art (eg dough, clay, paint, constructions, movement) \( \text{Id} \bullet \text{C} \bullet \text{KC2} \)
- begin to predict regular routines and patterns of the day and participate in preparations \( \text{F} \bullet \text{KC3} \bullet \text{KC5} \)
- become increasingly familiar with a range of electronic media used in their environments \( \text{C} \bullet \text{KC7} \)
- become increasingly flexible and skilled in exploring and inventing with others (adults, girls and boys), using their natural and constructed environments. \( \text{Id} \bullet \text{In} \bullet \text{KC4} \bullet \text{KC6} \)
Living in harmony

Young children are growing up in an increasingly plural and global society, with an increasing divide between the privileged and the disenfranchised and an increasingly degraded natural environment. Living in harmony is critical to the interdependence and survival of the world we share with other living things.

Like us, young children often find it difficult to construct new understandings from information that is inconsistent with what they already believe. Educators need to work with young children to recognise and deconstruct stereotypes, challenge developing discriminatory attitudes, and work on how else things could be done to be fairer. KC1

As young children’s language and thinking becomes more complex, they begin to question. KC6 If their senses of self-worth, wonder and interdependence are honoured and nurtured, they begin to develop an awareness of the benefits of living in harmony with others who may be different or may be similar, and with their natural world. Children’s sense of self-worth and the worth of others supports the development of their spirituality, and fosters emerging concepts of compassion, kindness, respect for diversity, justice and peace. Enabling dispositions begin to emerge when they observe their educators engaging in mutually respectful relationships, and when they are supported to engage in reciprocal activity and care for their environments.
In partnership with educators, in language-rich and thoughtful environments, children begin to develop concern for, and appreciation of, others and their environments. \( F \times In \times KC4 \)

Learning involves children being supported to:

- express wonder, and recognise and experience splendour, in their natural and cultural environments \( In \times T \times C \times KC2 \)
- begin to be aware of the safety of themselves and others \( Id \times In \times KC1 \times KC4 \)
- recognise in ways that are hopeful, respectful and positive that they are both like and unlike others \( In \times T \times KC1 \)
- practise peaceful and inclusive ways of resolving conflicts or achieving coexistence \( F \times In \times T \times KC4 \)
- participate in celebrations to mark culturally and socially diverse important occasions \( Id \times T \)
- listen to and talk with elders who can pass on intergenerational memories and cultural information \( Id \times C \times KC2 \)
- begin to recognise and reflect on how their actions affect and are affected by others and their natural and social environments \( Id \times In \times T \times KC1 \)
- experience the mutual enjoyment of some shared events \( Id \times In \)
- begin to support others in experiences of hurt and sadness \( Id \times In \)
- participate in developing relationships with other living things in their care environment \( In \)
- begin to recognise that there is great diversity in their community and that there are many ways of being and doing; and that diversity is an important characteristic of our communities, which presents opportunities for choices and new understandings \( F \times Id \times In \times T \times KC1 \)
- begin to recognise changes in their natural world (eg wind, rain, sunshine) \( F \times In \times T \times KC1 \)
- begin to understand that all life forms need to be treated with care and respect \( F \times In \times KC1 \)
- contribute to bringing about a helpful change and sharing in deciding possible solutions \( F \times T \times KC6 \)
- begin to participate in strategies of care for the natural environment (eg sustainable resources (recycling), conservation (turning off running taps), and environmental impact (gardening, cleaning up litter)). \( In \times KC6 \)
**Language and literacies**

Babies are born with highly developed sensory and language capabilities. From their earliest days they use their vocalisations, eye contact, smiles and gestures to engage others in reciprocal communication. KC2 From the early perceptions of sounds, well before babies are born, through to the language use of a three-year-old, it is a wonderful and enjoyable journey for children and those around them.

Very young children are motivated to communicate to have a need met; to engage others for attention, response or companionship; to find out a name or label; for fun and enjoyment; and to shape their environment. KC2 They construct their language through social interactions with members of their communities who lead them to more complex skills and deeper understandings through responding, modelling, elaboration and language-rich environments.

KC2 • KC4

Young children’s early language skills develop optimally when they are in close, caring relationships, when their developing communication is valued, their home/family literacies and funds of knowledge are built upon, their language is elaborated and extended, and where they are surrounded with stimulating language and texts of interest to them. KC2 Democratic participation and opportunities to succeed in achieving joint attention with adults support all children to use their language and respect the right of others to contribute. KC2

The fostering of dispositions to learn and the construction of young children’s understandings and skills for reading are grounded in an environment where books are valued (ie where books are shared and read aloud together for mutual enjoyment, where comments and reactions are encouraged, where there is discussion about the pictures and text, and where alternative interpretations are posed, encouraged and respected). KC2 • KC6
In partnership with educators, in language-rich and thoughtful environments, children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. In • C • KC1 • KC2

Learning involves children being supported to:

- engage in enjoyable, reciprocal interactions as they coo, gurgle, babble and play with sounds and variations in vocalisation, and use approximations and then recognisable words In • C • KC2
- interpret, respond to and use a range of non-verbal ways of communicating T • C • KC2
- attend to, experiment with and respond to sounds in language, music and their natural and constructed environments T • C • KC6
- recognise the reciprocal nature of communication and that, for meaning, there needs to be shared understanding In • C • KC2
- experience, listen to and participate in shared enjoyable experiences with music, songs, poems, stories (telling, viewing and reading) and rhymes, and to discover their patterns In • C • KC2 • KC5
- play with words, and share jokes, humour and laughter In • C
- play and communicate with their peers C • KC2
- use their home/family literacies and gradually begin to understand and speak Standard Australian English C • KC1 • KC2
- interpret guiding directions C • KC1
- use increasing vocabulary and language structures to construct and convey meaning C • KC2
- participate in shared discussions by listening, being listened to and contributing In • C • KC2
- begin to use different styles of communication in different contexts T • C • KC2
- express and project their ideas and understandings by describing them and using symbols to represent them in their play, language, movement and art C • KC2 • KC5
- begin to recognise the connection between print and the spoken word, to become increasingly aware of environmental print, and to ‘read’ some signs and symbols C • KC2 • KC5
- become familiar with using and handling a book T • C
- talk about events in their lives, and to use language and representation to evoke memories Id • C • KC2
- begin to explore a range of electronic communication technologies in their environments. F • C • KC6 • KC7
Birth–Age 3: Developmental Learning Outcomes

The Developmental Learning Outcomes are broad, long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas. Educators, in partnership with children and families, construct a curriculum with short-term goals for each child and group of children, leading towards the increasingly complex accomplishment of the Developmental Learning Outcomes. The Developmental Learning Outcomes, together with the supporting evidence, provide educators with reference points to monitor and assess children’s progress.

The Outcomes in this phase are:

- Children develop trust and confidence \(F \cdot Id\)
- Children develop a positive sense of self and a confident personal and group identity \(Id \cdot In\)
- Children develop a sense of being connected with others and their worlds \(F \cdot Id \cdot In\)
- Children are intellectually inquisitive \(F \cdot T \cdot C\)
- Children develop a range of thinking skills \(F \cdot T \cdot C\)
- Children are effective communicators \(T \cdot C\)
- Children develop a sense of physical wellbeing \(Id \cdot In\)
- Children develop a range of physical competencies \(Id\)

The evidence related to each Developmental Learning Outcome is as follows.

**Children develop trust and confidence \(F \cdot Id\)**

This is evident, for example, when the child:

- demonstrates secure attachment patterns with first one and then more than one educator \(Id \cdot In\)
- explores social and natural environments through relationships and play, seeking out and attempting new challenges \(F \cdot Id \cdot In \cdot KC6\)
- uses some effective rituals to help make predicted transitions smoothly \(T \cdot KC3\)
- approaches new safe situations with confidence \(Id \cdot T\)
- begins to initiate negotiating and sharing behaviours \(Id \cdot In \cdot KC4 \cdot KC6\)
- increasingly recognises their capabilities and chooses goals and challenges appropriate to the context and their skills and understandings \(Id \cdot T \cdot KC1 \cdot KC3\)
- expresses a range of emotions and begins to make choices and show emerging self-regulation in expressing themselves and responding to others \(Id \cdot In \cdot C \cdot KC2 \cdot KC6\)

**Children develop a positive sense of self and a confident personal and group identity \(Id \cdot In\)**

This is evident, for example, when the child:

- shows self-knowledge, recognises their own name and image and expresses some thoughts, feelings, needs and preferences in self-assured ways \(Id \cdot C \cdot KC2\)
demonstrates a positive feeling about themselves, family and the care context and a beginning awareness of their cultural and social heritage and identity. KC1 They develop gender identity and an understanding that all opportunities and tasks can be shared, whether they are a girl or boy F • Id • In • KC1

asserts capabilities and independence in increasingly respectful and just ways, and begins to demonstrate a sense of agency, contributing positively to their environments F • Id • In

g-engages in pretend play, and begins to explore different identities and points of view in role-play. Id • T • KC6

Children develop a sense of being connected with others and their worlds F • Id • In

This is evident, for example, when the child:

demonstrates a sense of belonging and comfort in their environments, forming and maintaining relationships with significant others, both children and adults In • Id • KC4

is playful and enjoys relating positively to others and playing an active role as a partner in two-way communication In • C • KC2 • KC4

plays near or with others, initiates and responds to invitations to play, and begins to engage in play that is negotiated with others In • KC4

discovers and explores some connections amongst people F • Id • In • KC1 • KC6

begins to show concern and consideration for others, with emerging capabilities to respect, empathise, share, help and comfort others In • T • KC4

begins to participate with others to solve a problem and contribute to group outcomes In • T • KC4 • KC6

expresses wonder about the constructed and physical environments and begins to participate in care routines for sustainable and just futures. F • In • T • KC2

Children are intellectually inquisitive F • T • C

This is evident, for example, when the child:

is curious, and uses their senses to explore the world, demonstrating an enthusiasm for learning, and seeking to find people and things to interact with and investigate with persistence Id • In • T • KC1 • KC6

asks questions and seeks information, manipulates objects and experiments with cause and effect, trial and error, and motion Id • T • C • KC1 • KC6

explores the purpose and function of a range of tools, media, sounds and graphics T • C • KC7

begins to express creativity and imagination through play, language, movement and problem-solving Id • T • C • KC6

uses play to investigate, project and try out ideas Id • T • KC6

explores relationships with other living and non-living things, and observes, notices and responds to change F • In • T • KC6

follows their own interests with enthusiasm, searching for further information. F • Id • KC1
**Children develop a range of thinking skills**  
F • T • C

This is evident, for example, when the child:

- integrates sensory information and memory to plan and engage in activities  
  F • T • KC3
- manipulates resources to investigate, take apart, assemble, invent and construct T • KC6
- begins to use a variety of ways to solve problems, including trial and error, cause and effect, reason, logic, task analysis and help from others In • T • KC1 • KC6
- shows preferences and interests, and makes predictions and decisions, from possible choices with emerging capabilities to talk about their actions and decisions. They begin to make connections between their actions and the outcomes F • Id • T • C • KC1 • KC2
- uses feedback from themselves, others and the environment to revisit and revise their ideas and try out new ideas Id • T • C • KC1 • KC2
- selects from possible choices, the most effective tool for a particular purpose F • T • KC7
- demonstrates a beginning understanding of measurement and number using early vocabulary to describe size, length, volume, capability and names of numbers T • C • KC5
- begins to recognise patterns and relationships and the connections between them; and begins to sort, categorise, order and compare collections and events, and attributes of objects and materials, in their social and natural worlds T • C • KC1 • KC5
- shows an early awareness of the passing of time, and begins to predict some routines and wait short amounts of time F • T • KC5
- uses symbols in play to represent and make meaning Id • C • KC5
- begins to make connections and see patterns between the feelings, ideas, words and actions of themselves and others and the routines of the day. Id • In • KC1

**Children are effective communicators**  
T • C

This is evident, for example, when the child:

- engages in responsive non-verbal and verbal interactions with confidence, and begins to understand how communication works; listens attentively, contributes and begins to use different communications for different contexts T • C • KC2
- conveys and constructs messages with purpose and confidence, building on literacies of home/family and the broader community Id • In • C • KC2
- exchanges ideas, feelings and understandings, using language and representations in play, music, movement and art to make, share and project meaning T • C • KC2
- listens and responds to sounds and patterns in speech, stories and rhymes C
- becomes familiar with a range of ICTs in their environments (eg telephone, graphic e-mail and multimedia) T • KC7
- actively uses, engages with, and shares the enjoyment of, language and texts in a range of ways (eg stories, books (electronic and print), pictures, drawing, poetry, rhymes, kinaesthetic, audio, multimedia products) Id • C • KC2
- begins to make associations between pictures/symbols and printed words/language and spoken words/language. C • KC1
Children develop a sense of physical wellbeing

This is evident, for example, when the child:
- recognises and communicates their body’s needs (eg thirst, hunger, rest, comfort, physical activity)  
- shows increasing independence and competence in personal hygiene, care and safety for themselves and others. They develop knowledge of routines and hygiene practices
- develops healthy patterns for eating, rest, relaxation and sleep
- initiates/sets up and enjoys physical challenges
- chooses to engage, and shows enjoyment and vitality, in a range of physical activities with others
- demonstrates spatial awareness and orients themselves, moving around their environments confidently and safely and fitting things into place.

Children develop a range of physical competencies

This is evident, for example, when the child:
- uses their sensory capabilities with increasing integration, skill and purpose to explore and respond to their worlds
- integrates sensory information to plan for and engage in purposeful physical activity
- demonstrates muscle strength, control and coordination for manipulation, locomotion and postural control, and combines complex movement patterns and balance to, for example, sit, climb, run, dig, slide and dance
- orients themselves in space (eg by waving, kicking, cruising, walking and navigating around their environments) safely
- uses cognitive and motor activity in physical play, in experimenting with and responding to sensory experiences in their social and natural environments (eg music, movement and art).

References and bibliography


Early Years Band: Age 3–Age 5

Focus and features of the phase

...our image of the child is rich in potential, strong, powerful, competent and, most of all connected to adults and other children.

Loris Malaguzzi in Dahlberg, Moss and Pence 1999 p48

It is in this light that consideration is given to the complexity of childhoods and children in the Age 3–Age 5 phase.

Children in this phase enter early childhood settings with a diverse range of knowledge, skills, values, attitudes and dispositions, reflecting the diversity of their backgrounds and experiences. The role of early childhood education and care is to connect with and build upon children’s home and community learnings as well as opening up new and multiple possibilities. Children of this age learn most effectively when their physical and emotional needs are met and they are able to feel safe and secure in a climate of consistency, stability, support and high expectations. They develop at different rates and in different ways: emotionally, intellectually, morally, socially, physically and spiritually. All aspects are important and interrelated. When these differences are respected and honoured children build a sense of trust and confidence, a willingness to take risks and thus make new discoveries and connections.

Children’s potential to be active, curious, imaginative, creative and increasingly responsible learners with an expanding capability for language and communication is fostered through a responsive early childhood curriculum. By viewing children as active and competent with ideas and theories that are worthy, the way is open for the co-construction of knowledge, identity and culture. Through their broadening interactions, children refine and develop social, cultural and linguistic skills for establishing and maintaining relationships and friendships and for exploring and influencing their worlds.

This is a time of considerable change, encompassing a broad developmental range and significant learning capacity. Physical capabilities are extended as children refine and strengthen muscle tone and increase coordination. Intellectual growth is demonstrated as children’s language, curiosity, sense of wonder and enthusiasm for exploration leads them to new understandings and further questioning, reflection and discovery. They develop a growing competence in using symbolic languages such as music, dance, drama, storytelling, image making and movement to discover people’s meanings and to share their own. Children are great imitators, as can be seen in aspects of their language such as speech, accent and gesture. Humour is evident as children
experiment and explore rhyme, language patterns and thoughts. Each child’s experience of things, events and happenings in their environment is multifaceted and important in their learning. Development and learning are continuous processes influenced by social and cultural contexts. These progress when children have the opportunity to respond to meaningful learning challenges that extend them beyond their current level of development and understanding.

Through children’s social and cultural interactions and relationships with adults and other children, they strengthen their awareness and understanding of personal and group identity as well as increasing their knowledge of themselves as learners in both individual and social contexts. Listening to, and participating in, the narratives of others and engaging with multimedia introduces them to different places, people, relationships and ideas. Their sense of event and occasion is developing and they enjoy ceremonies and celebrations.

Children of this age can be supported to display a strong sense of social justice and empathy, demonstrating the ability to question a range of unfair behaviours and practices and to take action to positively influence and affect their environments. By building and extending skills such as creativity, imagination and communication, children build and strengthen their capacities for transforming futures.

**Play**

The most powerful way young children learn is through play. Play is active and interactive, and within it children develop relationships, experiment, imagine, create, practise, problem-solve, escape, role-play and learn together in their exploration of new and familiar things around them. Through play children, alone and with others, have opportunities for rich sensory experiences. Movement is essential for children’s ongoing development. Physical play is enhanced with children consolidating, refining and demonstrating increasing physical skill, both gross and fine motor activity. In this phase there is significant growth in children’s imaginative thought, showing an increasing interest in fantasy and pretend play. The social dimension of dramatic play becomes evident with children developing props and scripts for their play and taking on diverse roles in a climate that supports flexibility and inventiveness. It is through this increased ability to engage in role and dramatic play that children have opportunities to explore roles and identities, feelings and perspectives and to express them in an increasingly considered manner. Children’s creativity and resourcefulness in their play provides challenges as they move towards self-regulation.

**Partnerships with families and communities**

Supporting and extending partnerships with parents, families and communities provide a basis for well-informed curriculum planning and decision-making for children’s learning. Maintaining strong home links and building on them in the curriculum strengthens children’s identity, and introduces diversity of cultures in meaningful and positive ways.

Opportunities for children to experience continuity in their learning through building on their experiences, skills and knowledge are important as they move between settings. Children will be involved in many transitions, including those throughout the day. The daily transitions from home to early childhood settings, the routines of the day, moving between settings and beginning school are examples of transitions that children are regularly called to make. With each transition they may encounter different adults, children and environments, all of which may present discontinuities. Successful transitions, and the confidence this brings, provide a foundation for managing change effectively.
Learning environments

The child’s care and education takes place in settings that may include home, childcare programs, child-parent centre/preschool. These early childhood environments contribute to how children feel, think and act. Their environments are more than the physical setting—they include all the human interactions, structuring of time and resources, aesthetics, support the and high expectations for all children.

Early childhood educators establish flexible learning environments, encourage children to make choices and involve them in planning and curriculum decision-making. Children learn when they are involved in initiating and negotiating their own learning, which is enhanced and supported by positive and challenging interactions. A relevant curriculum for each child and group of children is planned as educators observe and monitor children’s interests and development, and critically reflect on these observations and their pedagogical understandings and practices over time.

By building a community of learners that includes children, families and educators, opportunities exist for developing a lifelong interest in, and enjoyment of, learning. Learning involves the co-construction of knowledge, where children and those who work with them, discover, experiment, hypothesise, observe, make connections, ask questions, predict, imitate and practise. Experiences that are based on children’s interests and initiatives provide motivation for learning which, in turn, fosters a spirit of inquiry, curiosity, wonder and self-direction. Children make sense of their world, shape their environments and seek to communicate their experiences through multiple forms of expression. Through individual and group projects and experiences that build on and extend their interests, children show considerable capacity for discovery and contribution.

Organisation of the phase

The SACSA Framework has a number of aspects, each of which provides a focus for curriculum development. The Age 3–Age 5 phase of the Framework is built around seven Learning Areas:

- self and social development
- arts and creativity
- communication and language
- design and technology
- diversity
- health and physical development
- understanding our world.

Continuity and coherence across the Learning Areas and the Early Years Band as a whole are provided by the Essential Learnings:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.
Development in children’s learning is described through eight broad Developmental Learning Outcomes for this phase. They are:

- trust and confidence
- a positive sense of self and a confident personal and group identity
- a sense of being connected with others and their worlds
- intellectual inquisitiveness
- a range of thinking skills
- effective communication
- a sense of physical wellbeing
- a range of physical competencies.

These Developmental Learning Outcomes are deliberately broad to give educators the freedom to make local curriculum decisions in partnerships with families and communities. They allow for multiple entry points, different developmental pathways, and the wide range of development, capabilities, needs, personalities and sociocultural diversity of children.

Outcomes in this phase are not contingent on pre-determined, aged-related patterns of development. They are open-ended to encourage educators to observe all that children know, understand and can do, using multiple sources of information, including home and community information, to create a meaningful picture of each child’s development.

Acknowledgment of the holistic and integrated nature of children’s learning and development is reflected in the constructivist approach to teaching, learning and development that underpins the whole Framework. This approach recognises that experiences have a profound effect on learning and development; that learning and development occur in shared contexts; that knowledge is socially constructed; that learners construct their own understandings and educators construct programs based on children’s needs, interests and insights.

The Scope of each Learning Area has a number of Key Ideas to guide educators in planning education of all children. Within each Key Idea there is suggested learning. This will be interpreted at the local level and is process-based to allow individual programs to determine their own content in partnership with children, families and communities.

The Learning Areas and the Developmental Learning Outcomes complement and connect with those of the Birth–Age 3 phase and the Reception–Year 2 phase, supporting continuity of children’s learning. The Essential Learnings are the connecting threads from Birth to Year 12, and provide coherence, meaning and a context for this continuity of children’s learning. This structure responds to, and serves, the integrated and holistic nature of children’s learning and development.

This phase of the curriculum framework recognises current childcare practices and regulations in South Australia, which include the Quality Improvement and Accreditation System for centre-based care and National Standards for Family Day Care.
The Learning Areas: self and social development

The importance of positive social relationships is fundamental to children’s sense of self. Children need to know that they are accepted and valued for who they are. The way that children feel about themselves affects the way they approach all learning and the way they interact with others. Children learn about themselves from the attitudes, interactions and values that they observe. The early childhood setting provides opportunities for each child to experience a sense of belonging and a secure and safe place, where there is trust and where everyone is respected. The feelings of belonging contribute to emotional wellbeing, security and personal and group identity.

Children’s sense of belonging is enhanced through a curriculum that connects with the everyday activities and special events of families, local and global communities and cultures. In planning children’s learning, educators involve families in shared decision-making about the program and policies. Positive social interactions, and respect for the accomplishments and aspirations of the child, the child’s family and their community, provide opportunities for developing a strong sense of self-worth.

As children engage with others, their understandings of differences and similarities in gender, race and social relationships are extended. They are supported to explore commonalities, similarities and differences between their own experiences and cultures and those of others, so that they become aware of, and learn to value and respect, diversity. Children are encouraged to understand and express who they are, their interests and preferences, and the ways they respond in different situations. They are supported to develop and share their own opinions on fairness and rules, identify ways to be assertive, and demonstrate positive ways to challenge injustice.

In the process of learning about themselves and others, children are supported to talk with others, access and respond to stories and factual material from a range of sources, and use ICT skills and understandings. They have opportunities to demonstrate their knowledge and understanding through multiple forms of expression.

Children’s roles in decision-making contribute to a strong sense of self and empowerment. As children are involved in learning experiences where they plan, choose, negotiate and share their learning, they develop a sense of self-worth and enjoyment that contributes to the dispositions that will lead to lifelong learning.

Important attitudes and dispositions for children to be effective contributors in society include self-confidence, intrinsic motivation, risk-taking, a sense of agency, resilience, accepting and seeking challenges, and the motivation to persist.
**Key Idea**

Children extend their sense of personal and group identity. *Id • In*

Learning involves children:

- identifying and expressing their feelings *Id • C • KC1 • KC2*
- demonstrating an understanding of the roles and responsibilities in family life *Id • C • KC2*
- developing an understanding of the communities in which they live *Id • C • KC2*
- exploring different ways of acting and interacting in different contexts *KC6*
- exploring relationships and building friendships *Id • In*
- engaging in caring relationships with others *Id • In*
- recognising and discussing their efforts and capabilities, and celebrating these in positive ways *Id • C*
- developing realistic expectations of themselves and others. *Id • In*

**Key Idea**

Children develop autonomy and a sense of agency. *Id • In • KC4 • KC6*

Learning involves children:

- demonstrating an understanding of their own rights and responsibilities and the rights of others *Id • In • KC1 • KC2*
- initiating interactions with adults and peers *In • C • KC4*
- engaging in activities where their sense of optimism for shaping outcomes is nurtured *F • Id • KC6*
- exploring options, posing alternatives and contributing to solutions *In • T • KC6*
- collaborating in inquiry, exploration and creative expression *F • In • T • KC4*
- discussing and contributing to boundaries, conventions and routines in their everyday living *In • KC2*
- using problem-solving skills, including negotiation *T • C • KC2 • KC6*
- engaging in experiences that encourage self-expression *Id • C • KC2*
- initiating and seeking new challenges, and making choices and decisions *Id • T • KC6*
- initiating and accepting some responsibility for themselves, their actions and their environments *In • KC6*
- demonstrating effective strategies for managing change. *F • T • KC6*
Children contribute in a variety of ways as members of groups. \textit{Id • In • KC4}

Learning involves children:

- observing, listening and responding to others respectfully \textit{In • KC1 • KC2}
- cooperating and negotiating roles and relationships in different groups and play episodes \textit{In • C • KC4}
- working towards collaborative goals, and engaging in sharing and turn-taking \textit{In • T • KC3 • KC4}
- recognising and acknowledging that their actions affect and are affected by others, and beginning to take responsibility \textit{In • T • KC1}
- relating positively to others, their thoughts, feelings and perspectives \textit{In • T}
- adopting a range of roles, including ‘leader’, ‘follower’ and ‘observer’ in interactions with others \textit{In • T • KC4}
- investigating different work environments and roles in the community. \textit{In • T • KC1}

The Learning Areas: arts and creativity

Rich sensory experiences through arts and creativity can provide enjoyable and valuable opportunities for children to explore sights, sounds, smells, tastes and textures. By expressing their ideas and feelings and imagining possibilities using movement, sound, colour, textures, space and dramatisation, children contribute to their own confidence and sense of self while enriching the world around them. As they design, create, dramatise, make and experiment, they are creating their own personal perspective on what they see and experience. Children’s curiosity, spontaneity and imagination can be powerful motivators for exploring arts. Their aesthetic awareness and appreciation are fostered as they experience and discuss rich and diverse arts forms.

As children investigate a range of materials and techniques, and explore different ways in which two and three dimensional images and forms can be made, they learn to use their experiences to express their ideas and respond to their worlds. Early childhood educators build on this interest and extend it through joint response, analysis and reflection of arts works. As children reflect on their own works and those of others, they recognise multiple possibilities for artistic and creative expression. Through interaction with others and support, children develop descriptive language to express their thoughts and responses to creative works.

Children readily use movements, gestures and facial expressions and a multitude of props as they act out real and imagined roles in dramatic role-play and dance. Through moving, dramatising and exploring situations together, they open up opportunities for change and fantasy. They use space, time and energy to create and re-create ways of being. Early childhood educators value and extend children’s play as the educators take up the roles of stage manager, mediator, player, scribe, assessor, communicator and planner.
Listening and responding to musical compositions, from a range of cultures, enriches children’s experiences. By creating their own music, playing instruments, singing, and moving freely and rhythmically to music, children develop confidence and capabilities to express emotions and ideas using sounds and movement. Reflecting, analysing and responding to a wide variety of music enables children to become critical listeners.

Children’s creations add to the richness of life. Their expression through play, visual art, sculpture, drama, music, dance and multimedia connects adults and children in ways that are informative and powerful.

**Key Idea**

Children explore arts forms including visual arts, drama, music, dance and media through symbolic and creative expression. Id • T • C • KC2 • KC6

Learning involves children:
- engaging in imaginary play using objects and actions to represent ideas, feelings and understandings T • C • KC2 • KC6
- exploring real and imagined worlds through role and dramatic play Id • In • T • KC2 • KC6
- exploring movement and the awareness of their bodies in space T • C • KC6
- constructing, manipulating, creating, and projecting ideas using media, including clay, paints, sand, water, blocks, musical instruments, ‘junk’ materials and electronic media Id • T • C • KC2 • KC6
- exploring and interpreting past, present and possible futures through shared and individual creative expression, including dance, drama, painting, drawing and puppetry F • T • KC1 • KC6
- responding to and creating music, rhythms, dance, drama, stories and poetry, individually and with others In • T • C • KC4 • KC6
- working alongside artists in a variety of arts forms In • T
- sharing their artistic works through discussions, displays, performance and presentations. Id • C • KC2 • KC4
Children develop processes, understandings and skills to support their artistic expression. \textit{T} \textbullet{} \textit{C} \textbullet{} \textit{KC1}

Learning involves children:

- using sensory play for pleasure and to investigate the properties and possibilities of resources \textit{T} \textbullet{} \textit{C} \textbullet{} \textit{KC6}
- exploring available resources and determining how these can be used and adapted for creative purposes or dramatic scenarios \textit{T} \textbullet{} \textit{C} \textbullet{} \textit{KC1} \textbullet{} \textit{KC6}
- developing skills, techniques and strategies to support their exploration of the arts \textit{F} \textbullet{} \textit{T} \textbullet{} \textit{KC1}
- collaborating with others to organise, plan and develop creative projects \textit{In} \textbullet{} \textit{T} \textbullet{} \textit{C} \textbullet{} \textit{KC3} \textbullet{} \textit{KC4} \textbullet{} \textit{KC6}
- utilising mathematical understandings to explore possibilities and achieve goals \textit{T} \textbullet{} \textbullet{} \textit{C} \textbullet{} \textit{KC1} \textbullet{} \textit{KC5}
- developing the confidence to articulate individual or group concepts, ideas and processes. \textit{Id} \textbullet{} \textbullet{} \textit{C} \textbullet{} \textit{KC2} \textbullet{} \textit{KC4}

Children interact with and respond to arts works. \textit{In} \textbullet{} \textbullet{} \textit{C} \textbullet{} \textit{KC2}

Learning involves children:

- developing an appreciation that visual arts, drama, music and dance can inform, excite, comfort, inspire and unite individuals and groups \textit{In} \textbullet{} \textbullet{} \textit{C} \textbullet{} \textit{KC4}
- experiencing traditional arts from diverse cultures, including music, songs, stories, verse and literature \textit{Id}
- demonstrating aesthetic awareness including colour, shape, textures, sound and arts forms in their environment \textit{In} \textbullet{} \textbullet{} \textit{C}
- experiencing and responding to visual arts, live music and dramatic performances \textit{Id} \textbullet{} \textbullet{} \textit{In} \textbullet{} \textbullet{} \textit{KC2}
- talking about and analysing the functions of arts works in their worlds \textit{Id} \textbullet{} \textbullet{} \textit{T} \textbullet{} \textit{KC1} \textbullet{} \textit{KC2}
- respecting and critiquing their own and others ideas’ and creations \textit{In} \textbullet{} \textbullet{} \textit{T} \textbullet{} \textbullet{} \textit{C}
- celebrating their creative endeavours. \textit{Id}
The Learning Areas: communication and language

Communication and language are central to young children’s learning, for it is through language that children develop human relationships and extend their associated thinking. Language is a social practice in that interactive communication and language development are directly linked to all aspects of children’s worlds.

Language is a vital part of communication. One of the main social and cultural tasks for children is to develop their capabilities in, and understanding of, language. Language is more than words—it includes the powerful, multiple subtleties of cultural meaning and non-verbal communication, including gesture, movement and other paralinguistic devices. Children bring to the early childhood setting the languages and cultural referents of their homes, families and communities. Their home language should be maintained since it mediates their conceptual development and learning.

Communication is vital for children to develop relationships with others; to express needs, thoughts, emotions, and interests; to find out what they want to know; and to take increasing responsibility for their own learning and care. Communication and language are linked with the power relations enacted in the world. Children are supported to use communication to challenge inequities and articulate ideas about socially just action for the present and future.

In learning to communicate, children interpret the ways in which others communicate and represent ideas and experience. They experiment with language in play, through the arts, and in action-related talk, to share information and ideas.

Young children’s developing awareness and exploration of literacy, numeracy and ICTs are encouraged through a wide range of experiences. Through rich sources of texts, oral interactions and familiarity with ICTs, children begin to integrate listening, speaking, viewing, reading, drawing, writing and critical thinking. They become aware of how effective these skills can be for clarifying points and communicating ideas, information, values and emotions; and how central they are to their life individually, within groups, and in wider social contexts.

Children’s symbolic play, where they use objects to represent concepts and ideas, provides a basis for abstract thinking. As children play, create, engage with and respond to a range of written, spoken/aural, visual or performed texts, they learn about the variety of ways that meaning is made. They develop an awareness that reading unlocks the meaning from print, and they develop a disposition to find out how words and letters work, sound and are created; and about the patterns within and between words. Playing with sounds, rhyme, humour, nonsense and invented words is often a source of enjoyment. Opportunities for talking include describing needs and experiences; asking questions; taking part in conversations; talking about and sharing stories, poems or rhymes; deconstructing and reconstructing texts; and making and explaining predictions.

Opportunities in meaningful contexts and tasks contribute to children’s understanding that writing is a way of exchanging ideas and thoughts. As they use their drawing and written marks to express ideas and feelings, they are supported to experiment with symbols, letters and codes. By establishing intended audience and purpose, the disposition to use writing to communicate meaning with others is fostered.
Early childhood educators play a critical role in promoting the development of the language and communication of all children. Through their understanding and recognition of the balance between recognising the codes and symbols of language and communication; the links with previous experiences; the importance of using skills and understandings in relevant contexts; and the growing ability of children to analyse and question, educators are in a position to create an environment that scaffolds children’s learning. The thoughtful introduction of new vocabulary, language structures and communication tools and strategies extends children’s confidence in using both verbal, non-verbal and visual communication effectively.

**Key Idea**

Children continue to acquire, and are supported in, the language of their homes, families and communities. **Id • In • C • KC2**

Learning involves children:

- developing increasingly complex verbal and non-verbal skills in their language **Id • C • KC2**
- sharing language, songs and stories of their homes and communities **Id • C • KC2**
- beginning to recognise that languages reflect and help communicate different ways of being, thinking and doing. **Id • T • C • KC2**

**Key Idea**

Children are purposeful and effective users of communication and language. **Id • C • KC2**

Learning involves children:

- playing and experimenting with sounds and patterns, including rhyme, rhythm, words, nonsense and humour **Id • T • KC5 • KC6**
- having confidence to express their ideas, thoughts and feelings, and to articulate assertively when their rights are under threat **Id • In • KC2**
- creating dialogues and scripts for their own and shared dramatic play, and re-enacting stories and scenarios **Id • C • KC4 • KC6**
- using intonation patterns in statements, questions, requests and exclamations **Id • C**
- listening attentively, recognising cues and visual stimuli, seeking information and clarifying understandings with others **In • C • KC1**
- sharing their thoughts, ideas and feelings **Id • C • KC2**
- collaborating with others through song, rhyme, rhythm, storytelling, poetry and dramatic play **In • C • KC4**
- using different forms of artistic expression (e.g. dance, drama, music, puppetry, sculpturing and painting) with a wide range of media, to communicate ideas and feelings **Id • C • KC2**
- using different ways of recording and presenting information **C • KC2**
- expanding their use of Standard Australian English.
Children increase their understanding of the power and complexity of language and communication. **T • C • KC2**

Learning involves children:
- engaging in and enjoying a rich range of written and spoken texts (e.g., narratives, print, books, drama, music, and digital media) **Id • C • KC7**
- observing, recognising and engaging with environmental print, signs, and symbols **C • T • KC1**
- investigating print, number, and the construction of symbols and patterns in their play **T • C • KC1 • KC5**
- beginning to understand the connections between spoken and written language **T • C • KC1**
- exploring the connections between written, oral, digital, and visual languages **In • T • KC6**
- becoming aware of the relationship of print and meaning in their early writing **Id • T**
- experiencing the diversity of languages and means of communication **In • C • KC2**
- acquiring specialised vocabulary to construct and communicate understandings associated with social, physical, scientific, mathematical, technological, and creative concepts. **T • C • KC2 • KC5**

**The Learning Areas: design and technology**

Technology involves the design and creation of products, processes, and systems to meet perceived needs or to solve perceived problems. Systems are made of interconnecting parts that work together and include mechanical, physical, and organisational systems.

Young children bring a range of technological experiences and capabilities to early childhood settings. They are participants in family and community worlds where people actively develop processes, products, and systems. Design and technology involve drawing on past experience, knowledge, techniques, thinking, and values to achieve particular production goals. As children make decisions about intent, purpose, materials, and consequences of their creations, they are using technological understandings.

Designing involves imagination and creativity as children, individually or with others, share suggestions and make choices about new ideas and how to implement them. Children gain confidence as designers as they use their skills to effect change.

As children explore their environment and discover new ways of doing things, they hypothesise, invent, create, challenge, and solve problems. Through play, children experiment and try out ideas to investigate and act out scenarios. As they explore options and possibilities, they communicate with others and revise and adapt their ideas in response to feedback. They develop a range of communication strategies to document and record their ideas, including the use of photos, drawings, models, and software. As children gather, sort, and analyse, pose questions, design, and invent, they use and develop thinking skills, consider
alternatives, plan, and implement their ideas, with many opportunities to develop their literacy, numeracy and ICT skills.

Children learn to select and share materials, and plan and manage the process of making an object to achieve a purpose. In this process they are testing their ideas and using their imagination. They manipulate ideas, tools and materials to create new products alone and with others. They learn new techniques, refine their motor skills, and develop self-confidence, persistence and interdependence.

The skills of critiquing are central to this process, and are demonstrated as children have the opportunity to pull things apart, ask questions and reflect on their own choices and use of materials. Children are supported to reflect on their plans and intentions, processes and outcomes. They begin to develop an appreciation of the evolutionary nature of inventions as they reflect on the impact of designs and products, and imagine future tools that would be useful. Learning about the planning processes involved in making something helps children to order and clarify their thinking about a product. Critiquing supports children to recognise culturally diverse technologies and value different possibilities.

**Key Idea**

*Children examine, identify and critique processes, products and systems.*

**In T C KC1**

Learning involves children:

- being curious, asking questions, locating information and seeking clarification while exploring technologies **T • KC1 • KC6 • KC7**
- having opportunities to dismantle and reassemble **T • KC6**
- experimenting with tools, processes, products and systems **T • KC6**
- articulating and reflecting on the processes used in achieving a design goal **T • KC1 • KC2**
- reflecting on and accepting constructive feedback in order to modify ideas and processes **T • KC1 • KC2**
- identifying problem-solving alternatives to their own or group processes and products **In • T • KC6**
- demonstrating respect for the ideas, processes and products of others. **In**
Children use their imagination to generate ideas and participate in the processes of design. F • T • C • KC3 • KC6

Learning involves children:

- generating ideas through the processes of investigation, exploration, brainstorming, sharing skills and knowledge, and problem-solving F • T • KC1 • KC6
- using imaginative thought to generate ideas for their own designs through use of trial and error, models, drawings and digital images F • T • KC6
- using different techniques to assess, record and present information T • C • KC2
- sequencing, measuring, classifying and identifying cause and effect T • KC3 • KC5
- experimenting with a range of natural and processed materials for planning and design purposes T • KC3 • KC6
- engaging in constructive play and collaboration to develop ways to represent ideas T • C • KC2 • KC3 • KC4
- engaging in small group activity to plan and design projects related to their everyday living and possible futures F • T • KC3 • KC4
- adapting existing technology and developing multiple uses for some resources. F • T • KC7

Children use materials, equipment and processes to design and develop products and systems. In • T • C • KC3 • KC7

This includes children:

- using materials and equipment to make products and inventions T • KC7
- discovering and explaining the different properties, benefits and limitations of both natural and synthetic materials In • T • KC6
- exploring the function and use of everyday equipment and digital resources T • KC6 • KC7
- finding that there are benefits to individual and shared safety in planning, organising and the careful use of equipment F • In • KC3
- enjoying the experience and benefits of working and accomplishing with others In • KC4
- being supported to persevere to achieve goals. F • In • KC3
The Learning Areas: diversity

Children experience diverse ways of being and knowing, and relating to others, in their social and natural worlds. From birth they are members of social systems where concepts, experiences, attitudes, values and expectations are acted out in different ways. As they enter early childhood settings, children bring with them cultural, linguistic and social understandings. This diversity provides a rich resource for exploring multiple ways of being, thinking and doing, and strengthens their sense of personal and group identity. Children begin to broaden their understandings of the richness of their world, developing a growing awareness of Australian society and the unique place of Aboriginal and Torres Strait Islander cultures within that context.

As children enter early childhood settings, they are, and become, members of groups where understandings of gender, race, culture and social relationships are developed and experienced. By starting with their own experience, children are supported to explore the connections between their worlds and the worlds of other people. Through the scaffolding of education and learning, children are supported to take perspectives other than their own, as they explore a range of identities in their role-play, deconstruct situations and issues, explore popular cultures, re-tell and remake stories and listen to other viewpoints. The role of educators is critical in fostering equity and inclusivity in children’s play. Children are supported to consider multiple viewpoints, using inquiry, discussion and analysis to challenge assumptions, generalisations and stereotypes. In this process children begin to develop an awareness of unfair attitudes and actions. They question and challenge the ways particular people or groups of people are constructed and included or excluded, and their personal feelings about these processes.

Diversity involves reciprocal exchanges among children and adults in their worlds. By providing children with opportunities to connect with the lives and voices of others through positive interactions and expressions (e.g. drama, dance, visual arts, stories and multimedia), they begin to understand diverse perspectives and multiple possibilities.

Key Idea

Children develop a respect for, and appreciation of, the diverse nature of their communities. In • KC1

Learning involves children:

- understanding and appreciating diverse family structures In • KC1
- researching different aspects and influences of social, cultural and environmental diversity In • T • KC1
- becoming aware of connections, similarities and differences between peoples In • T • KC1
- exploring the linguistic diversity of their wider community. In • T • C • KC1
Children begin to develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia. In • KC1

Learning involves children:
- exploring, researching and discussing contextual aspects of contemporary and traditional Aboriginal and Torres Strait Islander cultures In • T • KC1 • KC2 • KC6
- developing an awareness of the history, languages and dialects of the Aboriginal and Torres Strait Islander peoples of their area In • T • KC1
- participating in processes of Reconciliation in their local community. In • T • KC4

Children begin to recognise and question the way society privileges or excludes particular ways of knowing and being. F • In • T • KC1

Learning involves children:
- observing and discussing the different ways that physical environments can include or exclude people In • T • KC1 • KC2
- learning about and reflecting on the different ways in which children and adults are invited to participate, or excluded from participating In • T • KC1
- considering and articulating how resources can be used in inclusive or exclusive ways In • T • KC1 • KC2
- exploring and beginning to analyse the way texts, pictures, advertisements, commercial products and media construct gender, ability, culture and race. F • In • T • KC1 • KC6

Children learn to take action to bring about change for a just society. F • In • T • KC4

Learning involves children:
- discussing and analysing issues relating to bias and stereotyping, including the impact on individuals and groups F • In • T • KC1 • KC2
- recognising unfairness in personal and general relationships and interactions F • In • T • KC1
- developing strategies for challenging stereotyping and unfairness F • In • T • KC3
- beginning to think critically about a range of perspectives and revisit their understandings. F • T • KC1
The Learning Areas: health and physical development

Children’s physical development is influenced by opportunities for movement and their growing confidence and enjoyment of physical activity. Their increasing ability to control the movement capacities of their own bodies is evident as they become more mobile and sure of their balance and start to use these skills in a wider range of physical activities. The extension of children’s physical development; understandings of their bodies and how they function; health care and safety practices; and a sense of physical and emotional wellbeing provide the essence of this Learning Area. Opportunities for physical development are extended in an environment that invites physical play and exploration, and where resources support wide-ranging experiences, challenges and possibilities.

The integration of sensory information, language and thinking; learning to use and negotiate space; using equipment safely and confidently; and having time to explore and practise are important factors in children’s physical development. Experiences such as climbing, crawling and swinging provide opportunities for seeing their world from different perspectives adding to spatial awareness. Energetic play, such as running, jumping, walking, skipping, swinging, dancing and rolling, extends children’s development and enjoyment of life.

Children increase their awareness that they can use their bodies to express ideas and feelings, by moving in different ways as they respond to their moods and feelings, to music or to their own and others’ imaginative ideas. Children are supported to explore what their bodies can do, and become aware of physical play as an individual and social activity. Physical play provides the opportunity for children to develop their sense of identity as they experiment, use their ideas to create movement, or dance and play with adults or other children in partnerships or groups. Children become increasingly interested in creating, and being involved in, games with rules.

Physical activities provide opportunities to promote social skills such as sharing, turn-taking, cooperating and negotiating. The role of the early childhood educator involves using play situations to deconstruct and reconstruct with children the values of fairness, equity and respect for diverse perspectives.

Children are extending their knowledge about how to keep themselves healthy. The self-help, self-care skills for eating, drinking, food preparation, relaxation, toileting, resting, sleeping, washing, dressing and attending to injuries are explored. Differences and commonalities are identified as children share their own experiences and self-care practices. Interactions with others support the development of dispositions that empower children to take increasing responsibility for their own safety and welfare.

Children develop essential knowledge, skills and dispositions about their ongoing health in social contexts. Their natural interest in how and why their body works the way it does can be extended to exploring relationships between themselves, their own and others’ environments, and the interdependence between them. The development of sharing places and spaces requires considerable understanding on the part of the child and involves questioning, critical thinking and action.
Key Idea

Children extend their range of physical skills and strengthen their physical vitality. Id

Learning involves children:
- developing increasing control of their physical movements through strengthening muscle tone and refining and integrating their gross and fine motor skills Id
- experiencing the joy of their body moving using locomotor skills such as crawling, rolling, running, climbing, swinging, bouncing and jumping Id
- combining skills for equipment use, including eye/hand/foot coordination (eg throwing, catching, pushing and pulling, digging and drawing) Id • KC7
- exploring and using stability skills (eg balancing, bending, stretching, twisting, landing and swaying) Id • KC6
- developing the fine motor skills required to manipulate tools and media (eg clay, dough, collage, figures) Id
- developing an awareness of their bodies in space through music, movement and drama Id
- participating individually and with others in physically active, expressive and relaxing activities Id • In • KC4
- being involved in designing and setting up physical activities in indoor and outdoor environments. Id • In • KC3

Key Idea

Children develop understandings about their physical capabilities through individual and shared activities. Id • In • KC1 • KC4

Learning involves children:
- engaging in problem-solving and non-competitive forms of physical challenge Id
- using and reflecting on safe practices when working individually or with others in manipulating equipment, resources and tools Id • In • KC1 • KC4 • KC7
- developing an awareness of their physical strengths and capabilities, and celebrating these Id
- challenging beliefs about physical activities as they relate to age, gender, culture and disability In • KC6
- extending visual/spatial awareness through participation in physical activities Id • KC5 • KC6
- cooperating in group activities and games which develop physical skills Id • In • KC4
- using physical skills and knowledge to participate in and create movement, dance patterns and sequences. Id • KC5 • KC6
Children begin to develop responsibility for their personal health and safety. Id • In

Learning involves children:
- discussing, modelling and practising actions that promote health care and safety  
  In • C • KC2
- building on their understanding of the changes that occur both in themselves and others as 
  they grow and gain competence and confidence Id • In • KC1
- displaying an awareness of nutrition and healthy eating Id • KC2
- contributing towards making their physical environment safe for themselves and others 
  Id • In • KC4
- developing a positive attitude towards meeting challenges and achieving success Id • KC6
- developing assertiveness and the confidence to say ‘no’ to unsafe situations and having 
  strategies for seeking assistance Id • In • C • KC2
- beginning to understand the ways in which the media portrays ‘body image’, and how these 
  images influence perceptions and assumptions. Id • In • C • KC1

The Learning Areas: understanding our world

Children develop an understanding of their world as they play, interact with and explore the 
places and spaces that have meaning for them. As they wonder, investigate, discover, 
challenge and influence their environments, they are learning about the interdependence of 
person and other living and non-living things. By caring for and learning about living things,
children develop an awareness of change and growth, and recognise the intrinsic value of the 
natural environment and their role in sustaining it. They come to understand that they are part 
of a much larger world.

Through their investigative play and collaborative explorations, children engage in inquiry and 
problem-solving that supports their ability to consider possible, probable and preferable futures. 
Positive, rewarding learning about their world builds an attitude of shared responsibility. As they 
construct alternative possibilities, they develop decision-making skills and a sense of their 
ability to influence their world.

Children’s first hand experiences through touching, tasting, smelling, hearing and seeing are 
the basis for making meaning. As children observe, investigate, discuss, research and record 
the patterns, connections and systems in their environments, they are supported to use an 
increasingly complex range of scientific and mathematical skills. As they sort, compare, 
categorise, estimate, count and measure, they are using their mathematical skills and 
developing numeracy in meaningful contexts.

Throughout the process of investigating their physical world and making meaning, children 
explore knowledge concepts and processes and the language of mathematical and scientific 
thinking. As they experiment, predict and hypothesise, they are supported to develop their own 
theories and constructions and to connect with alternative theories and understandings in a
way that values perceptions and encourages different ways of knowing. Investigative play with resources such as sand, mud, clay, water and wood and manufactured resources provides opportunities to develop and test their hypotheses.

Children use a range of communication strategies to share their learning with others; in doing so they draw upon and develop attitudes, dispositions, skills and capabilities for literacy, numeracy and ICTs in meaningful contexts.

**Key Idea**

Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared. **F • In • KC1**

Learning involves children:

- observing changes in their environment and reflecting and acting on these observations **F • T • KC1**
- exploring, inferring, predicting and hypothesising in order to develop an increased understanding of the interdependence between people, plants and animals **In • T • KC1 • KC6**
- exploring the impact of manufactured materials, technologies and resources on the environment **F • KC1**
- contributing towards the preservation of environments and the conservation of resources with a sense of influence and optimism **In • T**
- discovering patterns, processes, sequences, systems, changes, continuity and connections. **In • T • KC3 • KC5**

**Key Idea**

Children develop confidence through making sense of their world by thinking, acting and working scientifically. **Id • In • T • KC6**

Learning involves children:

- being encouraged to use their senses to explore, discover, enjoy, reflect upon and shape their relationships with other living and non-living things **Id • In • T • KC1 • KC6**
- questioning why things happen and how things work **T • KC6**
- experimenting, comparing, classifying, predicting, testing hypotheses and communicating **T • C • KC1 • KC2 • KC6**
- exploring, questioning and sharing different ways of knowing, including intuitive, philosophical and scientific **T • C • KC1 • KC2 • KC6**
- observing, investigating, analysing, questioning and discussing changes over time in relation to life cycles, seasons and natural phenomena. **In • T • C • KC1 • KC2**
Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed. In • T • KC1 • KC5

Learning involves children:

- exploring and manipulating shape, position and movement through physical activity and the use of resources (space) In • T • KC1 • KC5
- exploring and using the concepts and language of measurement by playing with, describing and comparing measurable attributes (measurement) T • C • KC1 • KC5
- discovering patterns and relationships, and the connections between them, by sorting, arranging, categorising, ordering and comparing (patterns) In • T • KC1 • KC5
- exploring, describing, comparing and manipulating quantities (number) T • C • KC1 • KC2 • KC5 • KC6
- gathering, organising, interpreting and communicating information (data) In • T • KC1 • KC2 • KC5
- communicating ideas and understandings using mathematical concepts, vocabulary and processes. T • C • KC2

Age 3–Age 5: Developmental Learning Outcomes

The Developmental Learning Outcomes are broad, long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas. Educators, in partnership with children and families construct a curriculum with short-term goals for each child and group of children, leading towards increasingly complex accomplishments of the Developmental Learning Outcomes. The Developmental Learning Outcomes, together with the supporting evidence, provide educators with reference points to monitor and assess children’s progress.

The Outcomes in this phase are:

- Children develop trust and confidence Id • F
- Children develop a positive sense of self and a confident personal and group identity Id • In
- Children develop a sense of being connected with others and their worlds F • Id • In
- Children are intellectually inquisitive F • T • C
- Children develop a range of thinking skills F • T • C
- Children are effective communicators T • C
- Children develop a sense of physical wellbeing Id • In
- Children develop a range of physical competencies. Id

The evidence related to each Developmental Learning Outcome is as follows.
Children develop trust and confidence  

This is evident, for example, when the child:

- develops and maintains trusting relationships  
  
- demonstrates increasing understanding of, and self-direction in, social and emotional expressions and responses  

- uses effective strategies to seek help for themselves and others  

- demonstrates flexibility and makes choices  

- demonstrates increasing ability to manage change  

- explores and takes risks with a sense of security  

- effectively communicates their needs, demonstrates self-help skills and independence, and expresses concerns about their feelings and personal safety  

- responds to significant experiences with a range of expressions (eg joy, sorrow, anger, awe and wonder)  

- chooses to play, interact, initiate and participate purposefully.

Children develop a positive sense of self and a confident personal and group identity  

This is evident, for example, when the child:

- explores different identities and perspectives  

- has an understanding and sense of belonging to a family group with traditions, rituals, values and shared responsibilities  

- develops and maintains respectful relationships with significant adults and children  

- actively includes others in activities  

- participates in collaborative activities and contributes to group goals  

- develops an understanding of, and contributes to, agreed values and codes of behaviour  

- demonstrates interest in discovering the images, ideas, objects, languages, customs and history of others  

- accepts and seeks new challenges, persists in endeavours, and demonstrates motivation for learning  

- makes decisions and increasingly initiates, and takes responsibility for, actions  

- begins to recognise, discuss and challenge unfair attitudes and actions.
Children develop a sense of being connected with others and their worlds

F • Id • In

This is evident, for example, when the child:

- demonstrates a sense of belonging and contributes within groups F • Id • In
- explores relationships and links with a widening group of people F • In
- demonstrates an increasing knowledge of, and respect for, living and non-living aspects of environments In • T • KC2
- has a developing awareness of the impact of human activities on environments and the interdependence of living things, and contributes constructively and with optimism F • In • T • KC1
- engages in play and creative experiences, and explores visual arts, music, dance, drama and literature in their community T • C • KC1 • KC6
- confidently experiments with a range of technologies, and identifies the uses of technology in everyday life T • C • KC6 • KC7
- investigates and develops an awareness of similarities, differences, patterns and changes, and questions why things happen and how things work F • T • KC1 • KC5 • KC6
- communicates their own needs, rights and responsibilities and respects those of others Id • In • C • KC2
- understands the functions and uses of symbols, and has an awareness of the relationships between oral, written and visual representations. T • KC1 • KC2 • KC5

Children are intellectually inquisitive F • T • C

This is evident, for example, when the child:

- explores, hypothesises, makes choices, takes risks and engages in symbolic and dramatic play with confidence Id • T • C • KC6
- uses their senses for exploration, discrimination, comparison and classification T • KC1
- gathers information, asks questions, seeks clarification and considers possibilities F • T • KC1 • KC2 • KC6
- experiments with mathematical and scientific concepts and representations and uses this knowledge for problem-solving and investigation F • T • C • KC1 • KC2 • KC5 • KC6
- critically investigates the features of local natural and constructed environments, and records their findings in different ways In • T • C • KC1 • KC2
- critically investigates the form and uses of everyday products, and uses this information to generate ideas for new products and inventions F • T • C • KC1 • KC6
- experiments with word and language patterns and ideas, including rhyme and humour T • C • KC2 • KC6
- experiments with different forms of creative expression T • C • KC2 • KC4 • KC5 • KC6
- takes an interest in various communication strategies, learning styles, ethnicity, gender, religion, class and abilities. T • C • KC1
Children develop a range of thinking skills F • T • C

This is evident, for example, when the child:
- uses the processes of play, reflection and investigation to find answers to problems
  T • C • KC1 • KC6
- describes, analyses, questions and hypothesises and recalls and recounts experiences
  F • T • C • KC1 • KC2 • KC6
- reflects on and shapes ideas, actions and just solutions F • T • C • KC1 • KC2 • KC6
- uses imaginative thoughts to generate ideas and responses T • C • KC2 • KC6
- participates in group discussion and brainstorms, sets goals, and locates and sorts information and resources T • C • KC1 • KC3 • KC4
- responds to instructions, initiates change, anticipates difficulties and suggests alternative solutions F • T • C • KC2 • KC3 • KC6
- considers and respects the diversity and connections between people In • KC1
- engages in critical reflection and analysis relating to justice and injustice. F • In • T • KC1

Children are effective communicators T • C

This is evident, for example, when the child:
- uses language and engages in symbolic play to imagine and create roles, scripts and ideas
  F • T • C • KC2 • KC6
- interacts with others to negotiate, to explore ideas and concepts, and to share learnings
  In • T • C • KC1 • KC2 • KC3 • KC4
- engages in and responds to a range of communication media, and uses a variety of texts, for pleasure and information C • KC2 • KC7
- demonstrates attentive viewing and listening, and responds with relevant comments, questions or actions C • KC2
- uses non-verbal and verbal language to express emotions, needs and preferences
  Id • C • KC2
- shares the narratives and symbols of their own culture, re-enacts well-known stories, and engages in dramatic play Id • C • KC2
- demonstrates an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them T • C • KC2
- demonstrates increasing knowledge, understanding and skill in both syntax and meaning in at least one language T • C • KC2
- talks about their responses to what they see, hear, touch, feel and taste Id • C • KC2
- represents and records thoughts using creative processes T • C • KC2 • KC6
- uses different communication strategies to organise, sequence and clarify thinking.
  T • C • KC1 • KC2
**Children demonstrate a sense of physical wellbeing**  
Id • In

This is evident, for example, when the child:

- demonstrates an increasing knowledge and understanding of their body and how it functions  
  Id • In • T • KC1 • KC2
- identifies and expresses physical and emotional needs  
  Id • In • T • KC1 • KC2
- demonstrates self-help and care skills with developing responsibility for their own wellbeing  
  Id • KC2
- predicts and manages change in their daily routines  
  F • T • KC3 • KC6
- develops confidence in expressing their fears, participates in activities and takes considered risks  
  F • Id • KC2 • KC6
- chooses to engage in a range of active and quiet activities with growing understanding of the need for a balance of activities and experiences  
  Id • KC1
- demonstrates enthusiasm in approaching new tasks and learning  
  F • Id • KC2
- accepts new challenges, makes new discoveries, and celebrates efforts and achievements  
  F • Id • KC1 • KC4 • KC6
- demonstrates an increasing knowledge and understanding about physical health and capabilities, and recognises the benefits of physical activity.  
  Id • T • KC1

**Children develop a range of physical competencies**  
Id

This is evident, for example, when the child:

- chooses to engage in varied physical activities and games  
  Id • In • KC4
- discovers, investigates and practises locomotor, stability and manipulative skills with growing competence  
  Id • In • KC1
- combines gross and fine motor skills with increasing coordination  
  Id • T • C • KC6
- moves confidently in space and performs different movement patterns with growing spatial awareness  
  Id • KC2
- actively explores, investigates and represents their environments, using tools, equipment and media with increasing physical skills  
  Id • T • C • KC1 • KC2 • KC6 • KC7
- uses physical skills for exploring creative media and creative expression  
  Id • T • C • KC1 • KC2
- integrates thinking, physical and communication skills to use equipment with care and purpose.  
  T • C
References and bibliography


Department for Education and Children’s Services 1996 Foundation Areas of Learning: Curriculum framework for early childhood settings. South Australia, DECS.
Focus and features of the phase

As children in South Australia turn five, they are eligible to begin school. This is an exciting and challenging time for them as they become part of an extended social system of peers, older children, significant adults and other family and community mentors. Children generally commence school as competent, experienced learners. During the first five years of childhood they have accomplished significant, complex learning and demonstrated a range of capabilities. Their time in Reception is a time of transition, as they take their place in this significantly wider social system. Their first experiences in this setting can influence attitudes to school and dispositions to learning.

In the first years of school, teachers use the Reception–Year 2 phase Learning Areas Scope, and may refer to the Curriculum Scope from the Age 3–Age 5 phase to determine the most appropriate learning programs for children as they progress towards the achievement of Curriculum Standard 1.

Learning environments

The provision of a supportive learning environment in the first years of school builds on the Developmental Learning Outcomes already achieved, and enhances the ability of the child to develop positive connections with people and the routines of the new context. Children have opportunities to explore and practise a range of ways of interacting in different situations by revising and adapting their actions in response to feedback. Increasingly children will be working collaboratively to plan and accomplish tasks. Teachers will use a range of methodologies, approaches and strategies to support the abilities and needs of groups of learners. Time, space and routines are generally organised differently prior to school, and teachers support children’s learning by making explicit these differences and setting up routines that enable the child to be successful in their learning and engagement with the curriculum. The participation and engagement of children during this phase is often directly related to the opportunities they have to make decisions about their learning. By working with teachers to establish learning goals and expected outcomes, children initiate, negotiate and plan, and take responsibility to extend their learning.
**Peer interactions**

The school-aged child is more socially involved with peers than ever before. The socialisation process takes on new dimensions as children move in and out of friendship groups in this closely-knit social system. Acceptance by peers is extremely important in this age group, and children’s play reflects a strong need to belong. Rules for membership in the peer group are powerfully implemented, and the potential for particular children, or groups of children, to become powerful or marginalised is very real. Children can include or exclude each other on the basis of physical characteristics, gender, ability, culture, material possessions or socio-economic status.

The role of the educator in learning with and from children is to deconstruct and, at times, interrupt the discrimination that may be evident within the group, and explore together real-life social issues and better ways of relating with each other.

**Learning through play**

Children develop their self-concept through demonstrating competence. In their play they enjoy imagining, creating, constructing, building and make believe. The need to understand and use the tools of the societal group to which children belong is a feature of this period, and the emergence of highly structured rules often features strongly in their play.

Children demonstrate a range of cognitive competencies and are constantly trying out comparisons by analogous reasoning (it seems like this, or like that), by hypothesising and questioning, by logical reasoning, and by understanding causal attribution. ‘Talking the problem through’ is often vital at this stage—some children will be ‘synthesisers’, others build understanding slowly and in segments, some will rely on leaps of insight, while others estimate and guess. The ‘match’ of effective scaffolding to the thinking and learning of the child is of vital importance. This includes seeking to know the child through working with families, observing, and questioning and sharing information with previous educators to ensure that planning for the child’s learning is tailored to individual and group interests and abilities.

**Partnerships with families and communities**

The role of teachers working in school settings is critical in building and maintaining the partnerships with families and communities that support children’s learning. Teachers create climates that reflect the diversity in our communities by seeking to understand individual families’ goals for their children and finding out how they can complement their efforts (Okagaki & Diamond 2000). Partnerships between families, children and educators are the basis for the reflective practice that can open up multiple possibilities for responding to children’s diverse understandings, competencies and dispositions during these first years of school.

**Literacy, numeracy and information and communication technologies (ICTs)**

As ‘learning about learning’ continues, teachers recognise that there is no one best method of teaching. They will make decisions and plan programs that involve individual, small group and whole class learning. As children engage in ‘hands on’ learning across the Learning Areas through explicit teaching, exploration, play, experimentation and rehearsal, the context for learning literacy, numeracy and ICT skills is maintained. As children communicate their world views, or the meanings they have constructed, they use communication skills to state their position, and
substantiate it through gathering data, and accessing and critically evaluating information. Working individually and collaboratively, children are supported to take multiple perspectives and learn to value other points of view. Literacy and numeracy are socially and culturally constructed in that they are constantly evolving in relation to the contexts in which they are used.

As children begin school, teachers build on their previous experiences and engage them with literacy and numeracy in purposeful and meaningful contexts. As children use their ability to challenge, question and critique the ways language, mathematics and ICTs are used to put particular values and world views in the foreground or background, they develop an understanding of social justice. Their literacy and numeracy develop when they choose and use language and mathematical concepts across Learning Areas. Children are provided with many opportunities to demonstrate what they know, can do and understand in a range of ways, to a variety of audiences.

**Enterprise and Vocational Education in the early years**

Children in the first years of school identify and develop learning opportunities in their environment through being able to recognise and articulate their own learning and beginning to understand that all learning has relevance and is part of a lifelong process.

Children demonstrate an awareness of paid and unpaid work through actual and simulated workplace learning and classroom activities. They recognise and collect evidence of their Key Competency skills and abilities and enterprise attributes and identify ways in which learning processes can be transferred to new situations.

**Transforming the curriculum**

Continuity and coherence within and across the Learning Areas of the Early Years Band and into the Primary Years Band are provided through the Essential Learnings listed below. They represent the connecting threads through which the content, concepts and processes of the whole curriculum can be meaningfully integrated in order to provide a context for the continuity of children’s learning.

- Futures
- Identity
- Interdependence
- Thinking
- Communication

The eight Learning Areas in this phase are those identified in the National Goals of Schooling, as follows:

- arts
- design and technology
- English
- health and physical education
- languages
- mathematics
- science
- society and environment.

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*South Australian Curriculum, Standards and Accountability Framework*
The transforming interplay between the Essential Learnings and the Learning Areas acknowledges the holistic and integrated nature of children’s learning. Teaching and learning approaches in the first years of school recognise that experiences have a profound effect on children’s learning, that learning occurs in shared contexts and that knowledge is socially constructed.

Reference

Arts is a collective term. It gathers together the means of expression and understanding that engage our imaginations and suspend disbelief. Artists such as actors, dancers, film-makers, painters, designers and singers entice us to reflect on their arts works—symbolic representations of life experiences and imagined worlds. Artists play a major role in communications experienced on a daily basis and are also called upon to symbolise moments of great importance to cultural groups. Arts forms are based on tradition and evolve according to changing social, cultural and technological practices. In Australia the arts is a term widely used to refer to five main arts forms—dance, drama, media, music and visual arts—as well as combinations of these, such as circus, music-cinema, music-theatre, dance-drama and performance art. The term also encompasses emergent forms being constructed and refined through practice and discussion.

Arts have many purposes—aesthetic, economic, educational, entertainment, functional, sacred, social documentation, therapeutic and political. All styles of expression described by such terms as traditional, contemporary, popular, folk, commercial and fine arts are represented in arts works. Individual arts works can serve to maintain the status quo or challenge assumptions, and critique social, cultural, economic and political practices. Some arts works are performed or presented in formal settings—art galleries (real or virtual), cinemas, entertainment centres and theatres—while others appear more informally in homes, schools, shopping centres, streetscapes or as signage in public venues. Artists influence the design of clothing and everyday objects in private and public life, and the look, sound and feel of interiors and exteriors in the built environment. They also influence human behaviour in the everyday world by affecting patterns of language and gesture. Arts play a major role in shaping Australia’s identity and constitute a significant part of the Australian economy, creating a key industrial and economic influence. Indeed the arts industry represents one of Australia’s major sources of employment, and vocational opportunities continue to grow as emerging information and communication technologies allow artists to create new arts forms.

Learning in arts engages children in satisfying, lifelong involvement and pleasure. The richness of meaning expressed in arts works serves both to generate intellectual rigour and demonstrate a sense of self-worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand and critique society and imagine better worlds. They develop non-literal languages and discover subtle ways of communicating through metaphor and innuendo. Such learning engages their intellect and creativity; enables them to become active, creative problem-solvers; and offers opportunities to access alternative modes of thinking and feeling that are specific to each arts form.
In dance, for example, children learn not only to control their bodies in expressive movement but also to interact socially in proximity to others. In drama the skills of interpersonal communication can be developed to describe imagined situations or to make social comments. Analysing and producing media sharpen learners’ critical awareness of underlying media messages. Music is part of daily living and learners gain immense satisfaction from acquiring competency in music making and appreciation. In visual arts children learn to represent reality and imagination in skilful ways and to express their personal feelings, thus developing a sense of self. They also learn to interpret visual information and to use two and three dimensional forms and images to communicate and represent ideas. Emergent and combined arts forms enable learners to use information and communication technologies to represent ideas in ways that have never before been seen or heard, and to design interactive pathways as alternatives to linear storytelling common in traditional arts works.

The arts Learning Area aims to develop in all children:

- dispositions and capacities to understand and engage in creation/re-creation and presentation/performance in each of the major arts forms of dance, drama, media, music and visual arts; combinations of these arts forms and those that are newly emergent
- aesthetic understanding by critically responding to and confidently communicating their analyses of arts works
- a contextual perspective for considering and valuing the relationships and interconnections which exist within and across different cultures
- an understanding that arts both shape and represent the cultures through which they are expressed, thus contributing to the dynamic nature of personal and group identity
- knowledge, understanding and skills in each of the five major arts forms and a capacity to participate actively in constructing new realities and new possibilities through the creation of arts works
- capacities to apply arts learning to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

**The SACSA Framework and ESL children**

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Through active involvement in arts, children develop creative and powerful ways of expressing themselves. When given the opportunity to respond to, reflect on and analyse arts works, they develop a critical appreciation of their own works and those of others. When children consider the influence of context in the arts, their awareness is sharpened and their own practice informed. The curriculum framework for arts is organised through three strands:

- arts practice
- arts analysis and response
- arts in contexts.

These strands are designed to capture ways of ‘knowing, understanding and doing’ in the arts. The strands are interrelated and equally important, informing one another and providing different starting points for arts learning.

Through the three strands, children develop knowledge and an understanding of the concepts, conventions, skills and techniques of each of the five major arts forms—dance, drama, media, music and visual arts.

Achieving a balance of arts learning experiences

The learning experiences suggested in the Bands which follow are presented to emphasise that all children should experience all of the arts forms during their time at school. While the nature of experiences offered will vary greatly from school to school, all students in the Primary and Middle Years of schooling should be given opportunities to experience all five arts forms to some degree and depth. At the senior level students should have the option to learn in depth one or more of these five arts forms.

Each arts form has its own characteristics and body of knowledge, and each makes a unique contribution to learning.

Dance: the expression of human movement that forms an integral part of human life and culture existing in a variety of forms and purposes ranging from social pastime to theatrical performance and religious rite. It uses the body in myriad ways and incorporates the use of space, time and energy.
Drama: the enactment of real and imagined events through role-play, play making and performance, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form.

Media: the visual and aural communication of ideas for a mass audience using print, film and electronic media. It uses technology to create products in a multiplicity of media forms. It extends to the understanding of media codes and conventions, and the critical analysis of the media, through the development and understanding of media language.

Music: the aural representation of ideas as sounds and silences using voice, body, found sounds, and acoustic and electronic instruments/equipment. These sound sources may be organised in terms of rhythm, melody, harmony, texture, dynamics, tempo and form.

Visual arts: the exploration and expression of ideas through a broad range of approaches in visual images, forms and structures. These include contemporary visual culture, traditional crafts and design (graphic, environmental, product) as well as experimental and conceptual work. Visual arts practice involves the use of a diversity of visual conventions and symbols; and of materials, mediums and techniques, underpinned by aesthetic, social, cultural and technological considerations.

Engagement in the arts also involves using new technologies, including multimedia, in the exploration of ideas in the creation/re-creation of arts works in one or more of the arts forms, combinations thereof, or those forms that are newly emergent.

Design in arts

Design, in the context of the arts Learning Area, largely emphasises aesthetic concerns, that is the look and feel of a designed work and the use of materials in relation to intended function. In evaluating arts design, criteria emerge from the following questions: How well has it been designed? Is it pleasing to the senses? How skilful has the designer been in using materials/techniques? How innovative is the design solution?

This emphasis may differ from the conceptions of design in the design and technology Learning Area but, in both areas, designers work from a brief that involves the pursuit of an idea through to a solution.

Literacy, numeracy and information and communication technologies in arts

Through arts, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in arts as children learn to use specialised language and texts to create, interpret and critique a range of text images, forms, styles and structures. Reviews, storyboards, scripts and journals are examples of texts in arts.
Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in arts when, for example, children design products using sequencing and patterning, accurate measurement and a sense of shape, size, dimension and perspective. Gathering, interpreting and analysing data in relation to audience, viewer and user behaviour is another example of numeracy in arts.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. Examples of this learning are evident in arts when children develop, produce and present animation, computer imaging, computer-aided design and digital and electronic recording.
**Strand: arts practice**

Arts practice enables freedom of expression of thoughts and feelings in individual and diverse ways and contributes rich and reflective dimensions to an ongoing sense of personal and group identity. **Id • KC2** It involves generating, planning and experimenting with ideas; risk-taking and uncertainty; bringing a new product into existence; and/or reworking and transforming existing works or ideas. **T • KC3 • KC6** While the works of some artists are personal and private, most arts works are made to be performed or presented to audiences/viewers/users. **C • KC2** Sometimes the audiences represent family, social, cultural or religious groups. At other times, as with film/video or with online performance and presentation, the audience is unknown and unlimited. Children come to school with extensive, rich and diverse prior learning in one arts form or more and this cultural and social knowledge is a rich resource for themselves, their peers and their learning community. Arts are for all children, no matter what their skills, abilities and talents or their aspirations as arts practitioners.

Children in the Early Years use fantasy and make-believe when inventing their own structured play. They gain pleasure, satisfaction and coordination from tactile pursuits such as modelling and painting, whole body efforts such as singing games, and immersive experiences such as performing in a whole-of-school concert or play. Some children draw from prior experience to show signs of giftedness while for others their arts activities may be a first time experience. They develop a sense of personal and group identity by working to create/re-create and present/perform arts works individually, collaboratively or in teams, using arts forms to communicate their ideas, feelings and experiences. **Id • T • C • KC2 • KC4**

These children freely explore all arts forms when given supportive learning environments, and their works are unselfconscious, fresh and evocative. **KC1** They use imagination, intuition and life experience, including prior knowledge about arts, as a basis for their creative efforts when generating and developing arts works. **KC3** They engage in spontaneous play and experiment within the arts forms, to wonder what might happen next and improvise solutions. **KC6** In practising arts—by drawing pictures, composing with simple classroom instruments, recording environmental sounds, making up dance steps, ‘dressing up’ and improvising games and plays, making and playing with puppets—children learn by doing. They develop a sense of optimism in their ability to shape the future by drawing from the past and present to construct and reconstruct their own and new worlds through their arts practice.

Children in the Early Years participate in arts in both intuitive and structured ways, and therefore need direction as well as freedom to create/re-create and time to experiment. **KC6** These children are open to learning, readily constructing new concepts in each of the arts forms through formal learning and applying arts literacy and numeracy while practising the arts forms. **KC1 • KC2 • KC5** They think creatively, logically and symbolically. **KC6** They experience techniques, conventions and notations specific to each of the major arts forms. They refine their control, responding to activities where skills and techniques are learned by creating, observing, imitating and repeating. Children use online and offline resources to extend and amplify their learning, and as production environments for producing electronic arts works for screens and speakers. **T • C • KC7**

They share their arts works and present/perform their ideas to audiences of people they know, including peers, family, the immediate local community, and selected online communities. **KC2**
They successfully participate in youth arts festivals and other cultural events, and use information and communication technologies to display and share their arts works in a variety of digital forms. KC2 • KC7 Through involvement in performance and presentation, children develop a perception of self-worth, a capability for demonstrating newly learned skills of self-expression, and an understanding of how they fit into society. C • KC2

Following are the Key Ideas that comprise the arts practice strand.
Strand: arts practice

Children spontaneously express and communicate their feelings and ideas about the past, present and future through the images and forms they create.

This includes such learning as:

- generating and communicating ideas creatively using voice, body, appropriate software and objects/equipment
- using imagination, experience, improvisation, role-play and free association of ideas and actions as a basis for expressing meaning through their arts works
- initiating and developing arts works by selecting and sequencing forms, images, graphics, animations, sounds, movements, gestures and words
- imagining what might happen next and reflecting on consequences, thus establishing habits of mind for future engagement with arts
- appreciating the diversity of, and differences between, systems and cultures to which people belong through the exploration of arts practices with various communities and groups.

Key Idea

South Australian Curriculum, Standards and Accountability Framework
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \(F \times Id\)
- Children develop a positive sense of self and a confident personal and group identity. \(Id \times In\)
- Children develop a sense of being connected with others and their worlds. \(F \times Id \times In\)
- Children are intellectually inquisitive. \(F \times T \times C\)
- Children develop a range of thinking skills. \(F \times T \times C\)
- Children are effective communicators. \(T \times C\)
- Children develop a sense of physical wellbeing. \(Id \times In\)
- Children develop a range of physical competencies. \(Id\)

At Standard 1, towards the end of Year 2, the child:

**1.1 Confidently uses play and imagination to create/re-create arts works within each arts form.** \(Id \times T \times KC6\)

Examples of evidence include that the child:

- improvises a dance using different stimuli (eg own body, branch, chair, hat, hoop, ball, elastic) as starting points \(Id \times T \times KC2 \times KC6\)
- works cooperatively or in teams to generate a dramatisation to explore ideas (eg being a character in a story, acting out a different end to a known story, interpreting a poem) \(T \times C \times KC3 \times KC4 \times KC6\)
- experiments with drawing and recording a series of sequenced images from a well-known story using software or by displaying them in correct sequence \(Id \times T \times KC3 \times KC6 \times KC7\)
- recites chants, rhymes or well-known songs, experimenting with voice changes (eg high/low, loud/soft, quick/slow) to create different moods and meanings \(Id \times T \times KC2 \times KC6\)
- draws characters or events from stories, Dreaming stories, poems or legends to develop images for a planned group mural/wall display. \(T \times C \times KC3 \times KC6\)

At Standard 2, towards the end of Year 4, the student:

**2.1 Connects real and imagined experiences from the past, present and future, when creating/re-creating arts works within each arts form.** \(F \times Id \times KC1 \times KC6\)

Examples of evidence include that the student:

- selects and defines a space in which to create/re-create dance sequences or movements \(Id \times T \times KC3\)
- uses experience and imagination or paintings, stories and poems as a stimulus for drama (eg Dreaming stories) \(Id \times T \times KC6\)
- uses photographic, computer generated/manipulated means to create images which represent their understanding of past, present and future times \(F \times Id \times T \times KC6 \times KC7\)
- improvises with sound to express the mood of another arts work (eg painting, play, dance, poster) \(Id \times T \times KC2\)
- interprets a character from a story using different mediums (eg paint, clay, found objects). \(Id \times T \times KC6\)
Children identify a range of concepts for each arts form, explore new arts skills, and experiment with a range of traditional and emerging techniques and technologies. They begin to understand how these can be used to explore ideas and generate solutions to problems within each arts form. 

Across arts forms and within each of the arts forms this includes such learning as:

- recognising discrete arts works as belonging to one of the five major arts forms
- developing skills that enable them to become discerning listeners and viewers
- developing rehearsal, audience, tactile and interpretive (voice and body) skills
- exploring characterisation and the use of space, and their role within each of the arts forms
- discovering how to use digital and electronic technologies for artistic management and production and as mediums for future distribution of their work
- identifying unique aspects of each arts form, including those listed in the table below:

**Key Idea**

### Dance
- body
- time
- space
- energy
- movement dynamics
- ritual dance
- cultural dance
- social dance
- artistic dance

### Drama
- plays
- play reading
- puppets
- scripted plays
- puppet plays
- mimes
- masked dramas
- performance poetry

### Media
- films
- television programs
- radio programs
- animations
- videos
- audio recordings
- newspapers
- magazines
- advertisements
- webpages
- multimedia programs
- CD-ROMs
- image/sound/text
- space/time

### Music
- vocal works
- songs
- instrumental works
- soundscapes
- electronic works
- rhythm
- melody
- harmony
- texture
- dynamics
- timbre
- tempo

### Visual arts
- drawings
- paintings
- design
- collages
- prints
- posters
- rubbings
- computer images
- sculptures
- constructions
- jewellery
- fabrications
- assemblages
- ceramics

- exploring aspects of each arts form, including those listed in the table below:

**Dance**
- choreography based on several cultural forms
- dance sequences
- dance styles

**Drama**
- dramatic play
- mime
- tableau
- text interpretation

**Media**
- sound recording
- soundtracks
- video recording
- storyboarding
- script writing
- animating
- lighting
- framing
- sequencing
- editing
- projection
- photography

**Music**
- thinking in music
- repertoire
- notating
- arranging
- interpreting
- composing
- singing
- playing instruments
- electronically reproducing sounds
- aural skills

**Visual arts**
- design
- composition
- drawing
- graphics
- painting
- printmaking
- sculpturing
- crafting
- jewellery making
- computer imaging
- computer-aided design
- constructing
- moulding
- forming
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

At Standard 1, towards the end of Year 2, the child:

1.2

Explores skills, techniques and technologies from each arts form and engages in activities specific to each arts form to produce arts works. **T • KC6 • KC7**

Examples of evidence include that the child:
- re-enacts a particular pattern of movement where everyone has their own placement (eg a folk dance in a line, a group dance in a circle) or uses movement and different body shapes to convey an emotion or feeling **Id • T • KC2 • KC5**
- mimes simple personal experiences (eg brushing teeth, catching a bus, having breakfast) or enacts a situation from a given story or issue (eg a camping trip, friendship, endangered animals, road safety, planting a tree) **T • C • KC2**
- uses basic media technologies (eg microphone and tape recorder during morning talk, digital camera for class photos, overhead transparency to project images on a screen, simple animation software) and explores them in media productions (eg acts out a commercial, designs and makes an advertisement for a magazine, sequences images to tell or retell a story) **T • C • KC1 • KC7**
- creates a pattern of repeated sound to accompany their own confident singing or uses body percussion to create a variety of effects (eg car starting up, clock ticking) **T • KC6**
- interprets a story or character, selecting, assembling and combining different natural objects (eg leaves, seeds, twigs), surfaces and textures (eg rubbings or marbling) or creates different effects using colours, digital drawing tools, crayons, paints, pencils. **Id • T • KC1 • KC3 • KC6 • KC7**

At Standard 2, towards the end of Year 4, the student:

2.2

Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combination thereof. **T • C • KC1 • KC3**

Examples of evidence include that the student:
- names and performs common movements (eg bend, stretch, turn, roll, leap, jump, spinal roll) and dances using vocal sounds (eg storm, cyclone, beach scene) to accompany movements **T • C • KC2 • KC7**
- uses technical elements and technologies to enhance a role or performance (eg costumes to create character, lighting to focus attention, sound to suggest a mood) and memorises simple scripts or scenes **T • C • KC2 • KC7**
- uses specific skills and techniques appropriate to the media form to plan and make videos of a news report or interview, or uses magazines, newspaper photographs or websites to write own headlines and captions **T • C • KC3**
- plays or sings a simple tune by ear, invents their own graphic notation, and interprets it in playing/vocalising. They achieve different effects using sound and music to suggest mood (eg haste, calm) **T • C • KC2 • KC6**
- selects and controls different technologies, materials, techniques and software for a purpose and rearranges images and forms to create new ones (eg fantasy creatures, masks). **T • C • KC3 • KC6 • KC7**
Children develop a strong sense of purpose by performing/presenting with others and in teams. They explore relationships between arts works and audiences/viewers within each of the arts forms. This includes such learning as:

- recognising that arts works have the potential to motivate, inspire and change both performers/presenters and audiences/viewers
- understanding the dynamic relationships and connections between artists within each arts form and audience/viewers
- transferring their knowledge and understandings to new contexts and situations by making arts works for others to appreciate
- presenting/performing arts works from each arts form, individually and in teams, to a variety of audiences/viewers/users (eg peers, family, community and selected online communities) and at festivals or public events, including recorded presentations
- using creative and imaginative processes to explore the role of arts within each arts form in generating understanding of their own environment and the people within it
- demonstrating enterprising attributes by planning and presenting performances/exhibitions for a variety of audiences.
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.3 Shares arts works from each arts form that express personal ideas and feelings and that convey meaning to known audiences/viewers. Id • C • KC2

Examples of evidence include that the child:
- identifies and performs movements that reflect emotions (eg uses facial expression, gestures and movements in performance to class) Id • C • KC1 • KC2
- works cooperatively with others or in teams to perform drama for familiar audiences (eg peers, teacher, whole class) Id • C • KC2 • KC4
- presents works in the class and to the school in a variety of multimedia forms (eg poster, newsletter, short video, book cover design, computer animation, slide show) C • KC2 • KC7
- performs, to their class, other classes, school assembly and for their immediate community, songs that involve soundscapes or compositions using found objects to make sounds that create a mood Id • T • C • KC2 • KC6
- displays personal visual arts works in classrooms, hallways, entrances, offices, library, on school website, on street-facing windows, school grounds, around the home, school fences and in the local community. Id • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.3 Presents/perform arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration. In • T • C • KC2

Examples of evidence include that the student:
- performs a group dance on a recognisable theme to visitors. They adjust aspects of the performance/presentation to suit the audience/viewers Id • T • C • KC2
- shares responsibilities with peers and performs assigned tasks to present a scene for another class. They use feedback from peer audience to improve the performance for adults Id • T • C • KC2 • KC4
- presents a media production to a variety of audiences and uses feedback about intention and its success Id • T • C • KC1 • KC2 • KC4
- performs songs as a group or team to an audience of parents/caregivers/peers/community members and reflects on the performance Id • T • C • KC1 • KC2 • KC4
- explores an arts or literary work for inspiration and works as part of a group or team to prepare visual arts works for display around a theme of local concern (eg community space, environmental beautification scheme). T • C • KC1 • KC4
Strand: arts analysis and response

Children respond directly to arts works through the senses and emotions. They experience arts as audience members or viewers attending cultural celebrations, concerts, plays, films or exhibitions; viewing videos; listening to portable sound players; or interacting with arts works on the Internet. KC7 By reflecting on their own and others’ arts works, children are involved in interpretation and comparison. KC1 They engage in analysis from a range of perspectives as they describe, judge, value and challenge arts works, ideas and experiences. KC1 • KC2 They develop specific arts language and other structures in order to reflect on arts works. KC1 They learn that, through the arts, social and cultural values and meanings are constructed, challenged and reconstructed. By engaging in a wide range of arts experiences, children develop their own aesthetic values and a critical appreciation of their own works and those of others. KC1 A respect for arts practitioners and their works is engendered through attendance at live performances, meeting artists, and seeing original works of art and the workplaces or studios of artists in their communities. As critical thinking skills are honed, artistic understanding and discernment develop. T • C • KC1

Children communicate in a variety of modes such as display, performance and mass media distribution. KC2 As a result they are empowered to respond to communication messages in increasingly sensitive and informed ways. By responding to works in all the major, combined and emergent arts forms, they develop aesthetic values by working out what pleases them and what ‘works’, thus gaining a personal basis for becoming discerning audience members, viewers and consumers. ld • KC1 • KC2

When expressive arts works are shared with audiences, viewers or users, communication is at the heart of the experience. KC2 Children in the Early Years react openly and emotionally to performances and presentations of music, dance, images and forms, enactments and media programs. Through the use of verbal and non-verbal codes, they develop a sense of the powerful ways in which arts works are able to provoke varied and meaningful responses in the receiver. KC2 They enjoy presentations and performances—real, recorded and virtual—both at the learning site and beyond, including local, state and international festivals and events. KC7 Responding to arts works immerses them in logical, metaphorical, creative and symbolic thinking processes. It leads them to question the way the arts work is constructed and the social and environmental relationships involved. Thinking about arts works, during the experience or as a later reflection, develops skills in pattern recognition and interpretation of symbols in the thinking styles—music, visual, spatial, tactile—that occur in arts activities. KC1 • KC5

In describing and interpreting arts works—their own, their peers’ and others’—children enrich their arts literacy and numeracy. KC1 • KC2 • KC5 From learning the terminologies of each of the arts forms they are able to identify elements and conventions and give reasons for their feelings and opinions. KC2 By choosing favourite parts of arts works they gain a grounding in making informed evaluations that are phrased appropriately. KC1 Using both invented and traditional symbol systems and notations within their interpretations develops their ability to work with mathematical representations or models. KC2 • KC5 Sharing their descriptions and interpretations with their peers increases their facility to analyse differences of opinion. KC1 • KC2
They become critical audience members and viewers by reflecting on how an arts work was made and who was involved, and learning to use the correct terms when describing these roles and processes. KC1 • KC6 Specifically they learn about the role of creator, presenter/performer and viewer/audience member, but other roles may also be identified, thus increasing their understanding of the working life of artists. T • C

Following are the Key Ideas that comprise the arts analysis and response strand.
Strand: arts analysis and response

Children engage in arts experiences and performances/presentations as audiences/viewers/users in a range of contexts for different purposes. KC6 They gain understanding of the arts and use the variety of communication and thinking modes in each of the arts forms. T • C • KC1 • KC2

This includes such learning as:

- experiencing live performances/presentations (or recordings of these), viewing displays and exhibits, and responding appropriately using verbal and non-verbal means C • KC2
- recognising that audiences respond to arts in a range of ways for different reasons. Children begin to understand the conventions of audience participation and to think about why these might be different T • KC1 • KC2
- giving and receiving feedback on performance/presentation using arts language to describe features of arts works including how they have been made; recognising patterns and structures; and using arts terminology to identify the different mediums, techniques, technologies and conventions used T • C • KC2 • KC5
- explaining what they enjoy and how they feel about different arts works and/or performances and providing reasons for their preferences Id • C • KC1 • KC2
- describing their arts experiences and their own arts works. Children articulate their personal skills, abilities and interests and what factors influenced them, using terminology specific to each arts form C • KC2
- listening to and respecting the different opinions and responses of peers and others when participating in and responding to performance/presentation as audience or viewer. C • KC2 • KC4
South Australian Curriculum, Standards and Accountability Framework

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence: F • Id
- Children develop a positive sense of self and a confident personal and group identity: Id • In
- Children develop a sense of being connected with others and their worlds: F • Id • In
- Children are intellectually inquisitive: F • T • C
- Children develop a range of thinking skills: F • T • C
- Children are effective communicators: T • C
- Children develop a sense of physical wellbeing: Id • In
- Children develop a range of physical competencies: Id

At Standard 1, towards the end of Year 2, the child:

Distinguishes between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes: T • C

Examples of evidence include that the child:
- attends or views real, recorded or virtual dance, drama, music or combined arts performances/presentations. Uses arts language to identify favorite parts and express opinions about character, role, sets, props, costumes and scenes T • C • KC1 • KC2
- evaluates their own and others’ drama or dance presentations. Listens attentively to discussion in feedback and constructive criticism sessions and respects different points of view from peers Id • T • C
- views/listens to and describes media arts works screened, displayed and distributed in various venues. Explains preferences for certain programs (television, radio), print materials and electronic games and gives reasons for their appeal Id • T • C • KC1 • KC2
- discussions preferences for particular songs and instrumental works performed or created by themselves, giving reasons. They recognise and describe sound characteristics of pitch (high and low, going up and down), duration (long and short), tempo (fast and slow) and volume (loud and soft). They use expressive words to describe other sound qualities (eg wobbly, smooth, rumble, noisy, breathy) Id • T • C • KC1 • KC2
- views visual arts works made by self and peers; recognises and names the techniques (eg drawing, painting, collage, printmaking, constructing, assembling, authoring with digital and electronic tools) and materials (eg pencils, paint, pixels, video) used. Id • T • C • KC2 • KC7

At Standard 2, towards the end of Year 4, the student:

2.4 Demonstrates an understanding of the different messages and meanings communicated through performance/presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. Id • T • C • KC2

Examples of evidence include that the student:
- attends dance or views recordings of dance; identifies the different components; responds to the performance; explains its appeal and gives reasons T • C • KC1 • KC5
- responds to drama in oral, written or symbolic form according to pre-determined criteria. Expresses opinions about own drama and that of others Id • T • C • KC2
- views/listens to media arts works in the schoo/home environs, and local and global communities. Uses media language to identify features and explain appeal of personalities to certain audiences Id • T • C • KC1 • KC2
- discusses preferences for particular songs and instrumental works performed or created by themselves, giving reasons. They recognise and describe sound characteristics of pitch (high and low, going up and down), duration (long and short), tempo (fast and slow) and volume (loud and soft). They use expressive words to describe other sound qualities (eg wobbly, smooth, rumble, noisy, breathy) Id • T • C • KC1 • KC2
- describes features that help shape a musical work and expresses opinions about them T • C • KC2
- discusses designed works in relation to their function (eg identifies features of useful products which characterise their particular function) and makes observations, stating opinions about style, medium, construction or feeling T • C • KC2
- recognises the differences between the experience of live performances/presentations and that of recorded, printed, transmitted or online arts works; exercises choice within guidelines about experiencing arts works and attending arts activities. T • KC1 • KC2
Strand: arts in contexts

Australia’s cultural diversity has special significance for learning in the arts forms, providing children with a rich source of culturally specific and cross-cultural interaction. Strong links with local groups, participation in cultural festivals and interactions with artists from many cultures will enrich formal learning and, in turn, make children visible and audible in the life of their own communities. KC4 Through studies of histories children come to realise that contemporary arts in Australia reflect a diversity of traditions. The arts shape cultural identity and affirm, challenge and give life to beliefs and traditions. Studies in the cultural, social, contemporary and historical aspects of an arts work or practice develop learners’ knowledge and understanding of how people think and communicate those thoughts. KC1 • KC2

Rich exposure to all the arts forms in the Early Years develops habits of mind for lifelong involvement and enjoyment. Children unravel the contexts of arts experiences in all arts forms through discussion and through practical activities such as re-enactment or reproduction. KC2 • KC6 They use observation when constructive modelling of cultural sensitivity is important. They develop dispositions to arts learning, and begin to value the role played by arts in creating a coherent society around them. Id • In

Children develop cultural perspectives for considering and valuing the arts in different contexts by identifying arts experiences in their immediate world, including virtual worlds, and recognising the part the arts play in their daily lives. KC1 They make connections between the arts and everyday life in understanding that some people make the creation of arts works their life’s work and have a desire to communicate with audience members, viewers and consumers. KC1 • KC2 Children offer opinions on the purposes for arts works. KC2 They converse, e-mail or record interviews with arts practitioners to find out why and how an arts or cultural work came to be. In • KC1 • KC2

They talk and think about arts of other times and places, and identify social and cultural diversity through the different materials and methods used in arts works. KC1 • KC2 Children develop a sense of being connected with others and their worlds by exploring arts works from times and places that hold some significance for them, such as a family heirloom or a well-loved book. KC1 From these personal connections, they are beginning to develop an understanding that arts have operated as expressive symbol systems throughout history and that current arts forms have historical, cultural and social contexts. In • KC1 • KC2 • KC5

They experience the arts works and arts practices of living Australian artists either face to face, online or through recordings. KC2 From the perspectives gained they are prepared for encountering diversity—a basis for understanding the role of arts in Australian society. They develop favourites among Australian artists in all arts forms and choose illustrations, posters, music recordings, films and videos of recorded works and other forms of media arts to share with others or for their own repeated pleasurable viewing and listening. F • Id • In • T • C • KC1 • KC2 • KC4

Following are the Key Ideas that comprise the arts in contexts strand.
Strand: arts in contexts

Children develop their understanding of the part played by arts works and artists in everyday life within immediate and local social and community contexts. They explore ways in which groups and cultures are connected within these contexts. In • KC1

This includes such learning as:

- recognising the presence of, and offering explanations for, arts works from each arts form in their immediate environment. Children identify the people who contribute and respond to the arts within that context T • C • KC1 • KC2

- identifying the range of purposes for their own arts work and that of their peers. Children generate understandings of themselves and others in relation to arts work within each arts form created for appreciation, group belonging, sacred rites, advertising, entertainment or information Id • C • KC1 • KC6

- accessing libraries and the Internet for resources on arts works in each arts form made by other children that has the potential to influence future arts practices F • KC6 • KC7

- investigating the lives and experiences of people working in arts in paid, unpaid and voluntary capabilities within their local communities. Children reflect on the important influences that have shaped these people’s preferences In • KC1 • KC6

- investigating the works of contemporary Australian artists from diverse backgrounds and locations. Children explore arts works from each of the arts forms in a range of contexts to recognise Australian artists whose work appeals to them, and to reflect on the possible reasons for that appeal T • KC1 • KC6

- acknowledging the different styles and traditions of arts works made by Australian artists/performers. They document/report on (eg using digital camera, video, multimedia scanners, camera, sound bytes) arts works found in their homes, learning settings and public places within the community. In • C • KC2 • KC7
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.5

Identifies examples of arts works from across each arts form that occur in everyday life within their own community and local environment.

Identifies different kinds of dance (traditional and contemporary); identifies style, movement and costume, and explains where and why they occur (eg in the community, at festivals, on television, in films)

Discusses different ways drama is used (eg television, advertising, theatre) and identifies features of drama performances (eg settings, costumes, characters, language)

Identifies everyday life settings for media arts works (eg home, movie theatre, video shop, online); categorises media (eg advertisements on television, radio, posters, billboards, in magazines) and talks about images and features used (eg films, videos, e-zines)

Discusses purposes for music (eg dance, soundtrack, entertainment, consumer influence) and its influence on everyday life (eg radio, computer game, CD, film, advertising jingles)

Identifies examples of 2-D and 3-D art in their environments, by traditional and contemporary artists and talks about their purpose (eg persuasion, pleasure, celebration, commercial use) and is familiar with works of contemporary Australian artists from diverse backgrounds and locations.

At Standard 2, towards the end of Year 4, the student:

2.5

Understands the role artists/performers play in their own cultural life and discriminates between different features, characteristics and styles of works made by these artists/performers.

Examples of evidence include that the student:

- Identifies the different purposes of dance and describes distinctive features and purposes of personal dance works. Accesses video conferences, e-mail, DVD and CD-ROMs to study the works of Australian dancers, actors, media personalities, musicians and visual artists, and how these have changed.

- Distinguishes between their own drama and drama as entertainment in society, and suggests purposes for peers' drama.

- Identifies the attributes of specific purpose media products and describes features of different media arts works and discusses the ways in which these often represent views of the future.

- Identifies music used for different situations today and recognises major forms of 2-D and 3-D art in their community and identifies their function.

- Discusses contemporary artists' use of new media and their purposes.

- Works with artists/performers and/or participates in local cultural events and/or state arts festivals and explores vocational opportunities.

- Identifies ways in which contemporary Australian artists/performers promote their work to the community.
Strand: **arts in contexts**

*Children talk and think about arts and cultures from other times and places, within each arts form, and how these have connected individuals and local and global communities.*

**In • KC1 • KC2**

This includes such learning as:

- identifying elements and technologies utilised in individual arts works from each arts form that give strong clues about the time or place to which they belong **C**
- accessing libraries and the Internet to enhance arts learning resources from different times, places and cultures. Children explore arts practices within each arts form that relate to their own experiences and future arts practices **C**
- understanding and describing the ways that children in other places and times have enjoyed arts practices within each arts form in a different way from their own, and that diverse cultural practices contribute to forming personal and collective identities. **Id • C • KC1 • KC2**
- recognising that different arts forms have discrete communities of participants **In • KC1**
- experiencing arts from different cultures to begin to develop an appreciation and understanding of the meaning of the diversity of communication modes within systems and cultures. **In • C • KC1**
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.6 Recognises arts works from across each arts form made by different cultural groups in both past and present times. T • KC1

Examples of evidence include that the child:
- identifies (via live performance, video, print, Internet) the movements and styles of dance of different cultural groups from across time and place In • T • KC1
- recognises the drama of diverse cultures in events, carnivals, mime and plays In • T • KC1
- recognises media products (e.g., documentaries, films, cartoons, advertisements, computer games, newspapers), made in similar contexts for different cultural groups, and discusses the reasons for the differences In • T • C • KC1
- talks about songs and associated instrumental music, and associates characteristics with particular cultures at certain times of the year and in different locations In • T • KC2
- recognises (via first-hand experience, print, video, Internet) the different features of 2-D and 3-D visual arts works (e.g., drawings, paintings, murals, masks, weaving, sculptures, computer generated images, animations, cartoons, book illustrations) from different cultural groups from across time and place. In • T • KC1 • KC2

At Standard 2, towards the end of Year 4, the student:

2.6 Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made. T • C • KC1

Examples of evidence include that the student:
- distinguishes the dance of a cultural group or a period in history and discusses the knowledge handed down through generations F • In • T • KC1 • KC2
- identifies distinctive features of drama performances of cultural groups and names specific cultures by their well-known drama works (e.g., costume, make-up, masks, festivals, carnivals) In • C • KC1
- discusses and compares similarities and differences in style and production of media products from a different historical period or country (e.g., magazines, print/television/electronic advertisements, films, animation, photographs) In • T • KC1 • KC2
- discusses music from several cultures, identifying instruments with specific purposes, and names specific cultures by their musical works or instruments In • T • C • KC1 • KC2
- identifies features of 2-D and 3-D visual arts of a culture or period in history, and describes their function or importance for that culture or time, including naming specific cultures by their well-known visual arts works. In • T • C • KC1 • KC2
Design and technology

Introduction

Technology involves the creation of products, processes and systems to solve perceived problems or meet perceived needs. Design is integral to the creation of new technologies and involves changing one set of circumstances into another. Designing can be complex, drawing on established and new values, skills, techniques, knowledge and thinking to achieve particular goals.

Technology has been central to the development of humankind; humans have used technologies throughout evolution. New technologies continue to develop rapidly, and with increasing complexity. The nature of our futures and existence will be influenced greatly by technologies currently being created, and yet to be created. Today it is recognised that technologies are not just ‘made’. They exist because of human purpose, intention and decision-making. People bring together knowledge, experience, resources, ideas and values to create products, processes and services for a variety of reasons. Designing and making are key aspects of human experience and human enterprise. There are four clear and interconnected phases of any technology—the intentions at its conception, its design, its manufacture and its consequences (which often interact with those of other technology).

‘Design’ and ‘technology’ are very much aspects of culture. Identities and relationships—as individuals, communities or societies—are inseparable from the technologies used and lived with. Across the world, we can view any culture or society through the technology it has designed, developed or adopted. Australia benefits from the richness of design and technology developed by traditional and contemporary Aboriginal and Torres Strait Islander peoples, as well as by its multicultural society. The nation’s design and technological practices are greatly enhanced by these multiple cultural influences.

Technology, in the form of products, processes and systems, is diverse and created for many reasons. It may meet a human or ecological need and improve life in some way. It may be intended to create a perceived need and be marketed to specific groups with the principal intention of generating profit. There may be intentions to improve security and safety. Technology may be intended for surveillance and control, or to enhance personal or communal pleasure. It may be intended to empower or disempower. The use or abuse of technology can create social differences, disagreements and ethical conflicts. It is important to recognise technological practice as both beneficial and problematic, and that every technology can have both positive and negative attributes. Also, while technology has the capacity to offer solutions to problems, it can also create unpredictable futures. It is through a process of education in designing, using and living with technology that consideration and prediction of unforeseen consequences are more likely. Such an education cannot be simply technical in nature; it needs to be practical and critical too.
To create a democratic global future sustained and shared by all people, regardless of sex, race, class, culture and ability, it is increasingly important that we examine not only our existing technologies but also the intentions behind the design of new ones. It is no longer appropriate merely to accept designed and technological products, processes and systems as inevitable parts of our material lives. A fully functioning democratic world calls for a design and technology education that recognises the complexity of technological issues in their ethical, dynamic and holistic contexts, and helps learners to become technologically literate citizens. A quality design and technology education contributes to the wellbeing of the individual, society and other species alike—to personal needs and to the common good.

Design and technology education creates technologically literate learners who critique, design and make products, processes and systems. It can be powerfully interdisciplinary, relating equally to many fields of human endeavour (eg artistic, cultural, environmental, ethical, experiential, historical, local, mathematical, personal, political and scientific) but bears no special relationship to any one of these. Design and technology is very much concerned with procedural knowledge (know-how) and there are many valuable techniques to be learned through critiquing, designing and making. It is a dynamic and diverse Learning Area, the content of which is very much determined by local contexts and the needs of children. This knowledge can be used for leisure, lifelong learning, work (paid, unpaid, voluntary) and participation in democratic processes and decision-making. Design and technology offers learners a rich blend of knowledge, skills, strategies and dispositions to develop their identities as individuals, and to help them design shared, sustainable futures.

As they develop their capacities to critique the technological and designed worlds around them, children learn to question those worlds in new ways and construct new meanings. They are enabled to challenge the status quo of acceptance of the built and created world. Ultimately learners can detect and deconstruct dominant power structures which create inequities. As they design, they are empowered to effect change by developing a repertoire of thinking skills and creative dispositions. They learn that there are rarely single or ‘right’ answers when critiquing, designing or making technology. As learners make, they test their ideas and thinking against reality by applying skills and knowledge. They take practical action to bring into being personally, socially and environmentally and ethically desirable products, processes and systems. However, the design and technology Learning Area must be richly woven. It calls for deep, rather than shallow, understandings of technology. Thus the notion of a technologically literate learner is not a narrow one.

Technological literacy can be viewed as having three dimensions, all of which are equally valid and important. All children benefit from all dimensions of technological literacy and must not be constrained in their learning to one aspect alone. The three dimensions are:

- the operational, through which learners develop skills and competencies, at a technical level, to use materials and equipment in order to make products and systems (they learn to use and do)
- the cultural, through which learners contextualise their learning in the world of designed and made products, processes and systems. They recognise the interdependence of technologies with people at home, in further education and training, at work and at play, and they apply their technical learning in practical ways to realise designs and solve practical problems (they learn through technology)
the critical, through which learners are empowered to take a full and critical role as autonomous citizens in technological societies. They are able to make refined judgments about the worth of the intentions and consequences of technological products, processes and systems on themselves and others. They reflect on technologies and take subsequent personal and civic action in the light of this reflection (they learn about, and how to be with, technology).

The design and technology Learning Area aims to develop in all children:

- ethical, critical, enterprising and futures dispositions towards their own and other people’s designed and made products, processes and systems
- capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology
- capacities to consider and respond to the needs of diverse cultures in relation to developing technologies
- broad-ranging design skills to create innovative solutions to design briefs and problems
- broad-ranging techniques for manipulating materials to create products, processes and systems including information and communication technologies
- skills in communicating their thinking, ideas and plans for products, processes and systems
- capacities of responsible management and duty of care towards themselves and others when designing, making and using
- capacities to apply their design and technology learning to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

The SACSA Framework and ESL children

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
The design and technology Learning Area is articulated through three strands. These reflect the processes of thinking and doing that constitute a quality education common to any technology (e.g., agriculture, architecture, information and communication technologies, electronics, engineering, food, genetics, media, robotics, textiles, viticulture). The three strands are:

- critiquing
- designing
- making.

These three strands are interdependent and none of them is predominant. Read alongside each other they do not constitute a sequential process. They interrelate to support rich understandings. A quality design and technology education weaves the three into a dynamic and holistic learning experience for all students.

**Literacy, numeracy and information and communication technologies in design and technology**

Through design and technology, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in design and technology as children learn to use specialised language and texts to, for example, communicate the value of a particular design by using effective procedural and persuasive texts including appropriate vocabulary. Posing critical questions to challenge the intentions and consequences of technology in diverse contexts and using collaborative language in planning, designing and reflecting on projects are other important aspects of literacy learning in design and technology.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in design and technology when, for example, children use spatial understandings, particularly the relationship between shape, structure and function to inform 2-D and 3-D design. Other relevant examples include students applying accurate measurement and mathematical formulae when designing and constructing products.
Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in design and technology when children use computer-aided design, simulation, animation and presentation applications, when they select and maintain hardware and when they investigate and research the intentions and consequences of technology.
**Strand: critiquing**

Critiquing involves making judgments—not only about technologies in some passive or impersonal form, but also very much about the thoughts and actions of self and others as designers, makers and users of products, processes and systems. Critiquing involves learning through many ways of deconstructing, whether metaphorically or by actual dismantling or disassembly of existing products, processes and systems. Children critique to evaluate their own progress when designing and making. This is ongoing and becomes a ‘way of working’ for the learner before, during and after designing and making.

Children learn the importance of critiquing each of four phases in the creation and existence of any technological product, process or system. They interrogate: the intentions and values at the very conception of a technology; the principles used in designing; the methods and resources used in manufacture; and the impacts and consequences. Critiquing often exposes ethical, cultural and social contradictions brought about by designed products, processes and systems. Through critiquing children deconstruct the meanings behind, and power relationships between, people and the built and created world. The act of critiquing ultimately involves presenting a defensible case outlining the merits or otherwise of the whole or parts of a product, process or system.

In the Early Years children play in and explore environments. They build and they pull things apart. They learn that combinations of parts are what make up whole objects. They satisfy their curiosity by interacting with the worlds around them in schools, homes, communities and virtual communities. Children make connections between different aspects of the products that they encounter. Their vocabulary grows as they name objects and identify their features, and learn to do new things.

Children reflect on what they perceive. When they reflect, are curious, ask questions or solve problems, they are developing thinking which empowers them to critique the world around them. They learn that there is more to material objects than initial appearances would suggest. They understand about relationships between people, the technological world and natural environments. They become empowered to ‘look behind’ the first impressions of processes and products, and to make judgments and act.

Critiquing in the Early Years of design and technology supports many aspects of thinking. Children think about their own play, design and making activities. They pose and construct questions and build models to try out new ideas. They develop senses of good and bad design of everyday manufactured items as they make comparisons and judgments about their designs and the designs of others.

Following is the Key Idea that comprises the critiquing strand.
Strand: critiquing

Children develop understandings about people, diversity and the technological world, and learn to question by assessing their own and others’ products, processes and systems. T • KC1

This includes such learning as:
- sharing feelings and ideas about designs and technologies by taking and using digital images to support opinions T • C • KC2 • KC7
- appraising what they have made against their initial intentions T • KC1
- telling others how they feel about what they have done. Children build a sense of accomplishment and self-understanding and develop confidence in communicating, using digital and electronic technology in presenting an idea to a wider audience Id • C • KC2
- collecting and analysing information (data) and expressing thoughts about the consequences that designs and products can have on people’s lives past, present and future F • In • C • KC1 • KC2
- making judgments about products, processes and systems in order to identify patterns, connections, consequences and issues that impact on the present and can relate to their futures F • In • T • KC1
- imagining future products and designs that would be personally, socially and environmentally useful, and providing a justification for them F • T • KC6
- understanding that designs and technologies change over time. T • KC1
- making appropriate choices about the use of software and virtual tools.
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others. **T • KC1**

Examples of evidence include that the child:
- describes the roles of functional characteristics of specific items of traditional, ceremonial and contemporary clothing from diverse cultures **In • T • C • KC2**
- expresses feelings and preferences for one kind of play equipment over another, with reference to aesthetics and useability, and provides some ideas about the reasons for their preferences **T • KC1 • KC2**
- critically explores why certain kinds of the same product (eg toys, television advertisements, food, computer games and CD-ROMs) may hold more appeal for children, considering needs and purposes **T • KC1 • KC2**
- identifies and explains commonalities and differences in the design features and materials used in a variety of chairs, and provides conjectures about the reason for those factors **T • KC1 • KC2**
- recognises that some materials come almost directly from natural environments (eg timber) and some are produced from natural materials plus a lot of energy (eg concrete and plastic). **KC1**

At Standard 2, towards the end of Year 4, the student:

Identifies a range of ways in which the design of everyday products, processes and systems is related to those who use them. **In • T • KC1**

Examples of evidence include that the student:
- describes why each of several significant factors (eg size, shape, strength, purpose) are important for a person buying a pair of shoes **In • T • KC2**
- explains how factors such as location, occupation, tradition and climate influence the housing design decisions made in a variety of cultures **In • T • KC2**
- draws up a list of things to think about when buying a gift (eg a case, camera, computer games) for a particular person **In • T • KC3**
- describes how some computer games are designed to appeal to girls, and some to boys, recognising the influence of the designer in what is available to young people and how choices can be limited **In • Id • T • KC2**
- discusses a variety of products that wear out and a variety that last, in terms of such issues as durability, repair and maintenance. They analyse and suggest what this might mean for the products’ users and for the natural environments from which source materials are obtained. **In • T • KC1 • KC2**
Strand: designing

Designing is, of essence, about change and choice-making. KC3 To design is to change one set of circumstances into another and, in so doing, choices have to be made. The decisions faced when designing involve complexity and holistic thinking as there are many factors to consider. T As children gain confidence as designers, they realise that they can personally effect change. F • KC6

Designing involves imagination and creativity to make proposals and choices about new ideas for products, processes and systems. KC6 All children learn a rich variety of design strategies for meeting needs that have been identified by them, their teachers or their communities. Id • KC3 These needs are often expressed through a design brief. KC3 There are many ways of designing and they frequently involve weighing-up competing variables (eg resources, values, aesthetics, ethics, techniques and knowledge). When children design they draw on a wide spectrum of thinking and creative capacities to plan, generate, synthesise and realise ideas.

KC1 • KC3 • KC6 They record and communicate this thinking and their design proposals using a wide range of communication techniques (eg oral, performance, notational, textual, mathematical, digital, graphical, virtual or three-dimensional presentations). C • KC2 • KC7

In the Early Years children explore and interact with their environments and discover new ways of doing things. KC6 They try out new ideas, invent and solve problems. KC6 They experiment, try out creative ideas, investigate and act out scenarios. KC1 They think about what they are doing and communicate with others about their ideas, revising and adapting in response to feedback. KC2

In the Early Years children design and use trial and error in experimenting with different ways of solving problems. KC6 They learn that they have some control over matters and can effect change. Children create and plan products, processes and systems which are their own and are different from others’ designs. T • KC3 • KC6 They reflect on their work and consider improvements. KC1 They weigh up different things to be considered for designs and, as designers, make choices and decisions. Id • KC1 • KC3

Children document their work and communicate with others, including through the use of ICTs, KC7 about their thinking and designing. KC2 They talk to each other, present to the group, or ask and answer questions. KC2 • KC6 They communicate their ideas in many other ways—with photos, drawings, models, sorting and retrieving information or by following agreed processes (including resource management) when using a computer. KC2 • KC7 They learn new ways to express themselves and to record their thoughts and ideas. C • KC2 As children learn in design and technology they enjoy many opportunities to develop their literacy, numeracy and ICT skills. KC2 • KC5 • KC7 They use many communication forms as well as technical, symbolic and non-verbal languages. KC2 They draw on and develop their understandings of time, space and measurement, and skills in researching, testing, designing, drawing, critiquing, reporting and controlling using a range of ICT hardware and software such as Inspirations. T • C • KC1 • KC2 • KC3 • KC5 • KC7

Designing contributes to children’s Essential Learnings in a variety of ways. They develop a futures perspective when they realise that they have a capability to effect change. They are able to consider alternative scenarios and products and apply their personal interests and
imagination to different futures. KC6 When children design, they contribute to their developing sense of identity through applying imagination and initiative to propose new products, processes and systems which respect personal and collective identities. KC6 Their sense of interdependence develops as they realise the interconnectedness between themselves and the designed and natural worlds and, within designing, between many stages on the journey from ideas to products. Id • KC1 • KC6

Children’s thinking is facilitated through designing in many ways—they use imagination, creativity and reflection, consider alternatives, plan, work things out and weigh up alternatives. KC1 • KC3 • KC6 They communicate this thinking in many ways, and the communication of design supports their own learning through the recording of thoughts and processes, as well as through interacting with others for expression and for opinion. T • KC2 • KC4

Following are the Key Ideas that comprise the designing strand.
Strand: designing

Children recognise and use different ways of thinking, planning and preparing that are helpful in achieving and presenting their designs. They learn that by designing it is possible to effect change. F • T • C • KC1 • KC2 • KC3

This includes such learning as:

- recognising the value of foresight, planning and trying out different ideas to achieve their design goals F • T • KC3 • KC6
- researching and ordering information (eg through using an Internet search to gain knowledge of past and present perspectives which can be used in a range of different design contexts) F • T • KC1 • KC7
- comparing their design ideas with those of others, and discussing the advantages and disadvantages in these ideas T • C • KC1 • KC2
- playing with, adapting, substituting and reflecting about materials and objects to find those most suitable for their designs T • KC1 • KC6
- identifying and weighing up competing but connected factors (eg available materials, time, function, social and environmental consequences) in their designing of products, processes and systems In • T • KC1 • KC3 • KC5
- investigating the issues involved in making choices about materials and equipment, and how their choices impact on each other, local communities and those around the world In • T • KC3 • KC6 • KC7
- exploring combinations of colour, graphic elements, video and sound bytes to design digital text for a range of audiences.
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.2

Demonstrates an initial variety of design practices and recognises design as a tool for change. 

Examples of evidence include that the child:
- identifies a variety of sources (e.g., library, software, magazines) for selecting graphics for their design ideas, and explains how the process of choosing helps them to design
  - 
- plays with materials, and thinks about and describes their features and how they can be used in different ways to come up with new designs
- trials, using different paper shapes and pattern arrangements for their designs, and explains trialling as a way of achieving the result they want
- chooses parts from a kit to build a model of a design, and explains how modelling can represent their design ideas
- explains the value of researching through the Internet when considering ways in which design information from diverse cultures can change their own design ideas.

At Standard 2, towards the end of Year 4, the student:

2.2

Develops a range of design skills and uses them to effect change.

Examples of evidence include that the student:
- analyses a brief to design an animal house, and proposes strategies (e.g., trying ideas, researching, measuring, planning, trialling) to successfully meet the brief
- conducts research (e.g., collecting samples of different scented and textured plants), and investigates which of these a person who is visually impaired might prefer for a revitalised garden plot. In so doing, they clarify design possibilities and limitations
- synthesises into an electronic scrapbook a collection of different ideas and information formats from a variety of sources, and uses this as a stimulus for their designs for products for the school fair
- evaluates and revises a selection of their designs in the light of opinions they have gained from others, including ideas about social and environmental sustainability
- generates, independently, multiple ideas for their designs for a new flag to represent a group identity.
**Strand: designing**

Children use different strategies, including using a range of technologies, for successfully reflecting on, communicating and expressing to others their design ideas and thinking. 

This includes such learning as:

- using drawings to express their ideas and feelings about designs and production ideas to someone else
- using colour graphics and audio for a range of audiences
- sharing their design ideas with other children to compare solutions to problems
- deciding on appropriate materials to model their designs, and justifying these decisions with reference to social, cultural, ethical or environmental considerations
- representing their thinking by selecting and using suitable media and equipment (eg pencil, paper, computer, digital camera), and using basic database and spreadsheet applications where appropriate
- simulating the relationship between different components of designs (eg the moving parts of a model insect) to test and communicate how they work
- documenting their design activities and communicating to the class, by using ICT-based word processing and presentation and display programs, their reflections and evaluations of how they designed and worked on a particular project.
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.3 Shares a variety of ways of communicating their design ideas and thinking. T • C • KC2

Examples of evidence include that the child:
- uses sketches with labels to demonstrate how the parts (e.g., suspension, walls, roof) of their design for a cubby house come together T • C • KC2
- describes and explains why the product they have designed is the shape it is T • C • KC2
- portrays to the class, using images accessed from software, their design ideas T • C • KC2 • KC7
- demonstrates understanding of the relationships between functional design components (e.g., makes a folded paper model to show how the doorway of their tent design opens and closes) T • C • KC1 • KC2
- represents, by substituting one material for another, their designs for architectural features. T • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.3 Uses a range of communication forms and technologies, as a means of self-reflection and to describe their design ideas, thinking and planning. T • C • KC2 • KC7

Examples of evidence include that the student:
- manipulates and saves into a folder a range of graphics, formats, fonts and styles. They draw on this collection to reproduce, represent and maximise their design thinking when designing an invitation T • C • KC2
- uses pictures or a slide show to create a visual communication which explains the sequenced stages of building a house T • C • KC2
- draws different ‘bird’s-eye’ views for re-designs of their bedroom, and saves them into a folder for a later narrative exercise T • C
- critiques a product they have designed and made, describing to an audience what they consider to be the strengths and drawbacks of their design. They add this to their electronic project diary T • C • KC1 • KC2
- maintains, and uses for reference purposes, a portfolio which includes designs from a variety of sources as well as their own sketches and ideas and evidence of their skills. T • C • KC2
**Strand: making**

Making involves many ways of creating products, processes and systems. KC6 All children learn a rich repertoire of techniques using a diversity of material (eg resistant, non-resistant, data, natural, recycled, manufactured) components and equipment to create worthwhile products, processes and systems. KC7 They learn to select materials appropriately for their designed products and systems. KC7 They also plan and manage production processes in ways which achieve quality and which show responsibility in their own work and in their care towards others. KC3 • KC4 When children make products, they view their personal capabilities in action and test their ideas and thinking against reality. Id • KC6

In the Early Years children engage with the world of products, processes and systems made by others. Their clothes, toys, furnishings, homes and methods of transport are very much part of the child’s life. They are interested in products and, in time, learn that they can make things themselves.

Children play, experiment with and use equipment, materials and objects. KC6 • KC7 They learn to grip, hold, carry and manipulate materials, objects, data and equipment, and to create new products of their own. KC6 • KC7 They learn that parts can go together to make new wholes, and they test their thinking against reality by making what they had in mind. T • KC6

When children make they not only learn new techniques and refine their motor skills but also develop self-confidence, persistence and resilience. They enjoy excitement, overcome disappointment and organise their making and think ahead. KC3 • KC6 They often work with others or in teams and have to share equipment and materials, developing a sense of fairness and how to take care of themselves and others. KC4

When Early Years children are involved in making, their sense of personal identity is greatly enhanced. Confidence and esteem come with persistence, determination and insight, and they develop resilience in their respectful relationships with others. Children identify relationships between the imagined, virtual and the real world, the world within and the world beyond, between people and products, and between resources and environments. Id They reflect on their actions to refine their working, use initiative and imagination in how they go about things, and develop foresight and a capacity to plan and organise. F • KC1 • KC3 • KC6

Following are the Key Ideas that comprise the making strand.
Strand: making

Children develop confidence in their capacity to use materials and equipment to make products, processes and systems and, in so doing, reflect on how they work. T • KC1 • KC6 • KC7

This includes such learning as:

- exploring effective ways of holding and manipulating materials while they work with them T • KC6
- working as a member of a team to plan and create products and systems using construction kits In • T • KC3 • KC4 • KC6
- developing competence and confidence in dismantling and/or reassembling products Id • T
- shaping and joining materials in different ways to create new forms or components F • T • KC6
- experimenting with new ideas, concepts and techniques to explore ways of creating products and systems with moving parts T • KC6
- practising special techniques to increase their confidence in using particular tools, equipment and information and communication technologies C • KC7
- investigating how to cut, remove and edit materials in order to accomplish their ideas for part or whole products, processes and systems. T • KC1
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.4 Acts confidently through using materials and equipment to make products, processes and systems. T • KC7

Examples of evidence include that the child:
- demonstrates understanding and skills when using a construction kit to build a model windmill with moving sails T • KC1 • KC2 • KC3
- demonstrates the capacity to construct a rigid structure using cardboard, scissors and masking tape T • KC2 • KC3
- tries different ways of creating an animate object (eg insect using plasticine, feathers and toothpicks) and, in so doing, gets the effect they desire T • KC6
- uses trial and error to create successfully a colour wheel using a computer drawing program T • KC6 • KC7
- confidently shares with others the techniques used for making biscuits. T • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.4 Demonstrates effective use of a broad range of materials and equipment, and reflects on their personal interaction with resources they use. Id • T • KC7

Examples of evidence include that the student:
- uses tools accurately when measuring, marking and cutting a template. They reflect on how well they did, and suggest possible things to think about next time Id • T • KC5 • KC7
- uses appropriate equipment and ingredients to make scones, and describes to their peers what the difficult parts were Id • T • KC2 • KC7
- uses equipment to adjust their simple wind instrument until a satisfactory sound is obtained T • KC7
- manipulates graphics, layout, print size and style and, in so doing, suggests and creates new personal strategies for using the electronic medium in different ways and for different purposes T • KC6
- uses card, globes, wire, split pins and battery to create their design for a game. They assess which materials and techniques they found easiest to work with and which less so. T • KC6
Children analyse and explain the uses and potential of equipment and materials. They recognise that a range of resources can be used to accomplish their ideas and to (re)shape their world. F • C • KC1 • KC2 • KC7

This includes such learning as:

- expressing their thoughts about the properties of common materials, and how these properties are put to use in making their products, processes and systems T • C • KC1 • KC2
- identifying and selecting which kinds of equipment might be appropriate for working with particular materials, and how this equipment has changed and may change as technology changes F • T • KC6 • KC7
- describing the differences between properties (e.g., strength, texture, insulation, workability), and explaining why it helps to know these differences when designing T • C • KC1 • KC2
- describing the features (e.g., structure, format, shape, purpose, dangers) of particular equipment, and relating these features to how they and others use the equipment C • KC2 • KC7
- suggesting how to combine different materials in ways that might improve existing products for the benefit of their users, and in ways that do not have negative environmental, economic or social consequences F • T • KC2
- explaining some of the potential and limitations of particular equipment and software, not only in terms of function but also in ways that assess personal and peer readiness to use that equipment. Id • C • KC2 • KC7
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

**At Standard 1, towards the end of Year 2, the child:**

**1.5**

**Explores current and alternative uses of materials and equipment in creating products, processes and systems. F • C • KC1**

Examples of evidence include that the child:

- explains the different properties of materials (eg why cardboard was used to strengthen the back of a mask they designed) and describes the limited life of the material in certain situations C • KC2
- shows the different uses and applications of materials (eg how using an inverted clear plastic bowl to represent a glass dome would work in their model of an animal-viewing area, and offers other possible uses for such a bowl) T • C • KC2 • KC6
- describes to peers the different materials used in simple products (eg a digging stick, a fishing net, washing-up brushes), and gives reasons why such products might not last for ever KC1 • KC2
- explains why some materials (eg tape, plastic strapping, rubber bands, pipe cleaners) are suitable for making certain products and which ones could be reused C • KC1 • KC2
- explains how a range of materials and equipment (eg glue, staples, masking tape, pins) are suitable for joining other materials (eg paper, plastic, cardboard, foam). They describe which might be permanent and which temporary In • C • KC1
- identifies some different uses to which computers can be put (eg sending messages, playing games, word processing text, composing with and creating sounds, compiling graphics for a magazine). C • KC1 • KC6

**At Standard 2, towards the end of Year 4, the student:**

**2.5**

**Identifies the characteristics of a range of materials and equipment, and explains the relationship of those characteristics to designed and made products, processes and systems. In • C • KC2**

Examples of evidence include that the student:

- explains their selection of plasticine to make models for an animation sequence because of its capacity to be easily shaped and reshaped T • KC2
- describes and reports on different cutting edges of a variety of tools (eg saws, scissors, knives) in terms of the way they work on particular materials In • T • C • KC2 • KC7
- identifies natural characteristics of materials from which Aboriginal artefacts are made, linking them to peoples, places and purposes In • T
- identifies items of equipment which work on a principle of leverage, and describes what the lever does that is useful In • C • KC2 • KC7
- recognises the potential of a simple database to store and organise information about the properties of materials. In • C • KC1 • KC5
**Strand: making**

Children analyse the importance of organisation and safety rules, in order to use resources well and consider the personal and social responsibilities involved when working with others. **In • C • KC1 • KC4**

This includes such learning as:

- developing self-awareness about safe use of resources, techniques and equipment by taking personal care, and being mindful of preventing waste through planning for minimal resource use. **Id • T • KC1 • KC3 • KC7**
- appraising the significance of processes of tidiness, planning and organisation before, during and after their work, both for themselves and for the benefit of those with whom they are working. Children review their progress during these sequences **In • T • KC1 • KC3**
- thinking of, and valuing, themselves and others as part of a group, while they are working and using resources **Id • In • KC4**
- planning sequences to organise their way of working **T • KC3**
- working consistently and cooperatively to achieve agreed outcomes, and ensuring that everyone plays their part and no-one is left out **Id • In • KC4**
- achieving quality and accuracy in their work, and analysing those aspects of their knowledge and skills in making that need further development. **Id • T • KC1**
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

### Developmental Learning Outcomes

#### At Standard 1, towards the end of Year 2, the child:

1.6

**Understands the importance of simple organisation and safety issues in terms of their consciousness of people and fairness.** \( Id \times In \times KC1 \)

Examples of evidence include that the child:
- appraises and lists what needs to be done to put into practice an action plan (eg to look after a garden), and reports on ways that such care benefits people and other living things \( In \times T \times C \times KC1 \times KC2 \times KC3 \)
- demonstrates the capacity to take initiative in working with and assisting others (eg voluntarily helps another child and shows them how to remove and store properly a CD from a CD player/drive) \( In \times T \times KC2 \times KC4 \)
- explains why they and other children all benefit when they work together to tidy a workplace \( In \times T \times KC1 \times KC2 \times KC4 \)
- shares with others the limited materials and equipment, including information and communication technologies, available for making particular items, and explains their actions from an understanding of fairness \( Id \times In \times KC2 \times KC4 \times KC7 \)
- uses, carries and stores equipment sensibly, and explains this behaviour in terms of personal and group wellbeing. \( Id \times In \times KC4 \times KC7 \)

#### At Standard 2, towards the end of Year 4, the student:

2.6

**Identifies the reasons for managing resources effectively and for working in personally and socially safe and responsible ways.** \( Id \times In \times KC1 \)

Examples of evidence include that the student:
- identifies advantages in sharing tasks, such as how work may be done more quickly or in more interesting or safer ways \( Id \times In \)
- identifies the need, devises a strategy and prepares a roster for feeding class plants and animals and, in so doing, demonstrates fair practice and good organisation skills \( Id \times In \times C \times KC3 \times KC6 \)
- role-plays a method of controlling traffic at an intersection. In so doing, they demonstrate capacities to plan and sequence operations while working in supportive ways with others or in teams \( Id \times In \times C \times KC3 \times KC4 \)
- recognises risk issues in the classroom and designs a safety sign, using suitable graphics software, to alert other students and visitors to the dangers associated with a wet area \( Id \times In \times C \times KC3 \)
- works as a member of a design team to identify environmental issues, and negotiates an acceptable safety and recycling policy with the class. \( Id \times In \times C \times KC2 \times KC4 \)
In English, the study, enjoyment and critical use of a range of spoken, written and visual texts enable children to develop knowledge about how language functions and how texts reflect and shape social attitudes and practices. Children need to become critical and creative users of English language, in order to develop a sense of positive self-worth and the skills and values to engage with all aspects of their learning lives, in school, paid and unpaid work, and further study.

The development of knowledge, skills and understandings about language and literacy is essential for any individual’s active and effective participation in their learning and in their local and global communities.

By the time children begin school, they will be already using language in a range of contexts and for different purposes and audiences. They will be aware of and able to use the systems of signs and symbols shared by people around them. They encounter many forms of information and communication technologies in their everyday lives. Learners engage in rich language experiences as they draw on both home and community resources, including popular and traditional stories, songs, rhymes, dance and play. The English curriculum acknowledges, values and builds on these diverse cultural experiences and linguistic backgrounds including, for example, Aboriginal English. This particular curriculum supports Reconciliation by referring directly to the lives and cultures of Aboriginal and Torres Strait Islander peoples.

Through the study of English, children learn that language transmits cultural perspectives, including gender, ethnicity and class; and who or what is or is not important as they think, imagine, challenge, remember, create and narrate. Using language they work through ideas, and discover and convey information. They learn how language shapes meaning and reality, what this means for issues of identity and interdependence, and how it is used for a range of purposes and in different contexts. Learners need to know how language is constructed and how it is used by different groups in society to shape social power relations. Throughout schooling, children and students are provided with many opportunities to learn about language and engage with language in a range of creative and critical ways.

English involves learning about texts and about language, using the modes of speaking, listening, reading, viewing and writing. Learners comprehend and compose a range of literature, media and everyday texts. They explore and engage with fictional, factual, non-print and multimedia texts from diverse cultural perspectives, take pleasure in using these texts to explore ideas, and think imaginatively and critically about themselves, their world and the global community. They are also able to use the texts they read, view and listen to as resources for creating and constructing their own texts.
As children move through the curriculum Bands there is an expectation that the language they use in different texts and contexts will develop. This will be evident as they:

- interpret increasingly complex meanings (eg from concrete to abstract; everyday to technical; structurally simple to more intricate texts)
- produce longer texts (eg move from relatively short to longer texts)
- interpret and produce different text types in a wider range of contexts (eg move from a narrow to a wider range of text types)
- focus on producing multimodal communication in different media and contexts (eg move from relatively monomodal texts such as a spoken radio advertisements, to multimodal and interactive digital texts such as television and online advertisements, which combine moving, visual images, music, voice and sound effects)
- critically analyse the intended use and availability of digital and electronic technologies as a means of communication, information analysis and storage.

As they learn about English language and texts, children also develop functional and critical literacy skills as well as the numerate skills involved in text analysis. Literacy is defined as the ability to understand, analyse, critically respond to and produce spoken, written, visual and multimedia communications in different social and cultural contexts.

Being literate involves an understanding of the past, present and possible future relations between language, power and society.

English has a significant role in the development of literacy. This is particularly so in the Early Years where the explicit teaching of literacy provides a foundation for, and is virtually inseparable from, children’s learning about texts and language. Equally, literacy development is a vital aspect of learning across the curriculum and needs to be taught in all Learning Areas. The explicit description of literacy skills in English is a reference point and resource for the teaching of literacy in all Learning Areas.

Literacy underpins learning in all areas of study and involves using listening, speaking, reading, viewing and writing in a diverse range of situations. It involves an understanding and use of diverse varieties of English, including Standard Australian English, which is used particularly in formal, written and spoken contexts. Literacy also includes recognition that other varieties of English may be appropriate for different contexts, purposes and audiences. Literacy is active, dynamic and constantly changing. The goal is to ensure that learners develop an ever-widening and successful language repertoire for personal and public use, and for the good of the changing self and society.

Changes in the nature of work and social life and recognition of the cultural plurality of society have contributed to different forms and modes of communication. The development of new digital technologies and electronics has also changed communication modes. Learners need multiple literacies in order to function critically and creatively as they become agents for change in our society. In relation to children with disabilities, there may be a range of communicators, assistive technologies and accommodations that enable them to communicate and to access the curriculum.
The English Learning Area aims to develop in all children:

- the ability to critically and creatively speak, listen, read, view and write with intellectual and emotional engagement, including imagination, passion and confidence, for a range of audiences and contexts
- knowledge of the ways language is used for different purposes, audiences and contexts, and the capability to apply this knowledge
- knowledge of and respect for diverse varieties of English, including Standard Australian English, and the capability to critically analyse and apply this knowledge
- a knowledge of a broad range of texts and the capability to critically analyse these texts in relation to personal experiences, the experiences of local and global communities, and the social constructs of advantage/disadvantage in order to imagine more just futures
- capacities to apply learning in English to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

**The SACSA Framework and ESL children**

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
English involves using speaking and listening, reading and viewing, and writing, to:

- learn about texts
- learn about and use language strategies
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

- texts and contexts
- language
- strategies.

The three strands are interrelated. Texts are constructed, interpreted and responded to using language. Language, and the structure of the text, vary according to context, purpose and audience. Strategies are the processes by which learners use language to produce their own texts, and engage with and respond to the texts of others.

**Literacy, numeracy and information and communication technologies in English**

Through English, learners demonstrate and develop further their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. Literacy learning is an integral aspect of English as children develop skills, knowledge and understandings in language and literacy using a broad range of literature, media and everyday texts. This learning can be applied to learners’ literacy development in all areas of the curriculum.

The requirements of the National Literacy Benchmarks are incorporated into the Curriculum Standards for the English Learning Area. These Benchmarks are minimum requirements for further learning. A learner who has achieved Standard 1 (towards the end of Year 2) will also have met the Year 3 National Literacy Benchmark requirements. A learner who has achieved Standard 2 (towards the end of Year 4) will also have met the Year 5 National Literacy Benchmark requirements, and so on.
Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in English when students, for example, use graphs and tables in oral and written presentations to support an argument or draw on understandings of spatial arrangement to understand and critique text layout and construction.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in English when, for example, students use simulation and modelling software and electronically collect, analyse, interpret and present data.
Strand: texts and contexts

The texts and contexts strand outlines the understandings and skills learners need to enable them to engage with, produce and respond to a range of texts across the four Bands of schooling. The term ‘text’ is broadly used to mean any communication involving language, and may be spoken, written, visual or in a combination of modes (multimodal). KC2 Texts may be composed or transmitted by any technological tool (eg microphone, word processing or virtual drawing tools, cassette recorder, digital camera, overhead projector). KC7 In this strand children learn that the production of texts is about using language in particular ways to transmit cultural beliefs and to communicate diverse views of the world. KC2 They will do this by speaking, listening, reading, viewing and composing a range of texts produced in a variety of situational and sociocultural contexts, and by understanding the importance of these contexts. In • T • C • KC1

The situational context in which a text and its language is constructed or comprehended varies according to the purpose, audience and subject; and whether it is spoken, written, visual or multimodal. The sociocultural context reflects a diverse range of values, beliefs, behaviours, and ways of thinking and acting that influence texts and language. The study of texts and contexts will enable children to learn the crucial literacy skills required to become proficient, adaptable and critical users of texts and language. T • C

Three main categories of texts have been identified to assist with the selection of a range of texts for English. The three categories, literature, media and everyday texts are used for convenience and overlap considerably. Therefore, texts often fall into more than one category.

Students develop a sense of identity, and of being connected with others, as they engage with literature, media and everyday texts. They learn that people communicate using texts and contexts to share, interpret and convey meaning. KC1 • KC2 Literature texts enable children to develop a historical perspective on cultures, language and literature, to explore significant contemporary works, and to enjoy and critically analyse the powerful influence of popular texts. KC1 • KC6 Media texts are print, non-print and electronic forms that communicate with a personal or public audience. KC2 • KC7 Students learn that these texts are shaped by the technology used in their production. Everyday texts are a part of people’s personal and public daily lives, and are critical for effective participation in and shaping of future local and global communities. F • Id • In • T

The table on page 132 outlines available texts, and the table below provides a way of organising the understandings and skills in this strand.

<table>
<thead>
<tr>
<th>As children listen to and speak about texts they learn to:</th>
<th>As children read and view texts they learn to:</th>
<th>As children write texts they learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● interpret a range of spoken texts</td>
<td>● engage with a range of written and visual texts for different purposes</td>
<td>● consider the purposes for their writing</td>
</tr>
<tr>
<td>● participate in formal and informal dialogues</td>
<td>● interpret and respond to different texts</td>
<td>● demonstrate critical understanding of the contexts and audiences of their texts. KC1</td>
</tr>
<tr>
<td>● compose and present spoken texts for a range of contexts, purposes and audiences</td>
<td>● demonstrate critical understanding of texts KC1</td>
<td>● use information and communication technologies (eg desktop publishing tools and/or word processing tools). KC1</td>
</tr>
<tr>
<td>● develop critical understanding of context, purpose and audience. KC2</td>
<td>● critically analyse electronic information for accuracy and quality. KC7</td>
<td></td>
</tr>
</tbody>
</table>

In order to do this children need to learn about the relationships between texts and contexts, including the influence of aspects such as purpose, audience, subject and mode.

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South Australian Curriculum, Standards and Accountability Framework

Early Years Band: R–2 — English

131
**Texts and contexts:**
*a range of texts for study and use in English*

### LITERATURE

- **Classic literature**
  - autobiography and biography
  - drama
  - essays
  - expository texts in Learning Areas
  - ecclesiastical texts
  - Aboriginal Dreaming and creation stories from diverse cultures
  - films
  - myths, legends, fables, fairy tales
  - narrative, dramatic and lyric poetry, sonnets, odes, ballads
  - novels and short stories
  - performances of classic drama and poetry

- **Contemporary literature**
  - autobiography, biography and documentary, anecdotes
  - films and television (drama, satire and comedy)
  - novels and short stories
  - performances of contemporary drama and poetry
  - picture books, wordless books, alphabet books
  - poetry
  - scripted and improvised drama, modern plays, storytelling
  - students' own poems, stories and plays

- **Popular literature**
  - cartoons and comics
  - jokes, riddles, humorous verse
  - song lyrics
  - television serials and video clips
  - series fiction (horror, teenage romance) aimed at a specific market
  - magazines
  - puzzle books
  - interactive texts (flap books)
  - reviews of books, films

### MEDIA

- advertising (in newspapers, on radio, on television, in the cinema, in magazines, on billboards, on webpages)
- documentaries (radio, film, television, video, Internet)
- drama (in the cinema, on television and video, comparisons between television movies and cinema movies, a study of television soap operas or serials)
- personal viewpoints (newspaper, editorials, letters to the editor, talk-back radio, documentaries, chatrooms, list servers, debates, television, chat shows and current affairs programs, feature films)
- journalism (special features of different kinds of reporting, such as crime, sport, social, in different media)

- news reports (newspaper, radio, television, magazines, Internet)
- reviews (of art, drama, films, concerts and books in various media)
- electronic communications (e-mail, Internet, websites, video conferences, chatrooms)
- multimedia texts (hyperfiction, e-zines, interactive story books)
- feature films
- promotional videos
- photojournalism
- scientific or geographic reports (in newspapers, radio, television, journals, websites)

### EVERYDAY

#### Daily life
- diaries and journals
- instructions, labels, captions, notices, pamphlets, brochures, catalogues, posters, leaflets
- invitations, apologies, complaints
- messages, questionnaires, forms
- personal letters, telephone conversations
- postcards
- greeting cards
- student behaviour management policies (school and class rules)
- advertising
- speeches, public addresses
- arts works
- chatrooms/lines/programs
- guarantees/warranties
- lists

#### School
- arguments (written, spoken and multimodal) which communicate a point of view, including speeches and pamphlets
- discussions and debates
- informational texts (spoken, written, visual)
- notes, summaries, essays
- recounts and descriptions, observations, comments, explanations
- small group work
- daily bulletins/notices
- school magazines
- newsletters
- reports
- surveys
- assemblies
- school proformas
- class/subject contracts
- checklists, procedures

#### Work
- formal letters, reports, job applications (curriculum vitae and resumes)
- formal meeting procedures
- interviews, questions
- public addresses
- small group work
- memoranda
- faxes, e-mail
- work experience reports
- contracts, agreements
- mission statements
- goal outlines
- proformas
- meeting minutes, agendas
- instructions
- sexual and racist harassment policies
- instruction manuals
Children entering schooling bring a rich knowledge of language, texts and experiences related to their life and culture. These texts may be quite different from those used at school. Making connections for children between the texts used at home and school is vital in supporting them as they make meaning, develop an understanding of the conventions of print, and respond to and compose a range of texts.

In the Early Years children develop confidence when listening and speaking in a variety of formal and informal situations. KC2 They listen to a range of spoken texts for enjoyment; to understand others’ ideas, feeling and opinions; and to engage with texts such as stories, rhymes, poems and factual texts. During the Early Years children participate in using language during informal situations such as imaginative play, songs, rhymes, role-play and class discussions. KC2 They also produce spoken texts in more formal situations such as assembly presentations, taped interviews and class meetings. KC2 Children use language to interact with an increasing range of people in classroom, community and work contexts. Id • C

Children in the Early Years listen and respond to a variety of literature, media and everyday texts such as picture and chapter books, poetry, catalogues, home pages, environmental print and student-made texts. They independently read and view a range of short written texts that have familiar vocabulary, predictable structures and frequent illustrations, and respond to these by writing, creating, drawing, making, labelling and painting. KC2 Children identify and discuss the ways people and groups are stereotyped, and comment on the features of characters. KC1 • KC2 Throughout the Early Years they observe competent readers and use them as models. They read and view a range of texts, particularly those related to their everyday lives, such as catalogues, lists, letters, stickers and posters. In • T • C

Children share opinions, ideas and personal views with individuals, groups and community audiences. KC2 They experiment with symbols and print in early writing experiences to produce a range of imaginative, fiction and factual texts such as letters, lists, e-mails, recounts, narratives, rhymes and simple descriptions. KC6 Children experiment with and practise printing, in joint and independent situations, recognising that writing has many purposes and uses. Id • C • KC6

Following are the Key Ideas that comprise the texts and contexts strand.
Children discuss reactions, and identify main ideas and information, when listening to a range of texts. KC1 • KC2

With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience.

Id • T • C • KC2

This includes such learning as:

- listening to and interpreting spoken texts in multiple ways (eg by role-playing a conversation during play, questioning a visiting author, retelling a television episode) T • KC1

- engaging with alternative points of view, opinions and ideas in spoken texts (eg Aboriginal people’s storytelling, life stories, poetry, Dreaming stories, song, media, online sources, plays and fiction) In • T

- exploring a range of ICTs to support and enhance listening (eg a tape recorder for interviewing a partner, a telephone to record a message, a CD player to listen to stories, songs and sound bytes) C • KC8 • KC7

- discussing the ways spoken texts can affect people differently (eg through the use of tone, voice, gesture, language) C • KC2

- participating in oral language activities (eg choral speaking, shared reading, singing, games, raps and rhymes) Id • C • KC2

- taking part in presenting spoken texts in more formal, but familiar situations (eg as a group or an individual presenter in an assembly) C • KC2 • KC4

- composing and performing spoken texts for particular purposes, audiences and contexts (eg composing a riddle to entertain a group of peers). C • KC2 • KC3
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. *F* • *Id*
- Children develop a positive sense of self and a confident personal and group identity. *Id* • *In*
- Children develop a sense of being connected with others and their worlds. *F* • *Id* • *In*
- Children are intellectually inquisitive. *F* • *T* • *C*
- Children develop a range of thinking skills. *F* • *T* • *C*
- Children are effective communicators. *T* • *C*
- Children develop a sense of physical wellbeing. *Id* • *In*
- Children develop a range of physical competencies. *Id*

At Standard 1, towards the end of Year 2, the child:

### 1.1

Listens to a range of texts to identify feelings, main ideas and events. *T* • *C* • *KC1*

Examples of evidence include that the child:

- recognises the purpose for listening (eg to identify ideas from books by the same author) *T* • *C* • *KC1*
- demonstrates understanding by responding to spoken text (eg predicts what happens next in a television cartoon) *T* • *C* • *KC1* • *KC2*
- recognises views that are different from their own (eg when discussing photographs of a cultural event, identifies the way people and other living things are represented in spoken text). *Id* • *T* • *KC1*

At Standard 2, towards the end of Year 4, the student:

### 2.1

Listens to a range of texts to identify specific information about familiar topics and to respond to others’ views. *T* • *C* • *KC1*

Examples of evidence include that the student:

- identifies the purpose for listening (eg to extract specific information from a spoken report) *T* • *C* • *KC1*
- interacts through chatrooms and bulletin boards to listen and respond to others’ views *C* • *KC2*
- responds to spoken texts to demonstrate understanding (eg brainstorm solutions to a playground issue) *T* • *C* • *KC2*
- responds and expands on others’ views (eg about stereotypes in a television advertisement, computer games). *Id* • *T* • *KC2*

### 1.2

Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. *T* • *C* • *KC2*

Examples of evidence include that the child:

- composes the spoken text appropriately (eg an instruction showing awareness of the steps required to order lunch) *T* • *KC3*
- presents the text appropriately (eg responds to a peer’s questions for further information or clarification of a recount) *T* • *C* • *KC2*
- uses information and communication technologies appropriately to support and enhance the spoken text (eg uses diagrams, familiar objects, digital displays, posters, graphs, overhead projector) *C* • *KC7*
- adjusts speaking to communicate with different audiences (eg adjusts a report for a younger child). *C* • *KC2*

### 2.2

Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. *Id* • *In* • *C* • *KC2*

Examples of evidence include that the student:

- composes the spoken text appropriately (eg a recount of a scene from a film with attention to character, setting, plot) *T* • *KC3*
- presents the text appropriately (eg responds to others’ opinions of a poem) *T* • *C* • *KC2*
- adjusts speaking to communicate with different audiences (eg understands that the choice of topic or ideas expressed may or may not appeal to different audiences) *Id* • *T* • *KC2*
- uses ICTs appropriately (eg makes a video to record information from people in the school community). *C* • *KC7*
Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures. T • KC1

This includes such learning as:

- communicating about real and imaginary experiences using a range of current information and communication technologies (eg CD-ROMs, interactive texts, videos, films, television) C • KC2 • KC7
- reading/viewing a range of texts (eg advertisements, cartoons, brochures, narratives, poems, signs, messages, labels, songs, rhymes)
- identifying factual texts (eg news, some advertising) and fictional texts (eg cartoons, stories) T
- understanding the ways different groups of people are represented in texts in relation to gender, race, class, culture and disability (eg critically examining the ways in which paid, unpaid and voluntary community work is represented in texts) Id • In • T • KC1
- developing research skills with teacher support using big books, visual texts, pictures, videos, Internet, junior encyclopaedias, CD-ROMs T • KC1 • KC7
- engaging in a range of response activities that direct and extend thinking about literature, media and everyday texts (eg drawing; painting; role-playing; labelling; and retelling in relation to story characters, setting and predictable structure). T • C • KC2
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

**At Standard 1, towards the end of Year 2, the child:**

**1.3**

Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. \( Id \times T \times KC1 \)

Examples of evidence include that the child:

- engages in the reading/viewing process in a variety of ways (eg independently, in shared reading, cross age tutoring) \( C \)
- responds to texts in a variety of ways (eg illustrates, labels, retells, constructs a different ending) \( F \times T \times C \times KC2 \)
- presents research findings related to the topic (eg short notes, illustrations with captions, slide show presentations, web-based presentations and photographic essays) \( T \times C \times KC1 \times KC2 \)
- demonstrates critical awareness of the situation and sociocultural context (eg investigates ‘Why are the aged presented this way?’; ‘Is this the same experience for everyone?’). \( Id \times In \times T \times KC1 \)

**At Standard 2, towards the end of Year 4, the student:**

**2.3**

Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. \( T \times C \times KC1 \)

Examples of evidence include that the student:

- engages in the reading/viewing process in a variety of ways (eg in SSR, gathering and organising information from an excursion to the museum) \( T \times KC1 \)
- responds to texts in a variety of ways (eg compares the text structures of multimodal texts, sequences a set of pictures or multimedia presentation) \( T \times C \times KC2 \times KC7 \)
- presents research findings (eg maps of location or pathway, compilation of recipes according to types) \( T \times C \times KC1 \times KC2 \)
- demonstrates critical awareness (eg identifies symbolic meaning in codes for food labels). \( T \times KC1 \)
Children recognise some of the purposes and advantages of writing as they express feelings, ideas, information and imagination within written texts. T • C • KC1 • KC2

This includes such learning as:

- composing a range of texts about familiar topics (eg a label/caption, recount, letter, narrative, note), sometimes dictating to a competent writer, participating in joint construction or experimenting alone C • KC3
- exploring a range of current ICTs to support and enhance writing (eg create a greeting card using a software program, produce passport information using a digital camera, record a story on audio cassette) C • KC6 • KC7
- including some related ideas in their written texts (eg a short letter giving a few items of information) T
- explaining some of the purposes for writing (eg to inform family and friends of a celebration, or in describing an event such as a visit to a particular built or natural environment) T • KC2
- recognising some of the advantages of writing different kinds of texts to communicate ideas, feelings and information (eg making lists in order to remember things). T • C • KC1 • KC2 • KC3
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. In • T • C • KC2

Examples of evidence include that the child:

- identifies the appropriate purpose for the text (eg to describe, entertain, recount) T • C • KC2
- constructs the text appropriately (eg a recount of a cultural celebration with a topic, ideas that are related, and two or more events in sequence) T • KC3
- analyses purpose, audience and context (eg through the content and informal language used in a letter to a friend) T • C • KC1
- composes a message to a child in a different setting, using information and communication technologies appropriately (eg uses e-mail and navigates the screen interface and keyboard) T • KC2
- appraises feedback in response to written text (eg invites a response from the receiver of the e-mail). T • KC2

At Standard 2, towards the end of Year 4, the student:

2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. T • C • KC2

Examples of evidence include that the student:

- explains the purpose for writing (eg why particular statistics are presented) T • C • KC5
- reconstructs a text appropriately (eg in the style of a fairytale or Aboriginal Dreaming story with a distinguishable storyline and some events clearly related to the resolution of a problem) T • C • KC3 • KC6
- demonstrates understanding of purpose, audience and context (eg that junk mail may reinforce stereotypes) C • KC2
- selects and uses suitable media and modes of presentation (eg presents a storyboard as a series of posters) KC7
- evaluates written text (eg gains oral feedback from an expert writer; identifies sexist, racist, classist and violent ideas and opinions). Id • KC1
Strand: language

The language strand outlines the understandings and skills learners need to acquire and develop across the four Bands of schooling in English.

Language is a resource for making and sharing meanings across the varied contexts of communication in the culture of any group of people. KC2 A functional model of language enables us to understand how English is shaped by the uses to which it is put and how it can be used to create and change these contexts of use. T • C • KC6

As they move into and through school, children and students learn about and draw on the potential of language so that they can gain access to powerful ways of making meaning. This includes learning to use and learning about language in speaking, listening, reading, viewing and writing. T • C • KC2

When comprehending and composing texts children may focus on different aspects of language. These include the following:

- exploring language in use. KC6 Children engage with communication factors such as purpose, subject matter, audience, and medium or mode. KC2 They also appraise the influence of diverse varieties of English, including standard and non-standard forms, and make predictions about how English will develop T • C

- exploring how language is used to organise texts. KC6 This focuses on cohesive devices such as conjunction and reference which enable us to comprehend and produce coherent texts T • C • KC1

- exploring and analysing language as resource. KC6 Children experiment with choices for meaning at sentence and word level, including the grammatical resources and units such as mood, modality and theme which are used to construct messages in language T • C • KC1

- exploring language as expression. KC6 Children analyse features of written communication (e.g., punctuation, spelling, handwriting, layout) and features of spoken communication (e.g., intonation, pausing, rhythm, pacing and enunciation) T • C • KC2

- exploring communication as multimodal. This focuses on the contribution of different modes to communication (e.g., speech, writing, visual images, layout, tables) and the ways these interact in complex texts, especially in everyday and media contexts. T • C • KC2 • KC7

The following table provides a framework for organising the understandings and skills that children need to learn in the language strand.

<table>
<thead>
<tr>
<th>As children listen to and produce spoken texts they learn about and learn to use language for:</th>
<th>As children read and view texts they learn about and learn to use language for:</th>
<th>As children write texts they learn about and learn to use language for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>different social contexts, purposes and audiences</td>
<td>different social contexts, purposes and audiences</td>
<td>different social contexts</td>
</tr>
<tr>
<td>organising different kinds of spoken texts KC1</td>
<td>organising different kinds of written and visual texts KC1</td>
<td>organising different kinds of written texts KC1</td>
</tr>
<tr>
<td>making meaning of spoken texts KC1</td>
<td>making meaning of written and visual texts KC1</td>
<td>conveying meaning in written text</td>
</tr>
<tr>
<td>conveying expressive aspects KC2</td>
<td>conveying expressive aspects</td>
<td>conveying expressive aspects KC2</td>
</tr>
<tr>
<td>communicating in different modes. KC2</td>
<td>communicating in different modes.</td>
<td>creating multimodal texts, KC6</td>
</tr>
</tbody>
</table>
In the Early Years language development begins with listening to and speaking the child’s first language. Whether this is English or another language, children learn to participate in the world of family, friends, local community and work, and to make sense of, and share experiences with, others. They also use language for play, imagining possible worlds, and innovating on the texts they hear spoken or read aloud. KC6

Children in the Early Years communicate for new purposes and across a wider range of contexts. KC2 They use spoken language to mix informally with teachers, peers and known adults inside and outside the classroom, and they ask and respond to questions and contribute to class, group or team discussions. KC2 • KC4 • KC6 They express themselves clearly using various modes of communication such as gestures, facial expression, tone, volume and pace in spoken texts. KC2 They listen to and observe with attentiveness the language used by teachers and peers, and correct themselves or indicate when they cannot understand. With teacher guidance they identify language features of familiar spoken texts such as rhyming words in a poem, greetings in a conversation or the structure of the morning news talk. In particular they listen to and rehearse the rhythms and sounds of language in repeated and predictable spoken texts such as poems, rhymes and games. Children refine their speaking, using language to indicate emotions, convey meaning, and create interest or excitement. Id • T • C • KC1 • KC2 • KC6

During the Early Years children participate in many individual and shared reading experiences where the features of language in written and visual texts such as recounts, procedures and reports are modelled, practised and discussed. KC4 They explore the ways that language is used to make meaning of texts. KC6 They become aware of the elements of grammar, vocabulary, punctuation, paragraphs, chapters, headings, diagrams, labels, glossaries and indexes as they read and view texts. Using a variety of language resources, children develop a bank of words which they automatically recognise as they read or view texts. They also recognise the ways letters, common letter patterns and the structure of sentences are used to make meaning, and attempt to include these features in their own written texts. KC5 They can recognise computer icons and use these to perform computerised tasks. KC7 Children at this stage gain pleasure from texts that may be read using multiple pathways, such as flap books, maps, tables, picture books and interactive story books on CD-ROM. In • T • C • KC7

Through demonstrations, shared reading and practice, children experiment with language features to express ideas and information when writing. KC2 • KC6 They discover language for expressing statements and commands, questions and sentences, and apply this knowledge in their writing. KC2 To communicate effectively with their audiences, children control aspects such as writing top to bottom, left to right, leaving spaces between words, and using correct word order and known words and phrases. They experiment with punctuation such as apostrophes and exclamation marks, sometimes exaggerating its use. KC6 Children write short texts using appropriate language, such as conjunctions, to communicate several related ideas. KC2 They also explore the use of information and communication technologies to communicate their written texts (eg using a computer program to compose and send an e-mail) and for imaging; and discuss past, present and possible future methods of communication. F • T • C • KC2 • KC6 • KC7

The following are the Key Ideas that comprise the language strand.
Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community. T • C • KC2

This includes such learning as:

- understanding and using language appropriate to different contexts, audiences and purposes (eg using formal language in assembly and instructional language in playground games, and recognising that there are different kinds of English such as Australian, Aboriginal, Indian, American) C • KC1 • KC2
- exploring aspects of text organisation (eg introducing and keeping track of characters in recounting events in a story, using an orientation stage in an oral recount)
- appraising grammar as a resource for meaning (eg use of word order in speech functions such as questions and statements, talking about using describing words in a description)
- identifying vocabulary for expressing feelings (eg likes, dislikes, needs, wants) C • KC1 • KC2
- appreciating expressive aspects of language (eg rhyme or rhythm in simple poems) T
- responding to communication in different modes (eg listening to stories read aloud, performed on stage, or through an interactive website). KC2
### Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \times In \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

### At Standard 1, towards the end of Year 2, the child:

1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. \( Id \times T \times C \times KC2 \)

Examples of evidence include that the child:
- recognises that language varies according to context (e.g. responds appropriately to spoken instructions in a library) \( C \times KC1 \times KC2 \)
- responds to aspects of text organisation (e.g. tracks and recognises reference that ‘she’ refers back to a character introduced earlier in a story) \( T \times KC2 \)
- interprets multimodal texts (e.g. listens to a story read aloud and performs the actions in a mime) \( T \times KC1 \times KC2 \)
- interprets grammatical resources in spoken texts (e.g. uses thinking verbs to report another child’s opinion or point of view: ‘Jo thinks …, believes’) \( T \times KC1 \)
- responds to expressive aspects of language (e.g. taps out syllables in well-known poems or rhymes). \( C \times KC2 \times KC5 \)

1.6 Experiments with language when producing spoken texts for a range of school and community audiences. \( T \times C \times KC2 \times KC6 \)

Examples of evidence include that the child:
- uses language appropriately (e.g. in peer conversation says ‘see you later’ but speaking to a visitor says ‘goodbye’) \( T \times C \times KC2 \)
- shows understanding of the organisation of spoken texts (e.g. uses connectives like ‘because’, ‘and’, to sustain a topic) \( T \times C \times KC1 \times KC2 \)
- uses grammatical resources to produce spoken texts (e.g. in a recount is able to group words that tell about an event or action) \( T \times C \)
- produces multimodal texts (e.g. tapes their morning news presentation) \( C \times KC7 \)
- uses vocabulary to express feelings orally (e.g. uses alliteration) \( Id \times T \times C \times KC2 \)
- uses expressive oral language (e.g. emphasises words that rhyme). \( Id \times T \times C \times KC2 \)

### At Standard 2, towards the end of Year 4, the student:

2.5 Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. \( Id \times C \times KC2 \)

Examples of evidence include that the student:
- recognises that language varies according to context (e.g. role-plays home, school and neighbourhood situations) \( Id \times C \times KC2 \)
- responds to text organisation (e.g. identifies story sequences) \( C \)
- interprets multimodal texts (e.g. uses audio, text, video and graphics, and digital and electronic technologies in response to a song) \( C \times KC7 \)
- interprets grammatical resources in spoken texts (e.g. ‘Would you open the window please.’ vs ‘Open the window.’) as different ways of giving commands \( T \times C \)
- responds to expressive aspects of language (e.g. comments on the effects of loudness and softness in a spoken performance). \( T \times C \times KC2 \)

2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. \( In \times C \times KC2 \)

Examples of evidence include that the student:
- uses language appropriately in different contexts (e.g. formal language with an adult, non-standard English in role-play) \( T \times C \times KC2 \)
- demonstrates understanding of the organisation of spoken texts (e.g. in a procedure uses ‘first’, ‘then’, ‘finally’) \( T \times C \)
- produces multimodal texts (e.g. sound effects with poem) \( C \times KC7 \)
- uses grammatical resources to produce spoken texts (e.g. oral report uses indirect speech) \( T \times C \)
- uses vocabulary to express feeling (e.g. giving feedback using evaluative expressions) \( T \times C \times KC2 \)
- uses expressive oral language (e.g. appropriate volume, pace and pronunciation). \( T \times C \)
Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images. **T • C • KC1 • KC2**

This includes such learning as:

- analysing the ways written and visual texts vary according to context (eg identifying the features of fiction and factual texts using covers, titles, headings and illustrations) **T • KC1**
- exploring different aspects of text organisation (eg repetition of words and phrases in familiar texts) **T • KC1 • KC6**
- interpreting grammar as a resource for making meaning (eg identifying doing, thinking, feeling and saying verbs in a narrative) **T • KC1**
- understanding grammar as ‘building blocks’ of meaning construction in written texts (eg identifying the core in messages of a text by circling the words to do with action or feeling) **T • C • KC1 • KC2**
- appreciating expressive aspects of written language (eg reading texts expressively, drawing on knowledge of punctuation such as capital letters, speech marks and full stops) **T • C • KC1**
- interpreting and using communication in different modes and comparing various ways of communicating (eg comparing illustrations of a character in a book with information given in the written story, or the illustration of animals and plants with descriptive text, comparing various ways of communicating). **In • C • KC1 • KC2**
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts.

Examples of evidence include that the child:

- recognises a variety of language choices in texts (eg identifies commands in procedures, and descriptions in information reports)
  T • C • KC1
- demonstrates understanding of text organisation (eg identifies repetition and variation of vocabulary in poetry, and sequences of actions in stories) T • KC1 • KC2
- interprets multimodal texts (eg makes links between an illustration and part of a text by talking about character’s feelings as shown visually and verbally) T • KC1
- identifies and interprets grammatical resources in written texts (eg identifies words that name people and other living things, places and objects, and knows these are called nouns) T • C • KC1
- shows understanding of the building blocks of language (eg identifies the core elements of a clause by identifying verbs in a text) T • C • KC1 • KC2
- responds to expressive aspects of language (eg reads texts expressively, drawing on knowledge of punctuation marks such as full stops and capital letters) C • KC2

At Standard 2, towards the end of Year 4, the student:

2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics.

Examples of evidence include that the student:

- recognises a variety of language choices in stages of texts (eg action verbs in the complication stage of narrative, technical language in the classifying stage of the information report) T
- demonstrates understanding of text organisation (eg identifies chains of reference in texts—’the little girl’ … ’she’ … ’her’ — and its role in tracking participants in text) T • C
- interprets multimodal texts (eg communicates to others by combining text, graphics and audio in a webpage design for a local and global audience) C • KC7
- identifies, interprets and analyses grammatical resources in written texts (eg identifies verbs used to link information in a report, and comments on their function in classifying and describing things) T • C • KC1
- shows understanding of the ‘building blocks’ of language (eg identifies conjunctions and discusses the different links they create between ideas in texts) T • C
- responds to expressive aspects of language (eg gives appropriate emphasis to rhythm and rhyme sequences when reading poetry) T • C • KC2
Children produce written texts, drawing on the support of proficient writers as required. They identify and talk about some basic features of written texts and visual images.

This includes such learning as:

- investigating importance of social context in writing (eg talking about different ways of beginning a letter to a friend, the teacher or the principal) T • C • KC1 • KC2
- exploring aspects of text organisation (eg writing a procedure using a heading, a series of steps to follow, and a sequence of visual images) T • C • KC1 • KC3 • KC6
- interpreting grammar as a resource for making meaning (eg talking about and using different action words in a story about an adventurous peer, or an account of observations of animal and plant behaviour) T • C • KC1 • KC2
- understanding grammar as ‘building blocks’ of meaning construction in written texts (eg identifying and using punctuation marks such as capital letters, full stops, question marks and exclamation marks) T • C • KC1
- identifying expressive aspects of written language (eg discussing and using different layout such as diagrams, flow-charts, illustrations and captions) T • C • KC1 • KC2 • KC5
- experimenting with multimodal texts (eg experimenting with features of computer hardware such as keyboard, mouse and cursor to produce short written texts and drawings) T • C • KC6 • KC7
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience. Id • C • KC3 • KC6

Examples of evidence include that the child:
- uses a variety of language choices in texts (eg uses the potential of the noun group to describe people, other living things, places and objects in different ways in narratives and information reports) T
- draws on knowledge of text organisation (eg introduces participants appropriately in texts and keeps track of them: ‘… kangaroos … they … kangaroos’) T • KC3
- produces multimodal texts (eg illustrates an explanation using an animation) T • KC2
- identifies and uses different grammatical patterns in texts (eg uses action verbs in a recount) T • KC1 • KC2
- shows understanding of the building blocks of language (eg uses the structure of the simple sentence and subject–verb agreement in writing) T • C • KC1 • KC2
- demonstrates understanding of expressive aspects of language (eg uses intonation patterns when reading aloud as a guide for placement of full stops, question marks and exclamations in own writing). T • C • KC1 • KC2

At Standard 2, towards the end of Year 4, the student:

2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. Id • T • C • KC3

Examples of evidence include that the student:
- uses a variety of language choices in texts (eg creates different vocabulary sets of nouns for writing a daily recount and for writing a report, using technical descriptions of the topic such as ‘My Budgie’ vs ‘Budgerigars’) T • C
- draws on knowledge of text organisation (eg organises texts in paragraphs on the basis of a change of topic, and writes a topic sentence for each paragraph) T • C
- plans and creates an interactive product with audio, graphics, video and text, using a variety of applications to generate a virtual tour of a well-known local site T • C • KC2 • KC6 • KC7
- identifies and uses different grammatical patterns in texts (eg uses circumstances—adverbial phrases such as ‘down the street’, ‘in the rainforest’—to develop settings for fiction or factual texts) T • C
- shows understanding of the ‘building blocks’ of language (eg recognises and uses a variety of sentence structures—simple and compound—in own writing) T • C
- demonstrates understanding of expressive aspects of language (eg uses speech marks to enclose spoken language in stories and a new paragraph to mark a change of speaker). T • C
**Strand: strategies**

Across the four Bands of schooling learners acquire ways of using language to effectively compose, comprehend and respond to texts. As they listen, speak, read, view and write, learners develop multiple strategies for thinking diversely and for selecting, analysing and critically reflecting on the processes they use. KC1 They use this understanding to consider alternative strategies and to adjust these for working effectively in a range of community and global contexts. KC6 The ability to apply these strategies in different contexts and for various purposes and audiences is the foundation for effective communication. In • T • C • KC6

The following table provides a framework for the understandings and skills that children need to learn in the strategies strand.

<table>
<thead>
<tr>
<th>As children listen to and produce spoken texts they learn about and learn to use strategies for:</th>
<th>As children read and view texts they learn about and learn to use strategies for:</th>
<th>As children write texts they learn about and learn to use strategies for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● monitoring understanding</td>
<td>● selecting texts</td>
<td>● planning, preparing and drafting writing KC3</td>
</tr>
<tr>
<td>● participating in a dialogue in a variety of ways</td>
<td>● monitoring understanding</td>
<td>● editing, revising and proofreading</td>
</tr>
<tr>
<td>● planning, preparing, rehearsing and presenting formal tasks KC2 • KC3</td>
<td>● recording and organising information KC2</td>
<td>● spelling</td>
</tr>
<tr>
<td>● evaluating performance KC2</td>
<td>● using ICTs KC7</td>
<td>● presenting and evaluating the product KC2</td>
</tr>
<tr>
<td>● using ICTs, KC7</td>
<td>● identifying sociocultural features of texts</td>
<td>● using ICTs, KC7</td>
</tr>
<tr>
<td>● critically reflecting on texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the Early Years children experiment with several strategies as they develop confidence as listeners, speakers, readers, viewers and writers. KC6 They use strategies for listening attentively to stories, rhymes, raps, songs and others’ spoken texts. They take turns and show respect for different views. Children experience considerable personal growth and self-confidence as they develop strategies for successful participation in a range of spoken texts. KC6 They interact in discussions, share meaning, engage in problem-solving and use resources to enhance oral presentations (eg a household object to explain how something works). KC2 • KC6 Children develop an awareness of how they use and adjust listening and speaking strategies to suit different purposes and audiences. KC1 • KC6

As they read and view, children use strategies to interpret, question, reflect on and analyse texts. KC1 • KC6 With teacher assistance they are able to discuss the strategies they use to effectively select and make meaning of texts. Drawing on semantic, syntactic and graphophonic cues, children develop a growing ability to predict meanings. KC6 They re-read texts when meaning or flow of language is unclear. In these Early Years of schooling children experiment with a range of reading and viewing strategies, including skimming, scanning and using text features to search for information. KC1 • KC6 They explore strategies for using a computer keyboard, tools and screen to compose, create, read and view texts. KC6 • KC7

Early Years learners explore various strategies for planning, composing and reviewing writing during modelled and independent activities. KC3 • KC6 They use strategies for reflecting on their own and others’ writing. When attempting unknown words, children use several strategies, including morphemic, visual and phonic. KC6 They refer to a range of resources, including dictionaries, word lists, environmental print, thesauruses and spell checking software to check spelling predictions. In the Early Years children practise handwriting and keyboarding to communicate ideas so that written products can be shared with others. T • C • KC2

The following are the Key Ideas that comprise the strategies strand.
Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others’ views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations.

This includes such learning as:

- demonstrating attentive listening by contributing ideas, seeking clarification when something is not understood, identifying a speaker’s topic and asking questions, and rephrasing if they are not understood Id • T • KC2
- exploring dialogue (eg initiating or entering a conversation with a visiting Aboriginal speaker, asking and responding to questions, taking turns) C • KC6
- using relevant information and communication technologies (eg speaking slowly and clearly into a microphone) C • KC7
- planning, preparing and presenting spoken text (eg sharing experiences, questioning peers and others to gain information, identifying the main ideas to be communicated, using cues or resources to support a presentation) C • KC2 • KC3
- evaluating their own performance and that of others (eg listening to a speaker and contributing constructive feedback, accepting and using feedback to improve own speech). Id • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \) \( \cdot \) \( Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \) \( \cdot \) \( In \)
- Children develop a sense of being connected with others and their worlds. \( F \) \( \cdot \) \( Id \) \( \cdot \) \( In \)
- Children are intellectually inquisitive. \( F \) \( \cdot \) \( T \) \( \cdot \) \( C \)
- Children develop a range of thinking skills. \( F \) \( \cdot \) \( T \) \( \cdot \) \( C \)
- Children are effective communicators. \( T \) \( \cdot \) \( C \)
- Children develop a sense of physical wellbeing. \( Id \) \( \cdot \) \( In \)
- Children develop a range of physical competencies. \( Id \)

1.9

Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. \( T \) \( \cdot \) \( C \)

Examples of evidence include that the child:
- demonstrates how gestures and facial expressions may convey meaning in spoken texts \( C \) \( \cdot \) \( KC2 \)
- interprets meaning of spoken text (eg asks a question, rephrases instructions for clarification) \( T \) \( \cdot \) \( KC1 \)
- evaluates own performance (eg accepts constructive feedback about body language exhibited when listening to a story). \( Id \) \( \cdot \) \( KC1 \) \( \cdot \) \( KC2 \)

1.10

Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \) \( \cdot \) \( KC6 \)

Examples of evidence include that the child:
- participates appropriately in dialogue (eg takes conversational turns when sharing ideas, sustains one-to-one conversation with children) \( Id \) \( \cdot \) \( C \)
- plans, prepares and presents an oral presentation (eg uses a structured guide to record who, what, when, where and why when planning a recount; rehearses a rhyme with a partner; presents, using clear voice, signs, gestures) \( T \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \)
- evaluates performance (eg uses comments from others to discuss strengths and areas for improvement). \( Id \) \( \cdot \) \( KC1 \) \( \cdot \) \( KC2 \)

2.9

Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. \( Id \) \( \cdot \) \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC6 \)

Examples of evidence include that the student:
- interprets appropriately non-verbal behaviour that accompanies spoken text (eg that facial expressions and gestures may show interest or lack of interest) \( C \) \( \cdot \) \( KC1 \)
- interprets meaning of spoken text (eg identifies main ideas in an oral report) \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC1 \)
- evaluates performance by communicating to others with combined text, graphics and audio (eg discusses how tone affects the listener) \( C \) \( \cdot \) \( KC1 \) \( \cdot \) \( KC2 \)
- evaluates the interactive components of webpages designed to capture audience/user \( KC1 \)

2.10

Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. \( Id \) \( \cdot \) \( In \) \( \cdot \) \( C \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \)

Examples of evidence include that the student:
- participates in dialogue (eg appropriately offers advice on how to play a game) \( C \)
- plans, prepares and presents an oral presentation, by combining text, audio and graphics (eg presents an animated product, uses small groups to rehearse presentation; presents using appropriate language use, expression, volume, tone, pace) \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \)
- evaluates performance (eg uses feedback from a small group to modify pace of a presentation). \( Id \) \( \cdot \) \( KC2 \)
Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts. T • C • KC1 • KC6

This includes such learning as:

- selecting and appraising texts for research, interest and enjoyment (eg browsing, skimming, scanning; and using homepage, list of contents, glossary, index and other print and visual clues) Id • T • KC1
- using relevant information and communication technologies (eg navigating hypertext) T • C • KC7
- monitoring, understanding and interpreting meaning (eg relating ideas and information to personal knowledge and experience of a topic, predicting, self-correcting when meaning is disrupted, sounding out, identifying key words/phrases/symbols/illustrations, reading aloud and silently) T • KC1
- recording and organising information, combining sound, pictures and print (eg drawing, scribing, writing, labelling, listing in a chart, summarising Key Ideas and events, gathering information from an increasing range of sources, sorting and reporting information). In • C • KC1 • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

At Standard 1, towards the end of Year 2, the child:

1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. \( Id \times T \times C \times KC1 \)

Examples of evidence include that the child:

- selects texts for enjoyment and information (eg uses cover, title, illustrations, homepage) \( Id \times T \times KC1 \)
- interprets meaning (eg uses visual cues to work out unknown words; predicts content using cover information, illustrations and text; scans text) \( T \times KC1 \)
- records and organises information (eg draws, illustrates or labels events). \( C \times KC1 \times KC2 \)

At Standard 2, towards the end of Year 4, the student:

2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. \( Id \times T \times C \times KC1 \)

Examples of evidence include that the student:

- selects texts appropriately (eg browses, seeks help, uses a library database, considers a range of perspectives) \( Id \times T \times C \times KC1 \)
- interprets meaning (eg skims, using a contents page, a homepage, a website, or key words for information when researching) \( T \times C \times KC1 \)
- records and organises information (eg makes notes, draws concept maps, tabulates, makes lists, highlights) \( C \times KC1 \times KC2 \)
- identifies, locates and selects appropriate electronic sources of information, and evaluates their usefulness. \( T \times KC1 \times KC7 \)
Strand: strategies

Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.

This includes such learning as:

- planning, preparing and drafting writing (e.g., asking for help to scribe or to express ideas; sharing ideas with a teacher, group or peer; considering purpose and intended reader; using charts and other classroom resources as models)
- editing or proofreading writing (e.g., attempting to make corrections to clarify meaning, reading the text aloud to peer or teacher, asking a peer or teacher to read the text to clarify ideas, identifying possible spelling errors, self-correcting some words which do not look right when first written, using a variety of sources to correct spelling)
- using consistent size, shape and space when handwriting a published piece
- planning, using ideas from a computer software program
- spelling (e.g., using knowledge of sound–symbol relationships; matching sounds with known word beginnings, endings and letter strings; using letters or letter strings to represent most syllables in words; using knowledge of familiar letter strings when attempting to spell unknown words)
- publishing in a variety of ways (e.g., using storyboards, posters, 3-D models and murals)
- evaluating, using self-assessment and peer feedback.
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

At Standard 1, towards the end of Year 2, the child:

1.12

Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. **Id • T • C • KC3**

Examples of evidence include that the child:

- plans, prepares and drafts writing (eg discusses reasons for writing a letter to a grandparent, communicates with a peer about content, writes a list of items for inclusion in writing) **T • KC3**
- edits or proofreads texts (eg talks with others about ideas) **T**
- presents the product (eg uses a word processor to publish a recount) **C • KC2**
- evaluates the product (eg invites verbal comments from a group) **Id • In • KC1**
- spells familiar words (eg uses environmental print, word lists, classroom texts as resources). **T**

At Standard 2, towards the end of Year 4, the student:

2.12

Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. **Id • T • C • KC3**

Examples of evidence include that the student:

- plans, prepares and drafts writing (eg creates a flow-chart of words linked to a topic, considers the needs of young viewers in an advertisement) **T • KC3**
- edits or proofreads written text (eg uses a thesaurus/dictionary to incorporate alternative/new words)
- presents the product by creating and manipulating graphics and sound to convey messages (eg publishes a storyboard for a cartoon) **C • KC3 • KC6**
- evaluates the product (eg uses feedback from peers to adjust writing) **Id • KC2**
- makes informed attempts to spell (eg uses visual, phonetic and meaning-based strategies). **T**
Health and physical education

Introduction

Health and physical education is concerned with learning about, and through, healthy human development and change. Individuals develop uniquely with respect to their relationships, family, history, culture, community and circumstances. Significant processes of human development are involved in the formation of self-concept and the maintenance of health as an individual and as a member of various social and work groups and global communities. By their very nature, knowledge, practices, skills, attitudes and values relating to health and physical activity contribute profoundly to the development of human identity, and to personal, societal and environmental health. They infuse everyday life and have significant influence on the quality of life of an individual, and of the groups and communities to which they belong.

Studies in health and physical education encompass a broad spectrum of knowledge relating to the wellbeing, health, behaviour, skills and dispositions, and physical, social and emotional development of individuals and members of communities. Through these knowledges, skills and dispositions, individuals, groups and communities make decisions about recreation, health, hygiene, fitness practices, work and occupational choices. Health and physical education contributes to lifelong learning in these important aspects and to a holistic understanding of life.

Learning in health and physical education promotes the integration of physical, social, emotional, and spiritual dimensions of living, and includes areas such as health education, physical education, home economics, outdoor education and sport education. In the Senior Years it also includes work education, community studies, integrated studies, nutrition and personal development studies, and cross-disciplinary studies such as women’s issues. Learners gain knowledge and processes that enable them to address specific health-related issues. At times these become paramount for individuals and others in the wider community.

Learning in health and physical education promotes children’s and students’ self-confidence and interpersonal skills. It encourages an understanding of self and personal safety, and fosters a positive self-concept and respect for others, together with broader concerns for community and world health. There is a focus on encouraging learners to take action over factors that influence their personal development, the state of their health and that of their local and global communities. This Learning Area makes a special contribution to the education of all children through physical activity. They develop an appreciation and understanding of their bodies, and acquire physical and other important competencies through physical experiences. Experiencing physical activities provides an important avenue for the development of a sense of self-worth and a positive sense of body beyond stereotypes. The health and physical education Learning Area engages all children in physical activity in a way that promotes a lifelong commitment to participation in
active and healthy living. The long-term benefits include increased levels of fitness, better health, enjoyable involvement in recreational and competitive activities, and satisfaction derived from performing skilled movements and being involved in further education, training and work.

The Learning Area also focuses on the significance and consequences of personal decisions and behaviours in the context of relationships, family, community and work environments (paid and unpaid, civic and domestic). It involves investigation of vocations, community organisations and global bodies that promote healthy active living. This occurs through contact with the food, hospitality, health fitness, sport and recreation industries which are a growing part of Australian society both in terms of vocational pathways and involvement in everyday recreation and health issues. These aspects of Australian life comprise many patterns of paid and unpaid/voluntary work, and learners are encouraged to explore how and why these function and with what effects.

The acquisition of knowledge, skills and attitudes within studies of health and physical education will prepare children and young people to engage with a rapidly changing world. Within this context they will meet challenges to their health and wellbeing from work, leisure, modern technologies, certain new food sources, many sources of stress, lifestyle diseases and opportunities for creating work. The sociocultural and political factors that promote wellbeing, and those that present risks, are important areas of investigation in this Learning Area. Children also learn that there are strong influences on how people live and on the choices they make as a result of the diverse beliefs, attitudes and values held by individuals, families, cultural groups and the wider community; the power they wield; and/or the opportunities available to these groups. These strong influences include the social constructs of gender, class, race, sexuality and ability.

Within the studies of health and physical education there are significant opportunities provided for learners to use a range of literacy, numeracy and information and communication technologies skills. This is evident in the use of appropriate terminology and information and communication technologies to communicate ideas and explore concepts of space, time, shape and measurement. Learners select and use a range of ways and modes to structure and report their learning, enhancing the process by the use and application of information and communication technologies in planning, drafting, editing and presenting.

The Learning Area is underpinned by a commitment to social justice, the recognition of diversity and the provision of supportive environments. An understanding of these principles enables all children, students and teachers to apply the knowledge, processes, skills and attitudes necessary for achievement of positive Learning Outcomes in relation to health, physical activity and personal development.

The health and physical education Learning Area aims to develop in all children:

- an understanding of the interrelated nature of the physical, social, emotional and spiritual dimensions of life
- the ability to make informed judgments about health and wellbeing for themselves and in their relations with others
- a positive disposition towards lifelong participation in regular physical activity
- the ability to enhance their own and others’ self-concept
- a wide range of skills which promote healthy active practices
- skills for creating and maintaining positive interactions
- safe and respectful behaviours and responsibility to maintain safe environments
- understanding and the skills to promote equity, valuing diversity and justice, and to contribute to safe and supportive learning environments
- an exploration of future work in the health, education and training, food and hospitality, fitness, sport and recreation industries
- an ability to critically reflect on, articulate and challenge social constructs with a view to improving health outcomes for themselves, others and communities
- capacities to apply learning in health and physical education to other Learning Areas, to life in the wider and to the virtual community and in accessing further education and training.

The SACSA Framework and ESL children

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Health and physical education

Curriculum Scope and Standards

Health and physical education is concerned with holistic human development, emphasising the contribution of physical activity to growth and functioning; the establishment of a positive self-concept and relationships; and the achievement of optimal health in individuals and communities. As a consequence this Learning Area is organised around three strands that are developed progressively across the Bands of schooling. These are:

- physical activity and participation
- personal and social development
- health of individuals and communities.

The Learning Area includes areas of curriculum that have in the past, and in many cases still are, dealt with quite separately in subjects such as health education, physical education, home economics and outdoor education. Nevertheless the strands are interrelated with each other and the other Learning Areas. They inform one another and integration will enrich Learning Outcomes. None of the strands is predominant and all should be developed concurrently.

Literacy, numeracy and information and communication technologies in health and physical education

Through health and physical education, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in health and physical education when children learn to use specialised language and texts to analyse and communicate a range of views on health issues. Children use, for example, text types such as arguments, reports or explanations to synthesise relevant information about health issues. They use procedural texts to describe and explain games, dance or sports and use speech to interact collaboratively and to build and sustain teamwork.

Learners develop and use operational skills in numeracy to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is
evident in health and physical education when, for example, children use numbering, patterning and ordering in physical activities and when they show understanding of the relationship between time, space and distance to analyse physical achievement. It is also evident when children compare specific measuring techniques and tools for different purposes and analyse data and statistics in relation to health issues.

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in health and physical education when children use software for recording and analysing physical achievement, researching and designing web-based resources and communicating in a virtual environment.
Strand: physical activity and participation

Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. KC4 • KC6 Children learn about the importance of regular activity to their physical, social, emotional and spiritual health. They learn about fitness and develop strategies to achieve good health. KC6 Children are encouraged to critically reflect on their own and varying community attitudes and beliefs towards physical activity and to acknowledge the wide diversity of abilities and preferences. KC1

The Early Years are a time of physical, cognitive and social development. Involvement in regular and energetic physical activity assists the process of healthy growth and development. The acquisition and application of motor skills form an important part of the developing child’s self-concept and how they perceive others. Through play they develop skills and understanding about their physical, emotional and social self. Id

These developing capabilities influence activity choices and success. This is a most important time for children as they refine their motor abilities and become more independent. The developments taking place in thinking, language and movement are interrelated. As children become stronger and acquire more skills, they use these skills to explore and learn. This exploration leads to further skill development. The ways in which they develop understandings and learn to think is therefore an integrated process. T • KC1 Although age-related, the acquisition of mature fundamental movement skills is not age-dependent. Numerous factors, including the task itself, the individual, and the environment in which they live (including school), combine to affect their skill development.

Through active participation children enhance their growth and acquire a broad range of skills and language that enables them to take personal action to develop basic movement abilities, the capability to play and health-related physical fitness.

Following are the Key ideas that comprise the physical activity and participation strand.
**Strand: physical activity and participation**

Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity. \( \text{Id} \bullet \text{KC5} \bullet \text{KC6} \)

This includes such learning as:

- developing and refining movements that combine the three basic skill categories of stability, locomotion and manipulation for successful ongoing participation in physical activities: \( \text{Id} \)
  - stability skills enable children to maintain their balance in various positions with differing forces and body part placements (eg landing, stopping, dodging, swinging, rolling and balancing)
  - locomotion skills relocate them in space on, in, around or off equipment (eg running, wheeling, jumping, sliding, leaping and climbing)
  - manipulation skills enable them to apply force to or absorb force from objects (eg throwing, catching, kicking, hitting and trapping; with all of these developing abilities, children should try both-sided movements such as throwing with each arm)

- practising water safety skills, and exploring different ways to move into, through and out of water safely (eg using floating, treading water, jumping in and immersion with and without assistance) \( \text{KC6} \)

- developing movement capabilities by increasing their movement skills, and selecting and using appropriate equipment, through enjoyable involvement in a variety of situations (eg yard games, modified sports, general gymnastics, dance, aquatics, and virtual, outdoor and adventure activities) \( \text{Id} \bullet \text{KC7} \)

- recognising feelings of optimism associated with successfully mastering basic movement abilities and gaining confidence to continue exploring and planning activities that increase their world of movement possibilities \( \text{Id} \bullet \text{KC3} \bullet \text{KC6} \)

- solving problems and exploring a range of movement possibilities in planning activities to express themselves in creative ways, individually, with others and in teams \( \text{T} \bullet \text{C} \bullet \text{KC2} \bullet \text{KC3} \bullet \text{KC4} \bullet \text{KC6} \)

- receiving and sharing the language of movement (eg in play, games, sport, dance, gymnastics, aquatics and outdoor adventure activities) in responding to verbal, signed and other non-verbal directions \( \text{C} \)

- working effectively as a member of a team to support and encourage others in games and play, sharing equipment, adhering to rules and respecting different capabilities \( \text{Id} \bullet \text{KC4} \)

- applying the language of movement in communicating ideas and information with each other through the exploration and application of spatial concepts \( \text{C} \bullet \text{KC2} \bullet \text{KC4} \bullet \text{KC5} \bullet \text{KC6} \)

- identifying and breaking down notions of gender-based activities through participation in gender-inclusive activities. \( \text{Id} \)
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.1

Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings. Id • C

Examples of evidence include that the child:

- confidently demonstrates movement skills (e.g. moving into position and keeping their eyes on the ball to catch or stop it) in a range of activities (e.g. dance, play, gym and games) Id • KC2
- applies known skills and learns new skills in a variety of activities (e.g. dancing, swimming, yard games, sports)
- plays easily with others, joins in well as a member of a team, works collaboratively in a range of activities (e.g. dancing, yard games, modified sport, in the swimming pool), and is respectful of those with different abilities Id • KC4
- demonstrates and describes playing and working safely, showing awareness of appropriate equipment, rules and consideration for themselves and others. Id • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.1

Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities. Id • In • KC3

Examples of evidence include that the student:

- performs refined movements using both sides of the body equally with maximum possible control in a range of activities (e.g. modified sports, dancing, swimming)
- works collaboratively to create and plan movement sequences, and contribute successfully in teams In • KC3 • KC4 • KC6
- develops a sense of reliability and responsibility while participating in activities (e.g. accepting the umpires' decisions, packing up equipment) In
- uses and extends their skill repertoire in a range of school and community contexts that enhances their self-awareness (e.g. gymnastics or dance displays, wheelchair dancing, promotional video, websites, electronic slide shows). Id
Children investigate a range of movement options and participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning.  

This includes such learning as:

- planning and participating, on a regular basis, in a diverse range of physical activities (eg obstacle courses, relays, vigorous games, dance, skipping, and partner activities) that improve their aerobic and muscular endurance, strength and flexibility (KC3)

- describing or demonstrating how different physical activities make them feel (eg excited, out of breath, hot, scared, tired, sweaty), comparing these personal reactions with those of other children, and understanding the ways in which these are influenced by ability, upbringing and opportunity (KC2)

- connecting the importance of regular physical activity in their daily routines to being healthy, growing strong and supple, and engaging in energetic play (F)

- recognising that the nature of participation in physical activity is dependent on physical, psychological, social and cultural factors (eg children explore the rich diversity of physical activity within Aboriginal and Torres Strait Islander communities, past and present) (KC1, KC6)

- collecting, analysing and organising information which shape personal preferences and capabilities, to evaluate places at home, school and in the local community that are safe for games and play (KC1, KC6)

- developing mathematical ideas and skills through physical activities that involve distance, directions, shapes, space and counting (KC5)

- appraising the value of incidental physical activities and their contribution to physical fitness. (KC1)
### Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

### At Standard 1, towards the end of Year 2, the child:

1.2

**Achieves or seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.**

\( Id \times T \times KC1 \)

**Examples of evidence include that the child:**

- plans and participates in a range of fitness activities and demonstrates improvement in components of health-related fitness (eg running for longer time, is stronger) \( Id \times KC2 \times KC3 \)
- communicates personal stories to others about what fitness means to them and the importance achieving it has on their health and wellbeing (eg collects pictures or animations or writes about what it is to be fit and healthy) \( C \times KC2 \)
- appraises and communicates the diversity of ways people can experience fitness and how they and others feel about the physical activities they experience (eg collects and explains pictures and data about people getting fit) \( T \times C \times KC1 \times KC2 \)
- demonstrates numeracy and literacy skills in describing and understanding the equipment used and the activities they do (eg the distance covered, time taken, comparison of size of walking/running step), the effects the activities have on them (eg breathing faster, getting flushed) and the places where they can safely play (eg parks, school grounds) \( T \times C \times KC1 \times KC2 \times KC5 \times KC7 \)
- develops and maintains records of own performance and fitness (eg time taken to run 200 m) and critically reflects on own progress. \( Id \times T \times C \times KC1 \times KC5 \)

### At Standard 2, towards the end of Year 4, the student:

2.2

**Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body.** \( F \times Id \times T \times KC2 \)

**Examples of evidence include that the student:**

- communicates understandings about the effects of exercise on the body (eg rapid breathing, sweating) through graphing, spreadsheets \( T \times C \times KC2 \)
- expresses satisfaction in achieving fitness through participation in a range of activities of different intensity levels (eg jogging, walking, exercises, dancing or sports) \( Id \times C \)
- communicates understandings about how fitness is achieved and explains the importance it plays in their life and the life of others (eg diets, making time to exercise, getting enough sleep) \( T \times C \times C \times KC2 \)
- identifies ongoing influences that impact on leading a healthy, active life (eg sport stars on television, their parents’ lifestyles and resources, new technologies) \( Id \times In \times C \times KC1 \)
- demonstrates awareness, and uses, of the range of facilities, equipment, technologies and people in their communities which assist them to be active and healthy (eg fitness centres, walking trails) \( In \times KC7 \)
Strand: personal and social development

Personal and social development focuses on children’s increasing skills and knowledge, and changing attitudes and values, which assist the understanding of ‘self’ and ‘self and others’ as they each grow and develop, build a positive self-concept and establish relationships with others across diverse groups in the world around them. An integral dimension of this strand is generating an understanding of the nature and importance of individual, group, team and community identity and the ability to work cooperatively. In • KC4

Children also learn about the physical, spiritual, social, cognitive and emotional changes that occur over the life span, while developing skills and knowledge that will enhance their own growth and that of others.

As their social world expands, children develop skills necessary to establish and maintain positive relationships. Understanding, skills and values are developed in relation to exploring friendships in a variety of contexts such as recreational and work environments. KC1 • KC6

Children in the Early Years move in the broader social worlds of peers, teachers and members of the community. More sustained relationships with peers and other community members alter the balance of their evolving relationships with parents and siblings. The development of effective communication skills enables them to interact with a wide range of people in the community and have a positive influence on their future. KC2 They explore rules, rituals and authorities as well as new freedoms, friendships and opportunities. KC6 They recognise similarities and differences between home and school. In • KC1

As their social worlds expand, children form increasingly accurate mental constructs of the emotional, physical, intellectual and personality characteristics of themselves and others. These refined self-concepts and social understandings help shape their responses to the social world and, in turn, affect how significant people in their lives respond to them. The friendships they establish are important for the development of social skills as well as for a positive self-concept and happiness. Id

The emerging self-concept provides a ‘filter’ through which children evaluate their own social behaviour and that of others. KC1 During the early school years, they increase their understanding of gender, and hence should be provided with a full range of opportunities to broaden gendered experiences. While there may seem to be gender-specific behaviours, children are encouraged to recognise and challenge limiting stereotypes and to explore alternatives. T • C • KC1 • KC6

The development of the concept of self is a ‘spiral’ process. Children’s success enhances self-esteem and their self-image influences their developing personality. Id

Praise is often used by parents, teachers, older siblings and significant other people in the community to build self-esteem in the young child. This Learning Area provides opportunities to balance praise with accurate feedback so that strengths can be developed and difficulties addressed. Id • KC2

Following are the Key Ideas that comprise the personal and social development strand.
Strand: personal and social development

Children recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world.

This includes such learning as:

- appraising personal, family and community names and connections in developing self-awareness of, and respect for, others
- recognising that they and others have identities based on a wide range of characteristics (eg age, gender, location, size, ability/disability, birth order, cultural background, extent of interaction with built and natural environments, work, community, religion and socio-economic status), and beginning to challenge associated stereotypes
- appreciating how individuals can share similar characteristics (eg name, age, culture, gender, interests, experiences) and yet be unique
- identifying the links between people and places that are important to them, and being able to communicate about their relationships as part of a family or group and identify significant people in their lives. They name, for example, the people, animals, plants, places and toys (real and imaginary) that are special to them
- using words, drawings, pictures and computer graphics to communicate the way they believe the people who are important in their lives see them
- appraising how their interactions and relationships with people, places and work differ.

Children conceptualise identity through understanding the changes that occur in themselves and others through growth.

This includes such learning as:

- enhancing self-awareness through identifying different parts of the human body and understanding the changes that occur as they grow
- analysing themselves and others by comparing and explaining similarities and differences between people at various stages of the life span and from diverse cultural and socio-economic locations in terms of factors that include height, hair colour and physical capabilities and differences
- conceptualising that growing up involves new achievements and changing responsibilities. Children are able to describe activities, relationships and experiences, and examine the positive or negative feelings that may arise as they manage predictable changes and anticipate alternative arrangements
- appreciating human diversity through recognising that others are not the same as themselves with regard to factors that include gender, culture, ethnicity, ability, work and location, and how identity is constructed around these differences.
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

1.3

At Standard 1, towards the end of Year 2, the child:

Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others. Id • In • C • KC4

Examples of evidence include that the child:
- discusses family roles and shares stories/discussions about family, relationships and occupations in a respectful manner Id • KC2
- identifies the information required to socially locate themselves and members of their family (eg their work roles, given names and age, address and phone numbers) Id • KC1
- confidently provides a personal portrait of defining characteristics (eg size, hair, skin, shape, gender, religion, culture, competence, attributes and skills) Id • KC2
- identifies and describes the significant adults in their lives and their relationship to them. Id • KC1 • KC2

1.4

Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow. F • Id • KC1

Examples of evidence include that the child:
- describes characteristics of people they know who are at different stages of the life span Id • KC2
- examines different parts of the body to see how they are changing (eg the teeth, hands) Id • KC1
- describes how capabilities change over time F • KC2
- anticipates changing social responsibilities as they grow F • KC6
- investigates the diversity of people in the community and recognises that they have different growth patterns. Id • KC1

2.3

At Standard 2, towards the end of Year 4, the student:

Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations. Id • In • C • KC2

Examples of evidence include that the student:
- describes themselves in terms of their abilities, the friends they have and the groups to which they belong C • KC2
- describes what they like/dislike about themselves and what they can improve, and how they feel when those attributes are acknowledged Id • KC1 • KC2
- explains what they like or dislike about various situations (eg beginning a new class, meeting someone new, dealing with a disagreement, meeting someone new online) C • KC2
- critically analyses the influences on their sense of worth (eg being accepted by peers, their body image). Id • KC1

2.4

Describes different stages of the life span and the predictable sequences of growth. F • Id • KC2

Examples of evidence include that the student:
- describes and analyses the stages they have been through, the stage they are in now and what stage they will enter in the near future F • C • KC1 • KC2
- explains the stages of the life span of other members of their family and what is different about each T • KC2
- investigates and analyses how the different parts of the body function and change as components of an organic system F • KC1
- explains how boys and girls are similar and different as they grow and change and are located in different and changing cultural contexts. F • Id • KC2
Strand: personal and social development

Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends. **Id • In • C • KC1 • KC2**

This includes such learning as:

- deconstructing the qualities of friendship (being a friend, having a friend) and developing the skills of listening, sharing, helping, negotiating and caring. Children develop respect for others through an understanding that values such as honesty, trust and loyalty form the basis of positive relationships **Id • In • KC2 • KC4**
- appraising physical, spiritual, social and emotional ways that people express their feelings of friendship, love and respect for others **C • KC1 • KC2**
- analysing things they do that make significant impacts on other people in their lives **In • T • KC1**
- appraising emotions (eg happy, sad, worried, upset or angry) in others as well as their own responses to a range of situations for which they are responsible, or which are the result of the actions of others or social circumstances **In • KC1 • KC2**
- exploring different views of right and wrong, and understanding that different standards of behaviour are expected of individuals, groups and teams in particular situations. **KC1 • KC4** Children discuss the reasons for any similarities or differences in expected behaviours in different contexts and develop critical understandings of the role of social conventions in connecting groups and communities **In • KC1 • KC2 • KC6**
- conceptualising that a group or community communicates written and unwritten rules in different ways. **KC1 • KC2** Children identify and obey rules and signs in their community that promote health and safety and they discuss why these rules exist. **KC1 • KC2** They begin to explore customs and communicate rules that arise from historical and cultural practices (eg sharing of food and shelter and giving up seats for elderly people) **In • C • KC1 • KC2**
- engaging in culturally diverse activities in order to understand and respect the rights, feelings, efforts, interests and capabilities of others **In • KC1 • KC4**
- understanding that different forms of relationships and different locations influence the form of communication and equipment they may use (eg telephone, e-mail, fax, face-to-face and aids). **In • C • KC1 • KC2 • KC7**
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

At Standard 1, towards the end of Year 2, the child:

1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships. Id • In • C

Examples of evidence include that the child:
- demonstrates skills of listening and sharing information in their relationships with others and working in teams Id • C • KC2 • KC4
- communicates about the various relationships they have with members of their family and friends C • KC2
- describes the different ways that they show friendship, love and respect for others (eg writing about what they think produces a positive relationship) C • KC2
- analyses the different ways that they and others behave in various situations at home, school, work and community. In • KC1

At Standard 2, towards the end of Year 4, the student:

2.5 Understands different relationships and, through a variety of experiences, develops cooperative work and social skills. Id • In • C • KC1

Examples of evidence include that the student:
- demonstrates skills of active listening and reasoning with others In • C
- adopts skills to include others in group and team activities C • KC4
- demonstrates and describes the different roles and responsibilities required to be a member of a group or team working towards a shared goal In • KC4
- discusses the importance of being positively regarded by a group Id • KC2
- identifies and analyses the diverse relationships they have in the community and the influence of power on the nature and quality of the relationships (eg relating to parents or significant other people in their life, including a coach/mentor). In • C • KC1
Strand: health of individuals and communities

This strand aims to encourage children to consider what it means to be healthy. They realise that good health is important for all people; that there are many influences on the health of an individual, a family and a community; and that the health of an individual is interdependent with that of physical and social environments at local, national and global levels. Children critically reflect on community health practices and standards, and look at ways to take action to shape these communities. KC1 A vital component of this strand is the development of knowledge, skills and values in relation to safe behaviours. Links between this and other components of the Learning Area are extensive as children consider safe practices in relation to matters such as substance use, preparing food, participating in physical activity, and working with others or in teams. KC4

Food is investigated in this strand as being vital to human functioning. Children learn about the need for particular foods for healthy growth and energy. They investigate the importance of food in meeting emotional, spiritual and social needs, while developing an appreciation of the use of food across a variety of cultures. KC1 Knowledge and skills are developed that relate to many aspects of food, such as analysing and evaluating food intake, acting on nutrition-related issues, and preparing food. KC1 The importance of food in children’s lives and the impact it has on their health becomes a focus to develop skills to make choices and begin to understand food preparation. T • KC6

Most children at this age are in one of the healthiest periods in their lives. Minor illnesses such as colds and injuries like bruises and cuts play a normal role in the child’s physical and psychological development. Although common illnesses disrupt school, family social roles, and work schedules, children and their families generally recover quickly from these interruptions. In the process children manage minor stress. KC3 They also develop more empathy and a realistic understanding of the concept of ‘being sick’. Hence children’s minor illnesses can be viewed as contributing to normal social and behavioural development. F

Children become aware that food, work, rest, exercise, shelter, love, play, safety, supporting situations and good relationships are among the important requirements to being healthy. KC1 Threats to their health include the early onset of obesity and a lack of interest in participating in physical activity. There is an increase in the probability of accidents and injuries as their growing capabilities enable them to perform activities of increasing challenge and risk, such as skipping, skateboarding and cycling. In addition, the children’s susceptibility to harm themselves often exceeds their ability to foresee the consequences of their actions or control their behaviour. At this stage parent/caregiver, teacher and other adult supervision is important to reduce the risk of injury in a range of work and play contexts. F • In

Following are the Key Ideas that comprise the health of individuals and communities strand.
Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities. 

This includes such learning as:

- understanding that health includes physical, social, spiritual, emotional and economic dimensions. Children learn that they require a range of behaviours and understandings to enact a lifelong commitment to their own and others’ health, safety, work and education.

- researching and appraising health conditions that are common in their age group (e.g., asthma, colds and chicken pox) and how these are prevented and managed by a combination of factors (e.g., parents, doctors, medicines (traditional or alternative), themselves and others). Children compare differences between feeling healthy and feeling ill.

- developing empathy for, and understanding about, others who are ill or have a disability; and beginning to understand the impact on self, school, family and friends of those who require aid (e.g., medication, physical support and a range of other medical assistance).

- identifying who and what helps them when they feel ill, and ways to care for themselves and others in order to promote lifelong health practices. Children discuss the management of illnesses, including the need for rest and relaxation.

- discovering how local environments where they live and play have impacts on their health and wellbeing—physically, socially, spiritually and emotionally—and planning what they can do to make their own local environments more health-enhancing for themselves and others. They identify places that have a special effect on their wellbeing and spirituality, including work and natural environments.

- recognising and using local symbols and signs, and learning to use equipment that keeps them safe. These include traffic signals, bike safety helmets, neighbourhood watch signs, signs for dangerous chemicals, Safety House signs and slippery floor signs, stock crossing signs, handwashing signs.

- analysing the impact on health of having access to local natural environments for recreation. Children engage in guided exploration and sensory stimulation through planning and undertaking activities. They discuss how to avoid the impact they have on natural environments by using them for recreation, causing damage to habitats or leaving rubbish.

- identifying and communicating about things that make them feel angry, tired, scared or excited and learning to manage emotions that may have a negative impact on their own or others’ emotional health and safety.
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

1.6

Describes what it means to be healthy and the role of others in the community in supporting the health of its members. In • F • KC1

Examples of evidence include that the child:
- describes what it means to be healthy, including work, social, emotional, physical and spiritual dimensions In • KC2
- compares and contrasts feelings when healthy with feelings when ill Id • KC1
- appraises the ways families and communities work together in supporting an individual’s health Id • In • KC1
- demonstrates self-awareness about actions they can take to enhance their own health. F • Id • KC2

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

2.6

Explains ways in which communities support their own and others’ health. F • In • KC2

Examples of evidence include that the student:
- demonstrates an understanding about what being healthy means to individuals in various groups in different communities (eg babies, the elderly, ethnic groups, Aboriginals and Torres Strait Islanders) In • KC2
- identifies online and offline community health services and health officers, and investigates what they do to promote healthy living In • KC1
- explains the value of natural environments to self and communities by regularly visiting them, and considers how they can contribute to the sustainability of these environments T • KC2
- participates in activities that are promoted by the school and community for their health and explores opportunities to contribute to improving school health (eg encouraging exercise, Sunsmart policy, procedures to deal with conflict). F • KC6
Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy. In • T • KC1 • KC6

This includes such learning as:

- developing self-awareness through critical thinking about places in home, school or local environments that can protect or present a risk to them. Children identify and promote strategies and information about safety and practise ways to seek help from appropriate people when required—people they can trust, those who can help to keep them safe T • C • KC1 • KC6

- comparing situations and kinds of behaviour where they feel safe with those where they feel unsafe. KC1 Children learn to recognise threatening behaviour in unsafe situations, including unwanted sexual touching or aggression, and communicate and practise possible personal responses. KC1 • KC2 They begin to identify possible consequences of unsafe behaviours and plan strategies to deal with unsafe behaviour T • KC3

- developing and initiating good personal hygiene skills

- conceptualising the purpose of, and using, safety rules and behaviours, including obeying road, fire, Sunsmart and sport rules, and taking medications. Children learn how to keep themselves and others safe during physical activities by using appropriate behaviour to take turns on equipment and not push or disturb others while they are performing skills. They anticipate the consequences of safety skills and practices for ongoing health and wellbeing in their work and play for themselves and others F • KC1 • KC4 • KC6

- identifying the effects of harassment, including bullying and teasing, on the personal wellbeing of others and on group and team activities. Children identify strategies for addressing harassment and discuss and follow basic rules, such as ‘no put-downs’ or ‘no name-calling’, that enhance the emotional health of others In • KC1 • KC4 • KC6

- appraising the ways that local communities provide a range of facilities designed to promote health and activity in different ways for different groups KC1

- make developmentally appropriate choices about their physical safety and comfort when using ICTs. This includes appropriate use of ergonomically designed furniture, correct posture and providing regular active rest periods.
**Developmental Learning Outcomes**

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

**At Standard 1, towards the end of Year 2, the child:**

**1.7**

Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others. **In • T • KC6**

Examples of evidence include that the child:

- communicates descriptions of early warning signs of how their bodies react when they feel frightened, lost, unsafe, upset, bullied or nervous (e.g., butterflies in the stomach or sweaty palms) **C • KC2**
- identifies the signs and places in their community that help to keep them and others safe **C • KC1**
- communicates types of behaviour which make them feel safe compared to those which make them feel unsafe **C • KC2**
- identifies and knows a range of people to talk to in order to feel safe. **In • KC1**

**At Standard 2, towards the end of Year 4, the student:**

**2.7**

Plans and practises strategies to maintain safety in the home, school and community. **F • Id • In • T • KC3**

Examples of evidence include that the student:

- identifies when they feel safe and unsafe **Id • KC1**
- recognises and can describe potential unsafe circumstances at home and school **C • KC1 • KC2**
- explores options for responding to a variety of unsafe situations **F • T • KC3**
- identifies and adopts behaviours that enhance their safety **Id • T**
- plans actions and responds to simulations of situations where they feel unsafe (e.g., harassment, fire) and provides alternative scenarios. **F • KC3 • KC6**
Children collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food. In • T • KC1

This includes such learning as:

- analysing the variety of food that is required for growth, energy, repair and regulation of body functioning and that a healthy diet contains a combination of foods that may vary significantly in diverse cultures T • KC1
- researching and comparing the sources of the food they eat (eg milk from cows, goats or soy plants) C • KC1
- analysing influences on their own and others’ choice of foods, including who chooses and prepares the food they eat and drink, which foods they like to eat and which foods they choose for themselves, and identifying foods to which they may be intolerant T • KC1
- investigating information about foods and different eating patterns from around the world (eg by searching a variety of electronic sources of information), and considering the importance of food at special occasions In • T • KC1 • KC7
- developing skills that enable them to plan for and include new healthy foods in their diet. Children understand that eating choices can affect their long-term health and learn to use food group selection guides to consider the food they eat F • KC3
- developing the skills of selecting and handling food safely, and how to measure and prepare some foods KC5
- conceptualising connections between food, and self and group identity. Id • In • KC1
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

**At Standard 1, towards the end of Year 2, the child:**

1.8 Communicates understanding about foods they can eat to enhance their health and practises good hygiene when handling food.

In • T • C • KC2

Examples of evidence include that the child:
- communicates descriptions of the range of foods they can choose to ensure a healthy diet. \( C \times KC2 \)
- analyses and discusses the foods they like to eat and whether they are healthy. \( T \times KC1 \times KC2 \)
- practises skills for handling food safely for themselves and others.
- compares and contrasts the origins of their food preferences with those of others. \( T \times KC1 \)

**At Standard 2, towards the end of Year 4, the student:**

2.8 Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life. \( T \times C \times KC1 \times KC2 \)

Examples of evidence include that the student:
- assesses information about effects that different foods have on the body. \( T \times KC1 \)
- analyses the foods they can eat and the sources of that food, and suggests changes to improve their diet. \( T \times KC1 \)
- investigates the effects of the media, advertising and electronic sources of information on their selection of foods. \( T \times KC1 \)
- identifies who and what influences the food they eat. \( KC1 \times KC1 \)
- extends skills of preparing a variety of foods for themselves. \( Id \times C \)
Language is the human capability that enables us to communicate, learn, think, form judgments and develop values. Learning a language is learning the shared meanings of a group. It is an essential means for participating in the cultural life of a community. A distinctive feature of languages as an area of study in the school setting is that it is simultaneously an area of learning in its own right and a medium, or an additional code, through which to learn new concepts and ideas.

Through the study of languages, learners gain knowledge, skills and dispositions that enable them to communicate, and to make comparisons across languages and cultures. In so doing they extend their understanding of themselves and their own language, widen their network of interactions, and strengthen their literacy and numeracy skills. This enables them to contribute positively and productively as citizens in the linguistically and culturally diverse nation in which they live, and also as global citizens.

Learning and using a language involves valuing meaning, coherence, choice and appropriateness. It also involves the ethical concern of respecting the power of language and its responsible use. Learners develop a favourable disposition towards seeking the best articulation or expression of thought and feeling, engaging in genuine exchange of meaning, and expanding their personal communicative capability.

Learning and using a language, be it the maintenance and development of one’s first language, the learning of an additional language, or the revival of an endangered language, fosters the development of children as communicators. They acquire communicative ability in the target language, cultural understanding and a heightened awareness of diverse ways of thinking and valuing.

The goals of learning a language include:

Communication in the target language: Through using the target language for a range of purposes and in a range of cultural contexts, learners develop communication skills that enable them to interpret and express thought, feeling and experience through a variety of spoken and written texts; to expand their interpersonal relations; and to have direct access to the world of knowledge, ideas and values in the target language.

Understanding language as a system: Learners reflect upon language in use and the uses of language, and generate an awareness of the nature of the target language, and of their first language by comparison. They develop an understanding of how language works as a system, and ultimately recognise the power of language for people as individuals and as members of society.
Understanding culture: Learners develop an understanding of the interrelationship of language and culture, and extend their capability to move across cultures, engaging with diversity.

General knowledge: Learners extend their knowledge of, and make connections across, a range of ideas related to their interests, to issues in their world, and to concepts drawn from the range of Learning Areas.

The languages Learning Area aims to develop in all children:

- their communicative potential in the target language
- an understanding of languages and how they work as systems, which contributes to their literacy development
- an understanding of cultures and identities, which contribute to a better understanding of themselves and others
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education and training
- capacities to apply learning in languages to other Learning Areas, to life in the wider community, and in accessing further education and training.

The benefits of learning languages and cultures extend beyond the individual to the development of a significant resource for communities, with the potential to contribute at both a local and an international level.

**Place of English in learning languages**

In this framework the central place is accorded to the target language as the medium for communicating and learning. In interpreting and producing texts in the context of developing communication, learners explore concepts related to language and culture as universals. In order to do so in depth, teachers and learners may engage in some research, analysis and discussion in English, particularly in the early stages of language learning. Underlying such analysis is always the goal of enhancing learners’ capabilities for using the target language in linguistically and culturally appropriate ways.

**The SACSA Framework and ESL children**

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Frameworks for three groups of languages

In the SACSA Framework the elaboration of scope and standards is presented for three broad groupings of languages, as follows: alphabetic languages, non-alphabetic languages and Australian Indigenous languages. It is recognised that, within each grouping, there are differences across languages in relation to such aspects as the nature of the particular language and its place in the Australian context.

Learner Pathways

In recognition of 1) the different learning backgrounds that children and students bring to their learning of languages, and 2) the different entry points to language learning, separate Pathways have been developed in the SACSA Framework.

The Pathways are as follows:

Pathway 1: Second language learners—this refers to children and students with little or no prior knowledge of the target language at entry

Pathway 2: Background learners—this refers to children and students with some prior learning and use of the language at entry.

Within each Pathway there are two entry points as follows:

Entry Point A—this refers to children and students who learn the language from Early to Senior Years Bands (R–12)

Entry Point B—this refers to students who learn the language from Middle to Senior Years Bands (8–12).

The scope and standards of Pathway 1A or 2A are applicable to all learners through the Years R–7. From Year 8, the scope and standards of Pathway 1A or 2A will apply if students continue the same language. If students begin to study a different language, Pathway 1B or 2B will apply.
Second language learners (*Pathway 1A and Pathway 1B*)

The target group for the second language learner Pathway is primarily children and students with little or no prior knowledge of the target language at entry, either in the Early Years (Reception entry—Pathway 1A), or in the Middle Years (Year 8 entry—Pathway 1B). This may include learners who identify with the target language and culture but who do not have linguistic background or capability in the target language. The second language learner Pathway aims to build upon learners’ knowledge of language, by drawing connections between their knowledge of English (and their first language) as they learn and develop skills in using the target language. Students may begin to learn a different language at Year 8 (Pathway 1B). Pathway 1B recognises their prior language learning experiences (Pathway 1A), and builds upon their understanding of how language and culture operate, and upon the skills for learning languages which are transferable across languages.

Background learners (*Pathway 2A and Pathway 2B*)

The target group for the background learner Pathway is primarily learners who are active and regular participants in the linguistic and cultural world of a community of speakers of the language. Their learning and use of the language in schools aims to ensure their continued useful, generative and creative involvement with the language, the culture and communities of speakers in Australia and overseas.

The background learner Pathway provides opportunities for children and students to maintain, develop and use what may be described as their ‘mother tongue’, ‘home language’, ‘first language’ or ‘native language’. These terms suggest the nature of the child’s or student’s prior knowledge when they begin their formal learning of the (modern) standard version of the language in a school setting, either in Early Years (Pathway 2A) or Middle Years (Pathway 2B). Pathway 2B recognises their prior language learning and use (in Pathway 2A), and builds upon their understanding of how language and culture operate, and upon the skills for learning languages which are transferable across languages.

It is not possible to describe explicitly the diverse range of learner ‘background’ prior to beginning Pathway 2 (A or B). Teachers, in conjunction with parents, caregivers and the learner, need to make a decision as to which Pathway is most appropriate.

Their prior language knowledge may have been established in a variety of ways:

- the language is the learner’s mother tongue—ie the language of the parent/s or caretaking person/s with whom the child or student identifies and exchanges meaning in their Early Years (pre-schooling)
- the language is the learner’s home language, the main medium of communication within the home—setting
- the language is the child’s or student’s first language, the language first learned in a multilingual setting and influenced by interaction with caregivers and peers beyond the home setting—ie within the community of target language speakers
- the language may also be the learner’s dominant language in certain areas of life—ie within the community, or as a prior medium of education.
Conceptualising a differentiated Pathway

A differentiated Pathway for background learners has been built upon the following considerations:

In the communication strand the focus is on language as a medium for learning, developing and elaborating concepts from a range of Learning Areas, and for learning about language, culture and identity. As children progress in their learning they explore perspectives, and express relationships between ideas and personal views, on social and community issues. They focus on interpreting a range of authentic texts, drawn from their community and the media, as a resource for connecting with their own language in real-life contexts.

In the understanding language strand there is an emphasis on expanding and refining learners’ knowledge and use of their linguistic resources, with the aim of developing a wider repertoire of linguistic resources both in their first language and in English. They analyse language and reflect on the movement between their first language and English as an active reality and, where applicable, on the movement between dialect and the modern standard version of the language. They explore specialist vocabulary; complex structures; and diverse contexts, roles and relationships, in language use, thereby extending their register flexibility. They increasingly develop a conscious awareness of the way in which their linguistic choices influence communication, and ultimately understand the power of language.

In the understanding culture strand the focus is on abstracting and reflecting on issues of identity; the intercultural reality of life in the Australian community; and exploring world views and establishing links with communities locally and globally, in order to develop an awareness of, and the capability to, move across cultures.
Languages (alphabetic)
Pathway 1A
Second language learners R–12
Through the study of languages, children gain knowledge, skills and dispositions that enable them to communicate and to learn about the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence.

In both language using and language learning the emphasis is on developing children’s capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as children develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language.

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

**Literacy, numeracy and information and communication technologies in languages**

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as children develop an understanding of the system of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, children use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 1A

Through this strand children develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the target language. KC2 Aspects that are drawn together within this strand include the purpose, context, processes of language use, texts and general knowledge. T The Key Ideas and standards are presented through the skills of listening, speaking, reading and writing.

In the Early Years children receive and share meaning through verbal and non-verbal language in their immediate environment, and develop initial literacy, numeracy and ICT skills. KC2 • KC5 • KC7 They observe and talk about the present, and imagine future possibilities, expressing ideas that anticipate changes in their immediate learning and social environment. F • C • KC2 • KC6

Children are immersed in a language-rich environment that supports both language using and language learning. They engage with language and respond to language learning with enthusiasm and curiosity in a structured classroom context on topics that are immediate and familiar, including the world of personal relationships; self, family and friends; the home and classroom; the world of the imagination; and the culture of communities where the language is used. Id • In • T • C • KC2

Children interact with texts which are short, clearly structured, and supported by visuals and paralinguistic devices, with much repetition and recycling of structures and vocabulary. KC2 They include narratives, fables and stories, poems, rhymes and songs, instructions and descriptions of items related to everyday life. They listen to, view, read and respond to words, phrases and texts to make meaning and learn about the language, as well as learning about themselves and their world. Id • C • KC1

Children’s communication includes sharing or responding in class or group work. KC2 They gain support from the teacher, who provides interactive questions, paralinguistic clues, and visual and tactile support (eg vocabulary, picture charts and gestures). KC2 They engage in action-related talk in experientially familiar situations (eg daily classroom routines, participating in activities and games, singing songs and action rhymes, making things). They develop writing skills, moving from tracing or copying to some self-constructed writing of key words or phrases, in order to make meaning and communicate ideas about themselves and their immediate environment, and the culture of communities where the language is used. Id • In • C • KC1 • KC2

Following are the Key Ideas that comprise the communication strand in Pathway 1A.
Strand: communication—Pathway 1A

**Listening**

Children listen and respond to words, phrases and texts to recognise meaning. They learn about the language by identifying patterns and connections within and between language systems.

This includes such learning as:

- observing that listening for meaning involves identifying key items of information, using teacher clues and visual stimuli
- discriminating sounds of words and phrases, and intonation patterns in statements, questions, commands, requests and exclamations
- recognising the meanings conveyed in words or phrases in social interactions and classroom instructions (both face-to-face and remote), or repeated in song, dance or games
- identifying patterns and connections by relating sounds and meanings to other known languages
- responding to requests, instructions or activities in verbal and non-verbal ways, through movement, gesture and action, in classroom routines and on visits and excursions
- using interactive software and CD-ROMs to search for, select, listen to and view language in use in diverse settings.

**Speaking**

Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines.

This includes such learning as:

- observing that speaking involves turn-taking, listening to others and using connected speech to make meaning
- articulating sounds to create words, and patterns of intonation in connected speech
- using stress and rhythm in statements, questions, commands, requests, exclamations, songs and rhymes
- using rehearsed language (eg single words or learned formulae of two to three words) with others in social interactions and classroom routines (eg greeting and leave-taking)
- responding to questions to identify, describe and number objects
- participating when listening to imaginative texts (eg by providing key information in the story/song/rhyme).
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.1 Makes connections between words and phrases and their meanings in spoken texts. In • T • C

Examples of evidence include that the child:
- distinguishes the target language from English sounds (eg knows when the target language is being spoken) T • KC1
- responds verbally and non-verbally to classroom instructions C • KC2
- matches action to sound, in action games and songs T • KC1
- recognises words used to identify, name, number and describe objects. In • T • C • KC1 • KC2 • KC5

1.2 Uses words and phrases to identify or name objects, in social interaction and action-related talk. C • KC1 • KC2

Examples of evidence include that the child:
- approximates target language sounds C
- repeats words associated with activities in songs and games C
- responds to questions to identify or describe features of an object (eg colour, size, number) C • KC2
- participates in classroom routines (eg making requests, agreeing/disagreeing). In • C

At Standard 2, towards the end of Year 4, the student:

2.1 Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges. In • T • C • KC2

Examples of evidence include that the student:
- recognises the purpose of an utterance (eg distinguishes statements from questions) T • C
- distinguishes and repeats words and phrases with attention to pronunciation and intended meaning T • KC1 • KC5
- identifies and classifies items of information (eg colour, size, number), stating true or false, and using counting T • KC1 • KC5
- responds through action and collaborative work with others and in teams (eg participating in dance, physical exercise, dramatisation, e-mail, class routines). C • KC2 • KC4

2.2 Responds to interactions and experiments with language to make meaning with others. Id • C

Examples of evidence include that the student:
- speaks with attention to pronunciation and intonation T • C
- responds to comments (eg with yes/no or single word)
- responds to factual questions (eg what, who, how many) to name and describe objects C
- responds appropriately in known school routines (eg greeting and introducing others) Id • C
- uses rehearsed language in songs, digital presentations, stories and structured role-plays C
- makes factual statements through word substitutions. C
Strand: communication—Pathway 1A

Reading

Children view, read and interact with multimodal texts to recognise and make meaning. They learn about the language by identifying patterns and connections within and between language systems. In • T • C • KC1 • KC5

This includes such learning as:

- observing that reading involves identifying key items of information, using teacher clues and visual stimuli In • T • KC1
- recognising the diverse meanings conveyed in words and phrases repeated in stories T • C • KC1
- recognising that language-in-text takes particular forms and follows particular conventions (e.g., story/narrative, song/rhyme) T • C • KC1
- making or sharing predictions about text content and development of ideas T • C • KC6
- responding in non-verbal ways, through movement, gesture and action In • C • KC2
- making meaningful choices by selecting key words from a text. In • T • C

Writing

Children develop writing skills, moving from tracing or copying to self-constructed writing of key words or phrases to share meaning. T • C • KC2

This includes such learning as:

- recognising that writing involves following the conventions of the text type, and that writing is influenced by purpose, context and audience In • C • KC1
- using letter and word formation in the target language and displays these digitally T • KC7
- using a variety of techniques and technologies to present key items of information in visual form, supported by graphics or pictures (e.g., labelling a picture, adding key words or phrases to a greeting card). C • KC1 • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \cdot Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \cdot In \)
- Children develop a sense of being connected with others and their worlds. \( F \cdot Id \cdot In \)
- Children are intellectually inquisitive. \( F \cdot T \cdot C \)
- Children develop a range of thinking skills. \( F \cdot T \cdot C \)
- Children are effective communicators. \( T \cdot C \)
- Children develop a sense of physical wellbeing. \( Id \cdot In \)
- Children develop a range of physical competencies. \( Id \)

At Standard 1, towards the end of Year 2, the child:

1.3

Makes connections between words and phrases and their meanings in written texts. \( In \cdot T \cdot C \cdot KC\)

Examples of evidence include that the child:
- recognises and names letters of the alphabet, syllables and words \( C \cdot KC\)
- makes meaning by locating familiar words in text \( C \cdot KC\)
- contributes to shared reading by anticipating the meaning of a caption in a picture story \( T \cdot C \cdot KC\)
- relates meanings in the target language to their known language. \( In \cdot T \cdot C \cdot KC\)

1.4

Shares meaning by selecting words and phrases to create a text. \( In \cdot T \cdot C \cdot KC\)

Examples of evidence include that the child:
- copies words or phrases, correctly forming the letters of the alphabet \( T \cdot C \)
- selects appropriate words from text to label objects, and communicate own meanings \( In \cdot C \cdot KC\)
- uses word processing and drawing programs to create word banks. \( KC\)

2.4

Communicates by writing words and phrases to complete sentences or interactions using different formats. \( T \cdot C \cdot KC\)

Examples of evidence include that the student:
- correctly forms letters and words when selecting words from charts or texts \( C \)
- communicates ideas and information through sequencing a set of words to make own meaning in a phrase or a sentence \( T \cdot C \cdot KC\)
- describes items using colour, number, shape and size of items \( C \cdot KC\)
- uses different formats to convey meaning (eg captions, speech bubbles) \( T \cdot C \)
- writes an informal letter, e-mail or card using model texts, and electronically requests or responds to queries for information \( C \cdot KC\)

At Standard 2, towards the end of Year 4, the student:

2.3

Identifies Key Ideas and anticipates meaning of new words and phrases in texts. \( T \cdot C \cdot KC\)

Examples of evidence include that the student:
- uses knowledge of basic sound-symbol correspondences to work out how to read a word \( T \)
- recognises conventions of print (eg full stop, question mark, accents) \( C \)
- groups related words into categories or matches picture with caption (eg colours, animals, numbers, greetings, adjectives) \( T \cdot C \)
- contributes to shared reading of imaginative and informative texts and identifies developments of ideas \( T \cdot C \cdot KC\)
- predicts the meaning of new words in texts (eg story books).
Strand: understanding language—Pathway 1A

Through this strand children engage with a range of increasingly complex texts, with an explicit and deliberate focus on the form which language takes. The focus in this strand is on developing children’s understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing children’s communicative potential. T • KC1 • KC2

In the Early Years children interact with language and learn some of the structures and conventions of the language and its system, to appreciate how meaning is conveyed in a range of contexts and to generate overall literacy across languages. KC6 They develop an understanding of how others express thoughts and ideas; and learn to share and communicate ideas and feelings about themselves and build relationships with others, in their personal and social environments. In • T • C • KC2

Following is the Key Idea that comprises the understanding language strand in Pathway 1A.
Children interact with each other using language to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships in language. They learn to appreciate that diversity exists between language systems. In • T • C • KC1 • KC5 • KC6

This includes such learning as:
- recognising that diverse language systems exist and are used by communities in Australia and overseas In • T • KC1
- observing that languages are used to communicate in culturally specific ways and to achieve specific purposes In • C • KC1
- applying features of the language system, including principles of the writing system (eg words and letters) and of the spoken language (eg pronunciation and intonation) C
- understanding how to talk about the language with others and express what they know or can say in the language T • C • KC1 • KC2 • KC4
- understanding how to make comparisons and connections between languages, and to learn how languages operate to create meaning and produce different effects In • T • KC1
- appreciating how specific meanings are conveyed in different languages (eg greeting, stating, asking and thanking) C • KC1
- identifying the commonalities and differences in speech and writing of the target language and other known languages T • C • KC1
- discovering influences across languages (eg loan words, and cognates). T • C

Developing understanding of language in this Band includes learning the following specific structures and conventions of the target language: T
- identifying concepts referring to people and things using:
  - nouns (eg family, friends, pets, classroom items)
  - personal and demonstrative pronouns to refer to people and things
  - adjectives to describe colour or quality, or to classify or compare things
  - ordinal numbers to refer to an exact number to things
  - phrases related to socialisation, classroom instructions, expressing thanks, showing appreciation KC1
- expressing time using the simple present tense, and time expressions (eg clock time, days, dates). KC2 • KC5
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times I \)
- Children develop a positive sense of self and a confident personal and group identity. \( I \times D \times I n \)
- Children develop a sense of being connected with others and their worlds. \( F \times I d \times I n \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( I d \times I n \)
- Children develop a range of physical competencies. \( I d \)

At Standard 1, towards the end of Year 2, the child:

1.5 Recognises key features of the language system, and connections between languages. \( I n \times T \times C \times KC1 \)

Examples of evidence include that the child:

- pays attention to pronunciation when repeating words and phrases \( T \)
- recognises and reproduces features of the written language (eg alphabet, accents) \( C \times KC1 \)
- makes observations about the relationship between their known language and the target language (eg in pronunciation and the writing system) \( I n \times KC1 \)
- asks questions about the language (eg how a particular meaning is conveyed in the target language). \( T \times KC6 \)

At Standard 2, towards the end of Year 4, the student:

2.5 Identifies patterns in language and compares how meaning is conveyed across languages. \( I n \times T \times C \times KC1 \times KC5 \)

Examples of evidence include that the student:

- applies concepts of word formation and correctly forms sounds and words in communicating information through speech and writing (eg punctuation and phrasing, compound words) \( T \times C \times KC2 \)
- recognises ways text is presented according to purpose (eg as captions, labels, animations, dialogues, vocabulary charts, greeting cards, calligraphy) \( T \)
- recognises conventions in written and spoken texts (eg messages, posters, exclamations, commands) \( C \)
- identifies language forms used (eg for specifying, counting, identifying and describing objects and actions, and time and place; for stating ownership and asking questions) \( C \times KC5 \)
- recognises the ways cultural values are expressed in language (eg gender, formality) \( In \)
- uses available textual resources to decipher and compare meaning and construct their own texts. \( C \times KC1 \times KC3 \)
**Strand: understanding culture—Pathway 1A**

Through this strand children become aware of the place of cultural value systems in analysing language and generating their own language, in observing the actions and viewpoint of others and in interacting with people from diverse cultures. **In • KC4** The focus in this strand is on developing children’s understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in and constructed by language, and the cultural principles and practices that constitute identity and influence communication in the target language. **In • C • KC2**

In the Early Years children engage with and become aware of culture through texts, visual images and personal interactions, in order to learn about specific cultural practices and values, and make comparisons and connections with their own experiences. **Id • C** They understand that individuals have a sense of belonging and connection to one or more groups, and that there are various groups within and across cultures. **KC1** They work with others to develop this understanding as they share and communicate their ideas, feelings and aspirations about themselves with others in their natural, personal and social environment. **Id • In • C • KC2 • KC4**

Following is the Key Idea that comprises the understanding culture strand in Pathway 1A.
Strand: understanding culture—Pathway 1A

Children analyse specific cultural practices and values, and how to relate learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong.  

This includes such learning as:

- conceptualising, through observation, language as an important medium for expressing different values and beliefs of cultures  
- observing, and analysing the ways that language use relates to different patterns of cultural behaviour (eg in social interactions)  
- observing that concepts may be culture-specific (eg how personal relationships are acknowledged or time is expressed)  
- engaging with features of the living and natural environment of communities where the language is used  
- analysing aspects of tradition and contemporary culture in communities where the language is used, including symbols, images and practices that are significant to the culture in dance; rhymes; songs and games; websites; celebrations related to, for example, the seasons; and aspects of religion, belief or rites of passage  
- making connections between their own experience and the aspects of culture of communities where the language is used.
At Standard 1, towards the end of Year 2, the child:

1.6

Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience. Id • In • T • KC1

Examples of evidence include that the child:

- recognises significant symbols and features (eg in song and rhyme; images on cards, posters, pictures) In • T • KC1 • KC5
- observes and analyses about products and practices of the culture as expressed in specific forms of language (eg that song and dance, dress and food represent diverse ways of life) In • T • KC1
- poses questions about the culture (eg how an idea is expressed or an activity significant to the culture) T • KC2
- makes connections with own experience when talking about cultures. Id • KC1

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies how cultural values are expressed in language and demonstrates awareness of diversity in cultural practices and values. F • Id • In

Examples of evidence include that the student:

- observes the significance of particular cultural practices in their own language activities In
- identifies and analyses expressions of cultural identity in language (eg in stories, social conventions and etiquette) Id • KC1
- observes concepts related to cultural values in language (eg how titles, personal names, family relationships, ways of greeting are expressed) In
- observes the significance of concepts within cultural practices (eg time, history, the cycle of the seasons and the environment) Id
- interacting through online sources of information.
Languages (alphabetic)

Pathway 2A

Background learners R–12
Through the study of languages, children gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. 

In both language using and language learning the emphasis is on developing children’s capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as children develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. 

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

**Literacy, numeracy and information and communication technologies in languages**

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as children develop an understanding of the system of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, children use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
**Strand: communication—Pathway 2A**

Through this strand children develop the capability to communicate using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the language. C • KC2 Aspects that are drawn together within this strand include the purpose, context, processes of language use, texts and general knowledge. T The Key Idea and standards are presented through the skills of listening, speaking, reading and writing.

In the Early Years children receive and share feelings and opinions about people and events in real and imaginary situations, and in the context of everyday experiences. In • C • KC2 They develop literacy skills in the target language, and a sense of their cultural and linguistic identity. Id • C

Children are immersed in a language-rich environment and structured classroom context that support both language using and language learning. Their language use focuses on their own experiences and the world of personal relationships; self, family, and friends; the home and classroom; business and industry; interests and activities; the world of their community; and the world of the imagination. Id • C Children also use the language to learn concepts and ideas from other Learning Areas (eg health of individuals and the community, societies and cultures, the earth and beyond). T

Communication involves experimenting with language in action-related talk to share personal information and ideas and to explore concepts drawn from other Learning Areas. T • C • KC1 • KC2 • KC6 Children learn ways of conveying meaning, and how to interpret paralinguistic clues and visuals. C • KC2 They develop skills in accessing information from, for example, dictionaries, multimedia and communication technologies. T • C • KC1 • KC7

Children engage in talk in experientially familiar classroom and social settings. KC2 They participate in activities and games, singing songs and action rhymes, making things, and completing tasks involving concepts from other Learning Areas. C • KC6 They develop writing skills, moving from tracing or copying to some self-constructed writing of key words or phrases to communicate information about themselves; their personal, social and learning environment; and their imagination. Id • C • KC2 • KC6

Children listen, view, read and respond to texts that are simple and generally contain known concepts about their personal, social and learning environments, the world of imagination and about communities where the language is used. Id • C • KC2 Texts for reading are factual or imaginative. They may be narratives, short stories, rhymes and songs, and descriptions of people, places and events; and may include concept maps, visual cues and vocabulary lists, to assist comprehension. Texts for listening include classroom interactions and short dialogues. Authentic texts are limited in scope, containing key words or phrases in familiar contexts (eg posters, advertisements, labels, forms, greeting cards). T • C • Id

Following are the Key Ideas that comprise the communication strand in Pathway 2A.
**Strand: communication—Pathway 2A**

### Listening

Children listen and respond to spoken texts to share meaning in everyday situations and cultural settings. **KC2** They learn about the language and demonstrate awareness of patterns and connections within and between languages. In • C • KC1 • KC2 • KC5

This includes such learning as:

- listening for meaning when others are speaking C • KC1
- discriminating sounds and intonation patterns in words and phrases, including statements, questions, commands, requests and exclamations In • C
- recognising key information and ideas in imaginative texts (eg the story/song/rhyme) T • C • KC1
- recognising meanings conveyed in words or phrases (eg questions, classroom instructions, song, dance and games) for different audiences T • C • KC1
- identifying and classifying information, using visual clues C • KC1
- responding through movement, gesture and action, to instructions and activities in classroom routines C • KC2
- responding to greetings, requests, opinions and ideas of others C • KC2
- contributing to structured class activities which draw upon concepts from other Learning Areas C
- participating in listening to texts by providing key information and predicting the development of ideas. KC6

### Speaking

Children share own meanings and ideas with others, in classroom and other social settings. **Id • C • KC2**

This includes such learning as:

- recognising that speaking involves taking turns listening to others, and using connected speech to make meaning Id • C • KC1
- using patterns of articulation of sounds in words and connected speech, and intonation, stress and rhythm in statements, questions, commands, requests and exclamations, songs and rhymes In • C • KC5
- using culturally and socially appropriate speech and behaviour (eg when greeting adults, expressing thanks) Id • C
- varying or substituting aspects of the content to express their own meaning T • C • KC2
- using performance skills and paralinguistic devices to enhance audience comprehension (eg gesture, facial expression, movement) C • KC2
- engaging in shared spoken texts (eg storytelling, fables, song and dance) In • C • KC2
- participating in structured interactions as a medium for learning and simulating real life (eg role-plays, conversations) C
- engaging in conversation, online and offline, and giving short presentations on personal topics. Id • C • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.1 Makes connections between phrases and their meanings, by responding to instructions, questions and requests. In • C • KC2

Examples of evidence include that the child:
- discerns patterns in sound and intonation
- identifies the meaning and function of words and texts and hypertext C • KC2
- responds personally to ideas in songs and stories T • C • KC2
- follows instructions to carry out actions (e.g. games, activities and class routines) T • C • KC3
- responds appropriately in social exchanges with peers and adults. C • KC2

At Standard 2, towards the end of Year 4, the student:

2.1 Expresses personal opinions using concepts and ideas drawn from factual and imaginative texts. T • C • KC2

Examples of evidence include that the student:
- responds to questions to describe features of content or language in text C
- deciphers meaning of new words from contextual clues T • KC1
- recognises and shares new information presented in text In • T • C • KC2
- uses information to make decisions or suggestions, and expresses personal opinions Id • T • C • KC2
- records information in specific formats (e.g. map, table, chart, picture, database). C • KC2

1.2 Expresses own ideas and responds appropriately in group activities and in social contexts. Id • In • C • KC1 • KC2 • KC4

Examples of evidence include that the child:
- asks and responds to questions to share personal opinions about ideas in stories, songs, activities Id • C • KC2
- engages collaboratively in conversational activities In • C • KC4
- plans and presents talks on topics of personal interest. In • C • KC2 • KC3

2.2 Engages in social interaction, exchanging opinions and ideas. Id • In • C • KC2

Examples of evidence include that the student:
- asks and responds to questions to exchange personal and factual information with others Id • C • KC2
- retells or gives opinions related to spoken texts C • KC2
- manipulates language resources to respond in new contexts T • C
- adjusts language to suit the needs of conversational partners or audience In • C
- works collaboratively and in teams to prepare and present ideas in spoken forms and as multimedia presentations. In • C • KC4
Strand: communication—Pathway 2A

Reading

Children view, read and interact with multimodal texts to discover and share meaning, and to identify patterns and connections within and across languages. In • T • C • KC1 • KC2 • KC5

This includes such learning as:

- recognising meanings conveyed in stories, songs, rhymes C • KC1
- using teacher clues and visual stimuli in recognising that speaking involves identifying key information and ideas T • C • KC1
- recognising particular forms and conventions in texts (eg story/narrative, song/rhyme, greeting card) C • KC1
- conceptualising that texts have a purpose and context T • C • KC1
- identifying, classifying and organising information using, for example, concept maps, tables and formats to record and display information (eg charts, graphs, animations, speech bubbles, captions) T • C • KC1 • KC2
- engaging in shared reading (eg by following a storyline, making predictions about plot and character development) In • C
- reading aloud, using patterns of stress, rhythm and intonation to support fluency. In • KC5

Writing

Children develop writing skills, moving from tracing or copying to self-constructed writing in order to communicate their own ideas about their immediate environment. C • KC2

This includes such learning as:

- considering conventions of purpose, context and audience (eg labelling a picture, adding key words or phrases to a greeting card) C
- forming letters and words through print and communication technologies C • KC7
- varying or substituting aspects of the content to express their own meaning for specific purposes T • C • KC2
- communicating to convey imaginative ideas (eg card, message, poster, multimedia presentation, map, story) C • KC2
- presenting key information in written and visual form (eg using illustrations and graphics support, e-mailing). C • KC2 • KC7
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.3

Makes connections by identifying key information and ideas in texts and sharing with others. In • T • C • KC1 • KC2

Examples of evidence include that the child:
- recognises patterns and conventions in print (eg full stop, capital letters) In • C • KC1 • KC5
- identifies the sound, meaning and function of words and texts and hypertext C • KC1
- asks and answers questions about unknown words and ideas T • C • KC2
- uses pronunciation/intonation and phrasing to assist fluency in reading aloud C
- categorises related words and ideas (eg by counting or comparing items, matching sentences with appropriate pictures). T • C • KC1

At Standard 2, towards the end of Year 4, the student:

2.3

Expresses opinions and uses ideas conveyed in texts to share meaning with others, develop their understanding, and take action. In • T • C • KC2 • KC3

Examples of evidence include that the student:
- identifies and describes features of language and content in text T • C
- uses prior knowledge and contextual clues to decipher sound and meanings of new words T • C
- identifies key points of information related to new concepts T • C
- uses graphics/pictures to classify, compare and order information obtained T • C • KC1
- plans and shares a personal presentation demonstrating preferences about ideas in text. Id • T • C • KC1 • KC2

1.4

Shares meaning by completing and creating written texts. T • C • KC1 • KC2

Examples of evidence include that the child:
- correctly forms letters and applies spelling conventions C
- selects words from word charts or texts to extend meaning T • C
- writes with attention to purpose or audience (eg poster, card, e-mail, labelling items) In • C • KC2 • KC7
- writes phrases and sentences to describe and label objects (eg illustrations, big books). C • KC2

2.4

Writes own texts to express knowledge and understanding and convey personal meaning to others. Id • In • C • KC2

Examples of evidence include that the student:
- uses models to understand and apply text conventions in own writing to communicate in particular contexts (eg salutations and closures in correspondence) T • C • KC2
- uses appropriate linguistic devices to link ideas in sentences T • C
- uses linguistic devices to develop coherence and sequence of texts (eg paragraphing, connectiveness) T • C
- acknowledges the interests or expectations of readers in constructing texts. C
Strand: understanding language—Pathway 2A

Through this strand children engage with a range of increasingly complex texts, with an explicit and deliberate focus on the form which language takes. The focus in this strand is on developing children’s understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing their communicative potential. T • KC1

Children interact with language to learn how to convey meaning and how meaning is conveyed in a range of contexts, and to develop overall literacy across languages. They discover that people think and use language in different ways in different cultural contexts. In • T • C

Following is the Key Idea that comprises the understanding language strand in Pathway 2A.
Children explore, interact and experiment with language to learn how meaning is conveyed. They recognise that learning develops through questioning, and discover patterns and relationships within and across languages. **In • T • C • KC1 • KC5 • KC6**

This includes such learning as:

- conceptualising principles of the writing system (eg words and letters) and principles of spoken language (eg pronunciation and intonation) **In • C • KC1**
- using rules to construct and control language (eg word order, sentence construction, language functions—ie requests, questions, instructions, commands) **In • C**
- using language in culturally specific ways to create meaning for a particular purpose with a specific group **Id • C • KC6**
- recognising that variants exist within languages (eg accent or dialect) **C • KC1**
- recognising diversity of language systems used by communities in Australia and overseas **In • C • KC1**
- using ICTs to communicate in and learn about the language **C • KC2 • KC7**
- talking about the language with others, and expressing what they say and know in the language **In • T • C • KC2**
- comparing aspects across languages by identifying how specific meanings are conveyed in different languages, to achieve different social effects (eg greeting, stating, asking, thanking) **In • T • C • KC1**
- perceiving the commonalities and differences of the target language and English (and additional languages), including influences across languages (eg loan words, cognates, technical/jargon language) **In • C • KC1**
- composing and extending their own meaning by using connective devices. **C**

Developing understanding of language in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the structures and conventions of the target language as listed on page 220.
### Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence.  \( F \oplus Id \)
- Children develop a positive sense of self and a confident personal and group identity.  \( Id \oplus In \)
- Children develop a sense of being connected with others and their worlds.  \( F \oplus Id \oplus In \)
- Children are intellectually inquisitive.  \( F \oplus T \oplus C \)
- Children develop a range of thinking skills.  \( F \oplus T \oplus C \)
- Children are effective communicators.  \( T \oplus C \)
- Children develop a sense of physical wellbeing.  \( Id \oplus In \)
- Children develop a range of physical competencies.  \( Id \)

### At Standard 1, towards the end of Year 2, the child:

#### 1.5

Applies conventions of spoken and written forms of the language in own communication.  \( In \oplus T \oplus C \)

**Examples of evidence include that the child:**

- focuses on standard pronunciation when learning the sound and meaning(s) of words or phrases  \( C \)
- applies writing conventions in constructing letters and words when copying and writing (eg punctuation, capitalisation)  \( C \oplus T \)
- refers to linguistic features to describe meaning and ideas in texts.  \( In \oplus T \oplus C \oplus KC2 \)

### At Standard 2, towards the end of Year 4, the student:

#### 2.5

Identifies patterns and connections between form and meaning, and applies these in own speech and writing to interact with others.  \( In \oplus T \oplus C \oplus KC1 \oplus KC2 \)

**Examples of evidence include that the student:**

- recognises and applies spelling and basic text conventions in own writing to facilitate communication  \( T \oplus KC2 \)
- speaks with attention to conventions (eg pronunciation, intonation)  \( T \oplus C \)
- deciphers meanings of new words (eg drawing on cognates, context and text conventions)  \( T \oplus C \)
- makes comparisons between form and meaning across languages  \( In \oplus T \oplus C \)
- analyses and reports on connections between form, conventions and making meaning.  \( KC1 \oplus KC2 \)
Structures and conventions

Constructing concepts referring to people and things and to build and vary the message using:
- nouns, including compound nouns, and nouns referring to activities and processes
- pronouns to refer to people and things, including personal, demonstrative, possessive, indefinite, and interrogative pronouns
- determiners to identify what is being talked about, both specific and general
- modifiers including adjectives and nouns to describe the quality or colour, or to classify or compare things, or add emphasis
- possessive structures to indicate possession or association
- quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg some, few)
- cardinal numbers to refer to an exact number of things
- ordinal numbers to refer to a sequence of things
- referring to fractions, measurements, and approximations
- qualifiers to expand the noun group (eg prepositional phrases, adjectives and coordination)
- verbs to talk about actions, thoughts, feelings, and to relate information (eg to be, to have)
- complementation to describe and identify actions and items
- mood, declarative statements, interrogative questions, imperative orders
- negative statements
- modals to indicate attitude, possibility, ability, likelihood, permission, to make requests, express intentions.

Expressing time, manner or place using:
- simple and continuous tenses; the present, the past, and the future
- additional tenses, including perfect, continuous, passive infinitive
- time expressions (eg clock time, dates)
- expressions of frequency (eg often, never), and duration (eg always, briefly)
- adjuncts to indicate circumstances
- adverbs to give information about manner and degree
- prepositions to give information about time, place and direction (eg in, at, on, to, into).

Combining, structuring, making cohesive and coherent messages using:
- subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if), concession (eg although)
- relative clauses including pronouns to give further information about a person or object (eg that, which, who)
- past and present participles to relate actions
- coordinating conjunctions and prepositional phrases to link related ideas (eg and, but, then)
- referring back or referring forward (eg this, that, if so, such)
- ellipsis (ie leaving out a word)
- the passive voice to focus on the thing affected
- cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (eg the impersonal 'it' as subject)
- additional information structures (eg fronting, prefacing, addressing people).

Reporting what people say or think using:
- reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite)
- quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
- report structures and indirect speech.
Strand: understanding culture—Pathway 2A

Through this strand children become aware of the place of cultural value systems in observing and analysing the language, behaviour and viewpoint of others; in generating their own language; and in interacting with others from diverse cultures. In • KC1 • KC4 The focus in this strand is on developing children’s understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in language, and the cultural principles and practices that influence communication. In • C

Children engage with the culture through stories, visual images and personal interactions. Id • C They analyse specific cultural practices and values, and make comparisons and connections with their own experiences. Id • C • KC1 They report on the significance of individual and group identity, and their own sense of belonging within diverse groups. Id • In • C • KC2

Following is the Key Idea that comprises the understanding culture strand in Pathway 2A.
Strand: understanding culture—Pathway 2A

Children engage with culture in observing personal relationships in diverse social and cultural contexts, and reflect on the culture as they develop self-awareness and a sense of self-worth. Id • In • C • KC1

This includes such learning as:

- recognising that language is an important medium for expressing and changing values and beliefs of a culture Id • C • KC1
- conceptualising that cultures follow rules of what to say and do, and when and where In • C • KC1
- analysing the ways that language use is related to specific and different cultural patterns and social interactions In • C • KC1
- observing culture-specific concepts (eg how personal relationships are acknowledged or time is expressed) Id • T
- making connections between their own experiences and life in other communities where the language is used Id • T • KC6
- valuing diversity and engaging with it in their immediate environment Id • In
- identifying features of the living and natural environment of communities where the language is used In • KC1
- engaging with specific and different aspects of tradition and contemporary culture (eg symbols, images and practices that are significant to the culture in dance, rhymes, songs and games)
- making connections between language and social events and ongoing practices (aspects of religion or belief, or rites of passage) within the culture (eg how celebrations are related to the seasons). Id • In • KC1
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

At Standard 1, towards the end of Year 2, the child:

1.6

Recognises the personal and shared value of cultural knowledge and identity, and the significance of practices and patterns across cultures. **Id • In • T • KC1**

Examples of evidence include that the child:
- asks questions which reflect on aspects of culture in stories, language and behaviour **In • T • KC2**
- analyses diversity in images across cultures (eg urban/rural life, homes, dress, food, behaviour) **Id • In • KC1**
- recognises and applies appropriate verbal and non-verbal behaviour in culture-specific settings **In • C • KC1 • KC2**
- makes connections between features of culture in text and their own experience. **Id • T • KC6**

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies how language is used to express cultural meanings and how cultural practices and products shape identity. **Id • In • C • KC1**

Examples of evidence include that the student:
- applies appropriate speech and action in social interactions with others (eg recognising the role/position of individuals) **In • C**
- identifies the significance of aspects of the culture (eg historical events and figures, the physical and built environment) **F • Id • In**
- identifies the ways cultural values are represented in language **In • C**
- asks questions about and reflects on values represented in texts (eg stories, songs, film) **Id • C**
- reflects on the role of language in expressing their own identity and experiences (eg use of idiom, colloquial expressions, slang). **Id • T**
Mathematics

Introduction

Mathematics is a many-faceted aspect of human experience which satisfies a need to imagine, understand and quantify. It is a science of pattern and order that involves processes of abstraction, representation and communication. Mathematics can be described as:

- a socially constructed and growing body of knowledge with its intellectual roots in different cultures
- an abstract system of ideas employing a universal set of symbols
- an expanding and changing set of tools and techniques that allows us to function effectively in many different arenas in an increasingly technological world.

The mathematical concepts, skills and processes that learners will need to acquire are those that will support them to work effectively and confidently with rapid, pervasive change. It is desirable for each child and student to leave their formal schooling equipped with the abilities to be competent lifelong learners who use mathematics confidently and ethically in their home and working lives.

A mathematics curriculum framework evolves and responds to the social and environmental demands of the times and developments within mathematics itself. It presents learners with the accumulated mathematical knowledge of many cultures. Some of the mathematical ideas, structures, ways of thinking and skills are thousands of years old, while others are drawn from more contemporary mathematical developments. Worldwide developments in mathematics curriculum include:

- using technologies including information and communication technologies, interactive software and calculators to explore mathematics and work mathematically in the world around us
- developing and using mathematical structures to represent, model and manipulate patterns and relationships in order to make sense of the world and make connections between ideas within mathematics
- developing the learner’s ability to handle data critically, and increasing their understanding of the notion of chance
- working mathematically to empower the learner to engage critically with their physical and social environment to envisage more just futures.

Mathematics learning is central to numeracy. In the SACSA Framework numeracy is described as the ability to understand, critically respond to and use mathematics in different social, cultural, and work contexts. This includes understanding how mathematics can be used in other Learning Areas.
Mathematics within the SACSA Framework involves an ongoing discussion and debate between two broad intellectual communities with contrasting points of view. These perspectives represent different traditions in understanding and practising mathematics education. The dominant perspective represents a view that has been present in education for a long time; the second, emergent, one offers another set of understandings and associated practices.

In summary form, the first position comprises a view based on a recognition that mathematics is a body of knowledge that involves certainty, consistency and the capacity to bring order to random sets of information. Historically this position has been important for producing methods and understandings that are required to make order out of various forms of information about the physical and social worlds.

The second, emergent, view suggests that mathematics is a body of knowledge that is fallible and a product of changing social circumstances. This position recognises the importance of human and social factors in the process of sifting, sorting, ordering, naming and applying numerical concepts. In this case mathematics is recognised as part of a chain of conversations concerning making and sharing meanings about physical, environmental and social processes and phenomena. This view demonstrates how, as new knowledge is generated about the physical and social worlds, mathematics contributes to and is actively involved in shaping understandings. This second perspective stresses social values attached to mathematics, and the understandings that are deemed most socially appropriate for the issues, challenges and concerns of a given time/place. For example this perspective registers that in the technical/scientific world in which we live, most roads lead back to the wisdoms of the ancient Greeks and Egyptians and that the mathematical understandings derived from Aboriginal Dreaming are not given pre-eminent status in remaking mathematical understanding. Accordingly, this second perspective reminds us that there are many different forms of mathematical knowledge.

Both of these major perspectives are important and have been, and are in the process of, contributing to quality educational practices. The SACSA Framework aims to draw from both perspectives. Via a constructivist pedagogy, and through the use of the Essential Learnings and cross-curriculum perspectives (including equity and Enterprise and Vocational Education), educators assist children to develop sophisticated and contemporary understandings, capabilities and dispositions in mathematics. Necessarily, the information that follows reflects the tenor of conversation between these two major perspectives. The ongoing challenge is to produce forms of learning that unite these two approaches and, in the process, form the basis of new approaches to mathematics education.

Learning mathematics is an engaging and active process where children:

- construct their own mathematical meaning through interaction with the ideas they hold and alternative ideas held by others; and interact with their physical and social environments, and with technologies, manipulative equipment and texts
- have their concepts challenged by experiences and interactions with their physical and social environments, and by mathematics itself
- are encouraged and supported to take risks and persevere with new or different ways of thinking and doing things, and see making mistakes as an important part of their learning
- participate independently and collaboratively through authentic experiences, discussion and debate, planning and taking action, and reflecting upon their mathematical activity in a range of contexts.
When working mathematically children develop and use the following mathematical processes:

- **Problem-solving**, where learners:
  - build new mathematical knowledge through engaging with situations and working with problems
  - develop dispositions to formulate, represent, abstract and generalise in situations within and outside mathematics
  - apply a wide variety of strategies to engage with situations and solve problems, and adapt these strategies to new situations
  - reflect on and monitor their mathematical thinking in solving problems

- **Reasoning and proof**, where learners:
  - recognise that reasoning and proof are essential and powerful parts of mathematics
  - make and investigate mathematical conjectures
  - develop and evaluate mathematical arguments and proofs
  - select and use inductive and deductive reasoning, and methods of proof, as appropriate

- **Communication**, where learners:
  - organise and consolidate their mathematical thinking to communicate to others
  - express mathematical ideas coherently and clearly to peers, teachers and others
  - extend their mathematical knowledge by considering the thinking and strategies of others
  - use the language of mathematics as a precise means of mathematical expression

- **Connections**, where learners:
  - recognise and use connections between different mathematical ideas
  - understand how mathematical ideas build upon one another to produce a coherent whole
  - recognise, use and learn about mathematics in contexts outside of mathematics

- **Representation**, where learners:
  - create and use representations to organise, record and communicate mathematical ideas
  - develop a repertoire of mathematical representations that can be used purposefully, flexibly and appropriately
  - use representations to model and interpret physical, social and mathematical phenomena.

Mathematics is a Learning Area that actively promotes capacities associated with abstract reasoning—cognitive capacities essential for individuals to be creative and enterprising. This particular focus has traditionally characterised, and dominated, learning within mathematics.

However, in the SACSA Framework mathematics is broadened through the Essential Learnings. The social, political, economic, historical and cultural aspects of mathematics become a priority. Issues such as understanding the social uses and applications of mathematics, the impact of technological change, and new requirements of the workforce and education/training courses will be the catalysts for mathematics learning. It is imperative that learners are competent users of information and communication technologies, that they are critical and ethical consumers and evaluators of knowledges, and that they develop identities which incorporate a positive sense of themselves as a mathematical learner. Learning in mathematics places literacy demands on children and involves active participation in solving real problems in context, investigating current issues, challenging taken-for-granted assumptions and exploring a range...
of probable and preferred future possibilities and opportunities. Children and students should learn that mathematical knowledge is culturally bound and, hence, around Australia and the globe there will be diverse ways of solving identical problems.

The mathematics Learning Area aims to develop in all children, capabilities to:

- understand the social and work purposes, uses and practices of mathematics and how these relate to each other and shape futures
- understand and use mathematical language in creative and critical ways—both terminology and symbols
- be confident users of mathematics who choose appropriate and accurate means for exploring the world and conducting their lives
- gain pleasure from mathematics and appreciate its fascination and power
- appreciate that mathematics is a dynamic field with roots in all cultures
- apply their mathematics learning to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

The SACSA Framework and ESL children

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Mathematics

Curriculum Scope and Standards

In the Early Years the mathematics Learning Area is divided into five strands, each of which comprises a number of Key Ideas with their respective scope. Each strand has the Essential Learnings woven through it, presents its own characteristic concepts and skills, and provides insights to the crucial relationships between these concepts and skills and those from the other four strands. Developing children’s confidence and ability to work mathematically is an important aspect of learning mathematics. Each strand describes ways children can work mathematically by developing their appreciation for mathematics; their understanding of the cultural and social contexts of mathematics; and their ability to choose and use mathematics in their personal, collective and community activities. The five strands are:

- exploring, analysing and modelling data
- measurement
- number
- pattern and algebraic reasoning
- spatial sense and geometric reasoning.

Literacy, numeracy and information and communication technologies in mathematics

Through mathematics, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in mathematics when children learn to use specialised language and texts to explore and communicate mathematical concepts. In relation to the critical literacy aspects of mathematics, children will, for example, learn to formulate effective questions for gathering and analysing data appropriate to the context. Children also develop their literacy skills when they use speech and writing to make explicit and reflect on their understanding of mathematical concepts.

Learners develop and use operational skills in numeracy to understand, analyse, critically respond to and use mathematics in different contexts. Children’s learning in mathematics enables them to explore the relationships between different mathematical ideas and apply mathematical understandings to their learning in all curriculum areas.
The requirements of the National Numeracy Benchmarks are incorporated into the Curriculum Standards for the mathematics Learning Area. These Benchmarks are minimum requirements for further learning. A learner who has achieved Standard 1 (towards the end of Year 2) will also have met the Year 3 National Numeracy Benchmark requirements. A learner who has achieved Standard 2 (towards the end of Year 4) will also have met the Year 5 National Numeracy Benchmark requirements; and so on.

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in mathematics when children, for example, use computer programs to draw and manipulate shapes, collect and manipulate statistical data.

**The mathematics Curriculum Scope and Standards and Key Competency 5: using mathematical ideas and techniques**

This Key Competency involves the capacity to use mathematical ideas such as number and space, and techniques such as estimation and approximation, for practical purposes. The Curriculum Scope of this particular Learning Area is replete with opportunities to develop this capacity.

In demonstrating this Competency learners would be:

- clarifying objectives and selecting mathematical ideas and techniques
- judging the precision and accuracy required
- applying mathematical ideas and techniques to achieve an appropriate outcome
- checking that the outcome makes sense in its context, and evaluating the process.
Strand: exploring, analysing and modelling data

From an early age children’s natural curiosity about themselves and how they relate to their social and physical surroundings encourages them to ask questions, make predictions and draw conclusions from their daily experiences and activity. They often use personal anecdotes and theories to describe their understanding of what happens around them. KC2 The ability to explore and analyse data collected from these situations enables children to answer some of their own questions, explore their personal theories, and better understand how they relate to others and their environment. KC1 • KC4 • KC6

Children’s early experience with data handling introduces them to random and categorical data and develops their understanding of key concepts that underlie data analysis, chance and statistics. They construct their concept of chance through exploring data from these situations, and make predictions for possible future outcomes. KC1 • KC6 Children use categorical data to investigate and represent many situations from personal and community activities, and to suggest possible actions. F • KC1 • KC6

Exploring and analysing data in the Early Years engages children in:

- purposeful data collecting, generated by their interests, play, personal and community activities, and interacting with their environment Id • In • KC1
- organising and representing data electronically to communicate their understandings to others and to interpret their data C • KC1 • KC2 • KC7
- interpreting the data to make predictions and draw conclusions, and reflecting upon these T • KC1
- planning and acting upon their predictions and conclusions, drawn either individually or collectively, In • T • KC3

Following are the Key Ideas that comprise the exploring, analysing and modelling data strand.
Children generate data about the world around them. They develop strategies, including using technology, to collect, organise and represent data, and use it to describe situations and to make decisions and personal plans. 

This includes such learning as:

- generating data about situations that interest them, individually and collectively, through their play and through posing questions about themselves, families, peers, community and aspects of their environment
- describing and discussing their questions in order to explore and decide upon the data they need to collect
- using a variety of data-collecting strategies, including sorting and classifying objects; and planning and conducting informal interviews and surveys
- organising and recording data in a variety of ways, using various software applications, including spreadsheets, databases and tables, and discussing the effect of sorting the data differently
- representing their data to communicate to others, employing a range of strategies such as using photographs and devising simple graphs (e.g., pictograms, spreadsheets, graphs)
- choosing and using data when working with other aspects of mathematics and in other Learning Areas; and appreciating that data has many roles in their daily activities, at home, in school and at the workplace.

Children explore ways of using comparative language and number to describe and represent data and to communicate responses about their questions. They make predictions about similar situations based upon the conclusions drawn from data they collect and digitalise.

This includes such learning as:

- using comparative language and number to describe key features of their data and that represented by peers
- representing data (including electronically) in searching for patterns and connections in data, and drawing conclusions about the connections they find
- drawing conclusions from data and comparing their conclusions with those made by peers
- reflecting on the processes of selecting and using data, and making informal predictions about their use in other situations.
### Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • T • C**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

### 1.1 At Standard 1, towards the end of Year 2, the child:

Generates and organises data and uses it to make personal and collective plans. **Id • T • C • KC3**

Examples of evidence include that the child:
- with guidance, asks questions relevant to their interests **Id • C • KC2**
- collects suitable data to answer their questions **T • C • KC1**
- appropriately plans, sorts and orders their data **T • KC3**
- suitably represents the data using appropriate software and strategies **T • C • KC2 • KC7**
- discusses and compares data selection and representation. **C • KC1 • KC2**

### 1.2 Uses everyday comparative language and number to describe the data they have generated in parts and as a whole and describe how the data assists them to answer their own questions. **C • KC2**

Examples of evidence include that the child:
- describes key features of their data from the material, graphical or electronic representations used **T • C • KC2**
- describes and shows patterns the data may present **In • T • KC2**
- discusses future plans and actions based upon the data that has been collected, organised and represented. **F • T • C • KC2 • KC6**

### 2.1 At Standard 2, towards the end of Year 4, the student:

Poses questions, explores patterns, and collects relevant data. They record and represent the data, and also use data presented by others. **T • C • KC1 • KC2**

Examples of evidence include that the student:
- asks questions relevant to their interests **C**
- makes decisions about which data to collect, and plans how to collect and record it to answer their questions **T • KC1 • KC2 • KC3**
- individually and in teams, sorts data in different ways, and discusses the impact of sorting differently, using, for example, databases **T • KC4**
- plans and organises the data in tables using pen and paper or with an appropriately selected spreadsheet **C • KC3 • KC7**
- represents the data graphically with materials, or as a line or column graph **C • KC2**
- decides which graphs and digital applications best represent the data, and supports their choice. **T • KC7**

### 2.2 Describes key features of data and draws conclusions from similar data from different groups. They make general predictions based on results. **F • T • C • KC1 • KC2 • KC8**

Examples of evidence include that the student:
- makes general comparisons and predictions between the groups based on the data sets **F • T**
- discusses the similarities and differences between conclusions drawn from similar sets of data **T • C • KC1 • KC2**
- makes predictions and generalisations for a larger population **F • KC8**
- discusses the appropriateness of making general predictions based upon the conclusions they have drawn. **C • KC2**
Strand: exploring, analysing and modelling data

Children construct an understanding of chance and randomness through exploring the variety of possibilities presented both by their daily activities and by phenomena in their environments. F • T • C • KC6

This includes such learning as:

- appreciating that there is a degree of uncertainty in predicting outcomes from their daily activities and from familiar phenomena in their environments F • T • KC1

- exploring a wide variety of situations where possible outcomes have an equal chance of occurring, and where some outcomes are more or less likely than others F • In • T • KC6

- using comparative language to describe and communicate the likelihood of possible outcomes C • KC2

- appreciating that their actions can influence or bias the likelihood of outcomes in some situations and not in others. F • Id • T • KC1
At Standard 1, towards the end of Year 2, the child:

1.3 Recognises situations whose outcomes are certain, impossible or unpredictable; states possible outcomes for particular events and uses everyday language to describe the likelihood of the outcomes occurring.

Examples of evidence include that the child:
- describes possible outcomes for a given event using everyday language C • KC2
- indicates the unpredictability of the outcome of a particular event (eg ‘You can’t tell which it will be’) F • T
- identifies impossible outcomes and certain outcomes F • T • KC1
- discusses future plans and action based upon their understanding of a chance situation F • C • KC2
- uses familiar language to order outcomes for familiar events from least likely to most likely. Id • C • KC3

At Standard 2, towards the end of Year 4, the student:

2.3 Describes situations where chance plays a role; collects, organises and represents data to identify possible outcomes; and uses comparative language to describe the likelihood of each outcome.

Examples of evidence include that the student:
- identifies and describes possible outcomes of an event F • T • KC1 • KC2
- collects, organises, analyses and saves data electronically to describe the likelihood of each outcome of an event T • C • KC1
- uses whole numbers and fractions to describe the likelihood of outcomes, and orders them from least likely to most likely F • T
- describes how human actions can inform and influence data selection, representation and interpretation In • KC2
- tests predictions for possible solutions for random events experimentally. F • KC6
Strand: measurement

Children in the Early Years play with, manipulate and interact with a wide variety of objects, people and events as part of their personal activity. They are naturally curious about size, shape, function and relationships between them. The measurement strand provides children with opportunities to explore size and how it relates to shape, arrangement and function. KC6

Through sorting, comparing and matching a wide variety of objects, people and events, children conceptualise the attributes that determine size, and explore ways of describing and quantifying these attributes. KC1 • KC6

Comparing is central to the idea of measuring. Children’s experience with comparing measurable attributes introduces them to three broad measurement strategies:

- **direct comparison** where they compare or match a common attribute to describe size
- **direct measurement** where they choose and count units of comparison. As children begin to explore ‘how much more or less …’ they see the need for a unit of comparison to count ‘how many’ to quantify a particular attribute of a figure, object or event; for example, ‘this box holds three cups of seed’ where one of the objects being compared becomes the unit of comparison
- **indirect measurement** where they use relationships between measurable attributes of particular figures and objects to calculate ‘how many’. For example, children may recognise that the lengths of each side of a square are the same and use this relationship to calculate the square’s perimeter.

Children develop their direct measurement strategies by choosing and using units of comparison and counting. KC3

Using number is central to measuring with units of comparison. They move from making direct comparisons to a direct measurement strategy when using tools, scales or appropriate software to compare. KC7

Understanding the concept of unit of comparison is significant as it provides the basis for measurement systems used in the wider community.

Following are the Key Ideas that comprise the measurement strand.
Children construct concepts of size and measurable attributes by comparing a wide variety of familiar figures, objects and events drawn from the world around them.

This includes such learning as:
  - comparing, recording (including appropriate software) and describing the size of figures and objects drawn from their personal activities, communities and environments with respect to distance, length, area, space, angle and volume/capacity
  - comparing and describing events drawn from their personal activities, communities and environments with respect to duration and place in a cycle of events (time)
  - appreciating the many ways of describing and recording size, and making choices about the best measurable attribute(s) in order to compare the size of particular figures, objects and events in their everyday lives
  - comparing, sorting, classifying, ordering, constructing and arranging a variety of objects and events with a particular measurable attribute in mind.
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.4

Compares and orders the measurable attributes of distance, surface, space, mass, turn/angle and time to describe the size of a wide range of familiar figures, objects and events.

Examples of evidence include that the child:

- uses everyday and comparative language, and arbitrary units of comparison, to describe the size of 2-D figures and 3-D solids drawn from their personal activities, communities and environments C • T • KC2
- chooses appropriate measurable attribute(s) to measure, and discusses reasons for their choice, when classifying, building, constructing, designing and planning C • T • KC2
- matches, sorts, compares and orders 2-D figures, 3-D solids and events drawn from their personal activities (eg by using digital cameras) Id • T • KC1 • KC3
- matches lengths to measure distance, and uses cycles of events and duration of events to measure time. T • KC1

At Standard 2, towards the end of Year 4, the student:

2.4

Chooses, estimates and uses metric units to measure attributes of figures and objects; orders events or cycles of events; estimates the duration and time of events; constructs and uses measuring tools, explains that all measurement is approximate and that some tools increase precision.

Examples of evidence include that the student:

- chooses and uses metric units to measure length, area, mass, volume and capacity (mm, cm, m, cm², m², cm³, g, kg, L, mL) C
- estimates the number of standard units required to measure area, volume, capacity and angle T
- plans, constructs and uses measuring devices to measure and describe area, angle, time and capacity from within their personal social environment Id • C • KC3
- represents and communicates measurements verbally and by using objects, sketches, written statements, models, animation, video, databases and column graphs. C • KC2
Children develop strategies that directly compare and quantify measurable attributes of a wide variety of figures, objects and events drawn from the world around them.

This includes such learning as:

- using comparative language to describe the size of figures, objects and events in terms of distance, surface, space, mass, rotation/angle and duration
- exploring and using a wide variety of units of comparison to match and quantify measurable attributes of familiar figures, objects and events, and discussing the implication of the use of that information
- individually and collectively designing, constructing and refining measuring devices to compare, order and quantify particular measurable attributes
- choosing and using standard units of comparison to quantify measurable attributes (e.g., when sorting, constructing, ordering, constructing patterns, planning, and giving and following directions)
- recording electronically and communicating their measurements in a wide variety of modes
- identifying and informally describing patterns and relationships between measurable attributes within figures, objects and events from their immediate social environment.
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.5 Chooses and uses a variety of strategies to measure the size of a wide variety of figures, objects and events drawn from the world around them. $T \cdot C \cdot KC6$

Examples of evidence include that the child:

- directly compares and matches objects and events, and uses comparative language to describe and communicate size $T \cdot C \cdot KC1$
- considers and discusses the attribute to be measured, and the relative size of the unit of comparison, with what is being measured $T \cdot C \cdot KC2$
- uses consistent arbitrary units as standards to compare, order and communicate $T \cdot C \cdot KC1 \cdot KC2$
- constructs and uses own measuring tools and scales (eg balances, tape measures, timers), or those constructed by others, to measure attributes of figures, objects and events $T \cdot C$
- records electronically and communicates measurements in wide variety of ways, including verbally, using everyday and comparative language, numbers and symbols $C \cdot KC2$
- measures for a variety of purposes (eg in order to build, construct, design, generate data, sort, classify and search for patterns from their everyday life). $T$

At Standard 2, towards the end of Year 4, the student:

2.5 Uses direct measuring strategies to represent, communicate and record measurements graphically in symbols with correct units and performs simple operations on measures. $T \cdot C \cdot KC2$

Examples of evidence include that the student:

- measures, selecting appropriate technology to combine and compare two lengths, weights or capacities $T \cdot KC7$
- measures and records lengths and capacities to the nearest tenth $T \cdot C \cdot KC2$
- identifies appropriate strategies to address measurement problems $KC6$
- uses databases and a variety of graphs (eg column, bar, point) to represent measurements. $C$
Strand: number

Early Years children possess a wealth of number knowledge, which is different for each child. It is culturally located and dependent upon family habits, attitudes and beliefs. Children work from this knowledge towards a broader context, gaining access to a universally-accepted mathematics. The focus in this strand is on learning to name numbers, how to count, and how to represent and use numbers.

Children’s representation of number becomes more abstract and sophisticated as they refine their concept of number. They explore the base 10 structure of our number system, and construct their concepts of pattern, cardinal number, ordinal number, exchanging and place value. As children develop a variety of counting strategies and ways to combine quantities, they recognise that calculating is an efficient and more abstract way to represent and count collections. KC6 Encouraging them to explore and compare ways of combining numbers provides opportunities to develop their number sense. KC1 • KC6 Number sense involves the ability to use patterns, relationships and connections within and between numbers; to ‘deconstruct, rearrange and reconstruct’ quantities; to estimate, undertake mental and pencil-paper computations, and use a calculator. KC1 • KC7 Children’s number sense develops alongside their concepts of pattern, number and place value; and their concepts of addition, subtraction, multiplication and division. In

Following are the Key Ideas that comprise the number strand.
**Strand: number**

Children construct their concepts of counting numbers, simple fractions and the base 10 number system using symbols and collections from everyday life. In • T • C • KC1

This includes such learning as:

- using number to quantify, label and order. They recognise that number has a role in their lives and relationships, and in their communications with others In • T • C • KC1
- exploring patterns within and between numbers, including counting in a variety of ways; place value and exchanging across place values; and how one number relates to other numbers In • T • KC6
- exploring the concept of proportion by representing fractions as parts of a distance, surface, container, mass or collection of objects T • KC6
- choosing, representing and communicating number in a variety of forms, including photographs, verbal description, numerals, number grids, number lines, pictograms and appropriate electronic modes T • C • KC2 • KC6
- using number to estimate, quantify, compare, order, match and describe measurements they make, data they collect, collections of objects and amounts of money. T • C

In their daily activities children construct meaning from operations with numbers. They explore ways of deconstructing and combining numbers that represent collections of objects, units of comparison and amounts of money. In • T • C • KC1

This includes such learning as:

- exploring how collections can be combined and deconstructed in a variety ways (eg when constructing, comparing, matching and working with patterns) In • T • KC1
- investigating addition through combining collections; subtraction through removing collections; multiplication through pattern, and combining groups of equal amount; division through sharing collections equally T • KC6
- exploring equality by generating a wide variety of combinations of numbers that produce the same total, and changing the order in which numbers are added together T • KC6
- investigating the relationship between addition and subtraction T • KC1
- communicating (including electronically) situations where they have added, subtracted, multiplied and divided collections in a variety of ways and used symbols. C • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence, F • Id
- Children develop a positive sense of self and a confident personal and group identity, Id • In
- Children develop a sense of being connected with others and their worlds, F • T • C
- Children are intellectually inquisitive, F • T • C
- Children develop a range of thinking skills, F • T • C
- Children are effective communicators, T • C
- Children develop a sense of physical wellbeing, Id • In
- Children develop a range of physical competencies, Id

At Standard 1, towards the end of Year 2, the child:

1.6

Uses the base 10 number system and fractions to represent numbers when working with their peers, collections of objects, measurements and data. In • T • C • KC4

Examples of evidence include that the child:
- sorts, orders, compares and matches collections In • T • KC1
- counts to determine the size of a collection, and names and writes the correct numeral T • C
- indicates the order of items within a collection T • C
- names, represents and compares fractions as portions created from equal subdivision of a whole; creates (eg with folded paper, with structured materials, draws) the portions, given the fractions T • C • KC2
- compares and orders fractions T • KC1
- explains the idea of 10 as a unit in counting, T • C • KC2

1.7

Describes, represents and uses a variety of counting strategies and the four number operations to estimate and quantify collections of objects, units of comparison and amounts of money. In • T • C • KC2

Examples of evidence include that the child:
- represents and communicates situations where they have added, subtracted, multiplied and divided collections in a variety of ways (eg verbally, with everyday items such as money and structured materials, using symbols and numerals) In • T • C • KC2
- uses concrete materials to show that changing the order of adding numbers does not change the sum, T

At Standard 2, towards the end of Year 4, the student:

2.6

Represents and compares rational numbers in a variety of ways, describing relationships among them. In • T • KC2

Examples of evidence include that the student:
- uses manipulative materials to extend the place values system to include tens, hundreds and thousands T
- represents fractions as equal parts of distances, surfaces, capacities, areas of rotation, masses, time and amounts of money. They use consumable and structured materials, and electronically communicate outcomes to others C • KC2
- uses physical and visual models such as arrays to represent and generalise patterns within and between numbers (eg place value; factors; square, triangular, prime and composite numbers), In

2.7

Describes, represents and applies operations with whole numbers. T • C • KC2

Examples of evidence include that the student:
- deconstructs numbers into smaller parts and recombines them in different ways, using patterns, rounding to groups of 10 and 100, and place value relationships In
- uses mathematical language to describe and represent how they deconstructed and recombined numbers when estimating and undertaking mental computations C • KC2
- uses materials and a four-function calculator to show the change of place value when multiplying by 10, ie 10 groups of; and multiplying by 100, ie 100 groups of, T • C
Strand: **number**

*Children generate and explore a variety of computational strategies to use numbers in daily activities when they need to estimate and quantify.* **Id • T • C • KC1 • KC6**

This includes such learning as:

- when working with numbers in everyday life, recognising that calculating is a more efficient and abstract way of counting collections that have been combined or removed **T • KC1**
- exploring computational strategies that could be used in their daily activity (eg counting on and counting back, mentally estimating small groups, using single digit addition facts, and using patterns to interval count, including using calculators) **Id • T • KC6**
- investigating a wide variety of computational strategies and comparing these with those chosen by their peers. Children discuss the appropriateness or effectiveness of each of these strategies **T • C • KC1**
- estimating and comparing unit fractions represented as length, area and collections, and considering the social meanings given to those representations. **In • T**
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

### At Standard 1, towards the end of Year 2, the child:

#### 1.8

**Uses counting strategies to answer questions about situations that involve number operations, use of a calculator, and informal and standard algorithms.** \( Id \times T \times C \times KC7 \)

**Examples of evidence include that the child:**

- counts by groups and by using counting on strategies \( T \)
- breaks numbers into smaller parts and recombines them when undertaking mental computation. They can explain their strategies to others \( T \times C \times KC2 \)
- recalls single digit addition and subtraction number facts to use when calculating extensions of those facts (eg 40 ÷ 20 = 60) \( T \)
- uses pencil and paper strategies that take advantage of place value in order to add and subtract whole numbers \( T \)
- uses a calculator to find sums and differences. \( T \times KC7 \)

### At Standard 2, towards the end of Year 4, the student:

#### 2.8

**Uses a variety of estimating and calculating strategies, including memorising addition and subtraction facts with whole numbers, and with money represented as decimals.** \( Id \times In \times T \)

**Examples of evidence include that the student:**

- uses a four-function calculator to add, subtract, multiply and divide whole numbers \( T \times C \times KC7 \)
- uses a variety of counting strategies (eg counting by consistent groups, rounding, counting back) using data from everyday life \( C \)
- uses the commutative and associative properties when adding and multiplying numbers \( In \times T \)
- uses relationships between numbers, such as place value, factors and multiples, when undertaking mental computation and problem-solving \( T \times KC6 \)
- recalls and uses basic multiplication and division number facts fluently in calculations in everyday life. \( Id \times T \)
Strand: pattern and algebraic reasoning

Early experiences with concepts of pattern provide a substantial base for children to express generality and describe change. The concepts of pattern, number, space and measurement and, in particular, time are intertwined. Together they lay a significant foundation for how children continue to use mathematics to make sense of their world. Pattern, as with time, is built on the ideas of repetition, regularity and change. Children explore a variety of patterns constructed from sound, movement, objects and cycles of events to construct their understanding of pattern as sequences of repeating units. KC6 Central to the idea of a repeating unit is the ability to identify the attributes that give rise to the repetition. Sorting and classifying a wide variety of familiar objects, and mathematical figures and solids, provides a sound basis for identifying the attributes that generate a particular pattern. KC1 The ability to recognise, represent, generalise and use pattern is crucial to children’s mathematical development. KC1 • KC2 Their experience with pattern in mathematics often incorporates mathematical concepts from the other four mathematics strands; and underpins their broader understanding of number, shape, chance and measurement, and their ability to reason algebraically. In

By exploring how to represent pattern, children not only communicate their understanding of it, but also begin to develop ways to generalise and compare the structure of patterns. KC1 • KC2 • KC6 Predicting and representing what comes next and, where appropriate, what came before or comes between encourages them to use symbols (and eventually number) and to make generalisations; and introduces the concept of variables. In • T • C • KC2 • KC6

Following are the Key Ideas that comprise the pattern and algebraic reasoning strand.
**Strand: pattern and algebraic reasoning**

Children recognise, describe, predict, represent and communicate patterns. F • T • C • KC1 • KC2 • KC6

This includes such learning as:

- appreciating that patterns are an integral part of daily activity and the natural world by recognising, describing and comparing natural and socially constructed patterns (eg cycles of natural phenomena; music; dance; personal, family and community routines) and the status given to those representations In • T • C • KC1 • KC2
- identifying, constructing and exploring patterns generated electronically on paper and using concrete materials, by repeating units based upon a wide variety of attributes (eg sound, movement, texture, colour, arrangement, shape, size, change over time, and function) F • T • KC1 • KC6
- using a variety of representations to present and share patterns that have been constructed or have been drawn from daily activities In • T • C • KC2
- searching for and using patterns to describe relationships and possible solutions for problems they pose, including patterns from their immediate and extended social worlds. In • T • C • KC6

Children make predictions and informal generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify. F • C • KC6

This includes such learning as:

- exploring possibilities for some of their daily activities and phenomena from their environments, by using numbered and spatial patterns to suggest what came before and what may come in the future F • Id • In • T • KC6
- appreciating that our number system is based upon patterns of 10 T • KC1
- using number as a way to represent, continue and generate patterns (eg using different number combinations to produce the same sum, investigating the result of changing the order in which numbers are added, or growing patterns by a constant amount) T
- generating and exploring a variety of spatial patterns, using transformations to produce the same result, and changing the order and form of transformations. T • KC6
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \(F \cdot Id\)
- Children develop a positive sense of self and a confident personal and group identity. \(Id \cdot In\)
- Children develop a sense of being connected with others and their worlds. \(F \cdot Id \cdot In\)
- Children are intellectually inquisitive. \(F \cdot T \cdot C\)
- Children develop a range of thinking skills. \(F \cdot T \cdot C\)
- Children are effective communicators. \(T \cdot C\)
- Children develop a sense of physical wellbeing. \(Id \cdot In\)
- Children develop a range of physical competencies. \(Id\)

At Standard 1, towards the end of Year 2, the child:

1.9 Recognises and constructs spatial and numerical patterns with concrete materials, continues these patterns and predicts what comes next. \(F \cdot T \cdot C \cdot KC1\)

Examples of evidence include that the child:

- identifies and describes repetition within their natural and social worlds (eg of sound, movement, arrangements of figures or objects, sequences of events) \(F \cdot T \cdot KC1 \cdot KC2\)
- constructs patterns with materials \(T\).
- describes the attributes that generate a pattern, and identifies and describes the repeating unit within the pattern \(F \cdot T \cdot C \cdot KC1 \cdot KC2\)
- analyses and continues self-constructed patterns, or those constructed by peers, and predicts what comes next \(F \cdot T \cdot C \cdot KC1 \cdot KC6\)
- makes predictions and generalisations about patterns (eg ‘You add 4 each time’, ‘The number of sides goes up by one’). \(F \cdot T \cdot KC6\)

At Standard 2, towards the end of Year 4, the student:

2.9 Searches for, represents and analyses different forms of spatial and numerical patterns, and relates these to everyday life. \(F \cdot Id \cdot T \cdot KC1 \cdot KC2\)

Examples of evidence include that the student:

- represents and analyses different forms of patterns of number, shape and measurement drawn from everyday life \(F \cdot Id \cdot C \cdot KC1 \cdot KC2\)
- constructs two sequences that vary directly (eg side length and perimeter of a sequence of squares, and two sequences that vary inversely; the share of pizza and the number of students sharing the pizza) to show the relationships \(T\).
- builds a sequence and explains pattern and relationship (eg building squares with unit squares and stating that the squares ‘grow by adding odd numbers’) \(F \cdot KC2 \cdot KC3\)
- constructs a simple 3-D model of a bedroom using drawing software to determine the relationships between furniture size and space. \(T\)

1.10 Represents and communicates spatial and numerical patterns. \(F \cdot C \cdot KC2\)

Examples of evidence include that the child:

- represents patterns that have a constant repeating unit, and growth patterns with materials, in words and with drawings \(T \cdot C \cdot KC2\)
- recognises and represents the same pattern in different forms (eg 112 is the same pattern unit as red red blue) \(T \cdot KC1 \cdot KC2\)
- continues and represents ‘what comes next’ in a given numerical pattern \(F \cdot T \cdot KC2\)
- generates and represents different combinations of numbers that produce the same quantity by adding two numbers (eg how many ways 10 can be made). \(In \cdot T \cdot KC2\)

2.10 Represents and communicates patterns with everyday and mathematical language, including symbols, sketches, materials, number lines and graphs. \(C \cdot KC2\)

Examples of evidence include that the student:

- represents spatial patterns with tables, drawings and symbols (eg odd and even numbers, square numbers) \(C \cdot KC2\)
- represents families of numbers with materials and symbols (eg numbers divisible by 3) \(T\)
- generates, and represents with drawings and symbols, factors of a given number (eg draw a factor tree to find the factors of 72) \(T \cdot C \cdot KC2\)
- uses everyday language, materials and drawing software to show what ‘undoes’ a flip, a slide and a rotation. \(C \cdot KC2\)

Early Years Band: R–2 — Mathematics
Children use mathematics to explore and describe change based on their personal experiences and interactions with their environments. They use these predictions to make connections between the past, present and future. 

This includes such learning as:

- identifying and describing mathematical patterns that represent cause and effect relationships from their daily activities and situations drawn from their environments.
- using pattern to predict and describe what may change over time, and suggesting which factors influence the change.
- describing and representing change over time using sketches, photographs, animation and graphics, verbal and written descriptions, and graphs.
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

### At Standard 1, towards the end of Year 2, the child:

#### 1.11

**Describes and represents situations from personal and family experiences and interaction with the environment where there is change over time.** F • Id • In • T • C • KC2

**Examples of evidence include that the child:**
- makes predictions about change over time in terms of what came before, what is now and what will follow (eg predicting how they will grow over time) F • Id • T • KC6
- represents their predictions using everyday language, sketches, graphics, animations, photographs and graphs F • Id • T • C • KC2 • KC6
- discusses factors that may influence change over time, and which of these they can manipulate and which they cannot. F • T • C • KC2

### At Standard 2, towards the end of Year 4, the student:

#### 2.11

**Uses materials, data and informal graphs to represent change.** F • C • KC2

**Examples of evidence include that the student:**
- builds models, collects data and sketches graphs; and works in teams to use these to represent change in familiar and everyday situations In • T • C • KC4
- collects and organises data to describe change over time within everyday and immediate situations, and represents the change as a sketch graph (eg collecting data about the growth of a plant over time) T • C • KC1
- uses representations of change to suggest and communicate reasons why things changed over time F • T • KC2
- uses materials and diagrams, or electronic presentations, to represent the impact of changing one aspect of a relationship (eg using flip tiles or grid paper to represent the impact on a square’s perimeter or area if the length or side is changed). C
Strand: spatial sense and geometric reasoning

From an early age children identify, match, sort, orientate and arrange shapes, as well as describe locations and give and follow directions. They explore their place in space and relate spatially to people and objects in their environment. KC6 Their geometric skills and spatial sense often exceed their numerical skills. Developing children’s spatial sense in the Early Years builds upon these strengths and fosters an enthusiasm and purpose for their mathematics. For some cultures spatial sense is significantly more important and useful in day-to-day living than number and measuring. The geometric concepts children construct in the Early Years enable them to describe their environment and represent it systematically. KC2

Children recognise many shapes in the world around them. KC1 Through sorting, comparing, matching and representing a wide variety of 2-D and 3-D shapes, they begin to identify and construct concepts about attributes that determine shape. KC1 Children’s exploration of space develops their understanding of the relationships between 2-D and 3-D shape and function. KC6

Orientating and moving materials provides children with early experience of the congruent transformations of flips, slides and rotations.

Children’s experience in describing and representing locations and pathways introduces them to the idea that their own location can only be described in relation to something else, such as a reference point, and develops their understanding of positional language. In • KC2

Following are the Key Ideas that comprise the spatial sense and geometric reasoning strand.
Strand: spatial sense and geometric reasoning

Children explore their social and natural environments, identifying and mathematically describing key features of shapes and objects around them. In the process they learn more about themselves and their integral relationship with the environments.

This includes such learning as:

- identifying, describing and comparing the shape of 2-D figures and 3-D solids used in their daily activities and drawn from their social and natural environments

- identifying and describing figures and solids using key spatial attributes such as boundary, corners, congruence and symmetry.

- exploring and analysing the relationship between 2-D and 3-D shapes

- relating the shape and structure of a wide variety of familiar figures and objects with their function

- representing a wide variety of 2-D and 3-D shapes, pictorially and using drawing software

- using everyday language and mathematical terminology to describe function and relationships between figures and solids.
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.12

Uses key spatial features to describe and represent 2-D and 3-D shapes from personal and community activities. Id • In • C • KC2

Examples of evidence include that the child:

- uses spatial features such as curved, straight and flat boundaries (eg surfaces, edges, sides); number and relative size of corners; and orientation and line symmetry to identify, sort, compare and describe a wide variety of familiar objects, and relate shape to function
  Id • In • T • C • KC1 • KC2
- uses spatial features to identify, sort, compare and describe common geometric figures such as polygons (eg triangles, quadrilaterals, pentagons), circles and ellipses; and common geometric solids such as cubes, prisms, cones and spheres
  T • C • KC1 • KC2
- relates spatial features of 2-D and 3-D shapes to the function of everyday objects, and uses mathematical terminology to communicate this to peers
  Id • C • KC6
- represents a wide variety of figures and solids, by using drawings and sketches and drawing software, and by constructing models made from consumable materials. They pay attention to key spatial features.
  T • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.12

Compares and analyses relationships between and within 2-D and 3-D shapes and objects to represent their world.
F • T • KC1 • KC2

Examples of evidence include that the student:

- describes and reports common characteristics of “families” of plane figures (eg polygons, prisms, pyramids) C • KC2
- analyses and uses spatial terms (eg face, edge, vertex, parallel, symmetry, angle) to describe figures and solids in their world
  Id • C • KC1
- describes how plane figures are different from solids (eg describing how a square is different from a cube) C • KC2
- represents geometric figures and objects featured in everyday circumstances, including using interactive drawing software and paying attention to appropriate attributes (eg straight/flat or curved boundary, angle, parallel sides/faces, cross-section, line/plane symmetry, vertex, edges and faces, function).
  C • KC2 • KC7
Strand: spatial sense and geometric reasoning

Children explore and experiment with simple transformations to predict and change the orientation and position of figures and objects in their daily activities.

This includes such learning as:

- recognising and describing transformation and translation, and comparing changes in location and orientation, of 2-D figures and 3-D solids used in their daily activities. They use these processes when matching, locating, constructing and building, sorting, solving puzzles, creating patterns, arranging shapes, and moving ‘objects’ when working with a variety of software.

- investigating, comparing and describing changes in location and orientation of figures and solids they move as a single flip, slide or rotation, and as combinations of these transformations.

- communicating in a variety of ways, including electronically, about changes of orientation and position as flips, slides and rotations.

- predicting the results of flipping, sliding and rotating figures and solids, and using their predictions to plan movements and create patterns and arrangements.
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.13 Uses simple transformations to orientate and move familiar objects and themselves when they are constructing, arranging and locating.

Examples of evidence include that the child:
- identifies and describes situations from their play, personal and mathematical activity where flips, slides and rotations have changed their orientation or position in space, as well as that of 2-D and 3-D shapes T • C • KC1 • KC2
- communicates, represents and compares situations where they have identified and/or used simple transformations to change the orientation and position of shapes and familiar objects (including themselves). They use verbal description, drawings, tracings, photographs or prints T • C • KC1 • KC2
- uses simple transformations to predict position and orientation when making personal and collective plans, constructing, or locating and producing spatial arrangements and patterns. Id • In • T • KC3 • KC6

At Standard 2, towards the end of Year 4, the student:

2.13 Predicts, describes and represents the result of using combinations of reflections (flips), translations (slides) and rotations when arranging shapes, searching for patterns and describing pathways.

Examples of evidence include that the student:
- uses ‘flips’, ‘slides’ and rotations to describe movements when matching congruent figures, and when creating patterns with congruent figures; uses ‘rotate’ and ‘slide’ when describing movement between locations T • C
- creates a tessellation from regular polygons (e.g. pattern blocks) T • KC6
- describes the repeating element of the tessellation, and how it was moved to create the tessellation T • KC6
- plans and predicts the result of a combination of reflections, translations and rotations. F • T • KC3 • KC6
Children explain ways of representing themselves and familiar locations in spatial terms, and begin to think in geometric ways. Id • T • C • KC2

This includes such learning as:

- appreciating that their location, orientation and social class status are related to the position of other people and objects within their environments Id • In • T • KC1
- describing locations and orientations that use people, objects and places as reference points or ‘landmarks’ C • KC2
- using everyday and positional language to describe locations, orientations and pathways; and when giving and following directions C • KC2
- communicating locations, arrangements and pathways to their peers in a wide variety of ways, including oral or written description, drawings and sketches, interactive software, constructions and models, and informal maps. C • KC2
Uses everyday and positional language and makes informal maps to represent their location and familiar places. In • T • C

Examples of evidence include that the child:
- uses positional language (e.g., next to, to the right of, between) and reference points or landmarks to describe locations, pathways and arrangements T • C • KC2
- produces sketches and informal ‘bird’s-eye view’ maps to represent familiar locations and pathways between locations, paying attention to relative position and orientation. They also use sketches and maps produced by peers In • T • C • KC2
- produces sketches and informal plans to represent arrangements of figures and solids, paying attention to relative position, shape and order. They also use sketches and plans produced by peers to arrange a collection of solids In • T • C • KC2 • KC3
- represents locations, pathways and arrangements using constructions and models. They use sketches, informal maps and plans produced with pencil and paper or with drawing software T • C • KC2
- uses sketches, informal maps and plans to organise personal and collective activities. T • C • KC3

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

Uses positional language and measurements to formally map location and arrangements. T • C • KC2

Examples of evidence include that the student:
- gives and follows directions from a chosen reference point, using positional language and measurements of distance (e.g., paces, metric units; directions (fractions of a rotation)). They choose the best pathway from a number of alternatives T • C • KC2
- represents and communicates information about familiar locations and pathways between locations. They use unscaled maps that show distance and direction, or maps based on a coordinate grid T • C • KC2
- produces electronic plans of arrangements of objects to represent different views (e.g., top, left, right and back view) F • C
- identifies key features of maps and plans produced by peers, and uses them to locate objects or construct arrangements. T • C
Humans are innately curious about their world. Science provides one rational way of understanding the physical world that enables all people to be questioning, reflective, creative and critical thinkers. As a ‘way of knowing’, science can be used by people to explore and explain their experiences of phenomena of the universe. It is rarely pursued in isolation from its uses in the world. The nature and practice of science builds on traditions of observation and inquiry found in many cultures. Viewing experiences, ideas and phenomena through the lenses of diverse cultural sciences provides a breadth and depth of understanding that is not possible from any one cultural perspective.

Every culture has particular ways of thinking and world views that inform its science. Western science is the most dominant form of science but it is only one form among the sciences of the world. Through conjoint thinking and the identification of boundaries between ways of knowing, values and insights provided by the sciences of diverse cultures can be mutually supportive.

Scientists are part of the world they study: their observations, the data they collect, and how they make sense of these are influenced by factors such as prior experiences, understandings and values. Factors such as culture, race, gender, ethics, economics, power and relationships influence the pursuit of science. In turn, the scientific knowledge that is valued, and the ways in which science is used to shape the world, can be influenced by powerful groups in societies.

Science is a collective human activity that uses distinctive ways of valuing thinking and working in order to understand the natural world. Openness to new ideas, intellectual honesty, and critical evaluation of data and arguments are thus fundamentally important to both scientific understanding and working scientifically.

Scientific inquiry is based on available evidence and current explanatory models, through which it is organised and processed. Resultant explanations are necessarily tentative and continually evolving, as the body of available evidence and the organising models evolve through further investigations and testing. Much contemporary science knowledge is driven and made possible by technological advances, and science understandings themselves contribute to technological development.

Science education develops ability and aptitudes in learners to make inquiries about nature through observations and experimentation. It enhances their understanding of phenomena of the natural world, nurturing a rich desire to respect and love nature, and live as part of it.
Science education contributes to developing scientifically literate global citizens who will better be able to make informed decisions about their personal lives and how environments can be sustained. By being open-minded to evidence and questioning results, learners are able to contribute their ideas to public debates with authority. They gain self-confidence and become empowered to invent, shape, and influence their future, and the future of others.

Like scientists of the past and present, learners appreciate that current scientific knowledge continues to evolve. Their understandings, explanations and theories about the world are constructed through critical literacy and numeracy skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating. They build on past experiences and challenge their own understandings as they work scientifically. Learners evaluate their own ideas and compare them with other viewpoints as they move between theory and evidence.

What children believe about the natural world around them, and the way they understand their own place in it, has an impact on their science learning. Similarly many factors affect the culture of science itself. Thus science education is only successful when it can find a place in the cognitive and sociocultural framework of the learner.

Learners who appreciate the part science plays in shaping our cultural and intellectual heritage, and who understand how science itself is shaped by this heritage, are better able to exercise their Australian and world citizenship.

The science Learning Area aims to develop in all children:

- The capacity to use, develop and apply scientific knowledge by:
  - investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds
  - communicating scientifically to different audiences for a range of purposes
  - using science to link with, and across, other Learning Areas, with lifelong learning, work and community contexts.

- The understanding that science is a social construction by:
  - acknowledging that aspects of scientific thinking are carried out by all people as part of their everyday lives in ways that contribute to their personal and social wellbeing and identities in a range of contexts, including cultural, environmental and economic
  - appreciating the evolutionary nature of science and scientific knowledge as a human endeavour with its own histories and ways of contributing to society
  - recognising that diverse cultures and groups may have different science systems and that this influences how scientific knowledge develops and is used
  - contributing to public debate and decision-making about science.

- Positive attitudes, values and dispositions related to science, which involve:
  - being open to new ideas, being intellectually honest and rigorous, showing commitment to scientific reasoning and striving for objectivity, and pursuing and respecting evidence to confirm or challenge current interpretations
  - being confident and optimistic about their knowledge, skills and abilities to satisfy their own questions about the physical, biological and human-constructed worlds
recognising and valuing diverse cultural perspectives in and through science

thinking, planning and making decisions that include ethical consideration about the impact of the processes and products of science on people, future generations and physical and social environments

considering careers, paid/unpaid work, further education and training in science.

The SACSA Framework and ESL children

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Science

Curriculum Scope and Standards

Science is organised into four conceptual strands, each with its characteristic scientific knowledge and ideas. The strands are earth and space, energy systems, life systems and matter—which are based on earth and space science, physics, biology and chemistry respectively. The processes involved in working scientifically are interwoven into each of the conceptual strands. When children work scientifically through these strands they are learning to investigate science, to use science, to critique science and to act responsibly in science. KC1

- KC6 Working scientifically is the essence of science, which is never pursued in isolation from its uses in the world. These uses always have social implications—they affect people, other species and environments. In practice, it is how science is used in the world which makes it an important area of study. Therefore any curriculum planning in science should involve elements of science investigation, and study of the implications of science for people and our world. In

Working scientifically involves interactions between existing beliefs, the goal of better understanding, and the processes and methods of exploring, generating, testing and relating ideas. It involves a number of attitudes and dispositions: KC6

- asking questions and valuing a range of ideas and seeking explanations in solving problems KC6
- respecting ideas and relationships, planning evidence and logical and creative reasoning KC3
- open-mindedness, critical-mindedness and persistence KC1
- scepticism about evidence and arguments T
- honesty and openness to new ideas and technologies KC7
- developing ethical behaviours and safety for self and others KC4
- regard for the consequences of decisions and developing a sense of connection and responsibility for the wellbeing of the living and non-living components of environments F
- understanding the provisional, expanding and constructed nature of knowledge.

Each science strand is characterised by two scientific ideas. These scientific ideas form the basis for the Key Ideas in each strand at each level of schooling.
Early Years Band: R–2 — Science

**Working scientifically**

During the Early Years of schooling, children recognise that science is part of their everyday lives, both in the classroom and at home. They work scientifically when they want to make sense of their natural world, and often have explanations of how things work. KC2 They construct their own meaning of the world, determine their place in it, and interpret new information in terms of their own and others’ experiences, and new understandings in terms of their existing ideas. They explore and consider other people’s perspectives and experiences. KC1

Children apply literacy and numeracy skills when engaging with their explorations in science. KC1 • KC2 • KC5 They enjoy making things, listening to stories, interacting with a range of texts and using electronic sources of information. KC7 Much learning takes place through play—it provides opportunities to experience different things and to enable valuable learning to take place. Routine investigations that develop science through play may include sand and water play; building structures; care of pets; using wind-up toys; interacting with materials and investigating other life forms. The learning process is enhanced by providing direction and investigations which will challenge children to find out more. This will occur through direct experience and through research, using factual texts in both print and electronic forms. KC1

By focusing on their questions, teachers provide a supportive framework in which to encourage children to plan and carry out investigations. KC3 They share ideas, make measurements, act responsibly when carrying out procedures, and talk about ways the investigation could have been improved. KC2 • KC5 They investigate tools and appliances and how they work. KC7 Science activities are integrated into the classroom program and become a context for literacy and numeracy, and use of information and communication technologies. Children use their curiosity and senses when working and thinking scientifically (eg when they make observations by looking, touching, smelling, tasting and listening). T • KC1 They relate appropriate words to scientific ideas in everyday experiences, discuss their discoveries, make informed comments, draw comparisons, recount events, ask questions, and draw pictures and use information and communication technologies to gather and present ideas. C • KC1 • KC2 • KC7 They describe their explorations and write or dictate generalisations. Learners in this Band compare, order and classify in a number of ways, recognising alternative ways of classifying and communicating their experiences and understandings through language and various arts forms.
Children in the Early Years develop their attitudes towards fairness and how to behave appropriately towards people and natural environments in other parts of the world. They talk with interest and insight about issues such as waste and the effects of pollution on environments. KC2

**Literacy, numeracy and information and communication technologies in science**

Through science learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in science when students use specialised language and texts to, for example, report on and explain scientific processes and develop synthetic hypotheses. Another example is when learners use the techniques of argument, spoken and written, to critique the impact of science on our community and suggest directions for the future.

Learners develop and use operational skills in numeracy to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in science when, for example, students pose hypotheses based on generalisations made from existing data, develop accuracy in measuring and interpreting data, identify patterns in nature and behaviour and use formulae and calculations.

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. Examples of this learning are evident in science through the use of simulation and modelling software, the electronic collection, analysis, interpretation and presentation of data and the use of specific equipment such as data logging systems.
Strand: earth and space

Children, through direct and virtual experience and using information and communication technologies, develop understandings of their personal needs and the needs of others to live successfully on earth. **C • KC1 • KC7** With support, they plan, collect and organise into categories, natural and manufactured earth materials such as stones and bricks. **T • C • KC1 • KC3** They use sand to model built structures, roads and landscapes. **C** They explore, through stories and dramatic play, their ideas about sequences and cycles of natural events such as night and day, and link them to their daily activities. **F • KC1 • KC2**

Following are the Key ideas that comprise the earth and space strand.
**Strand: earth and space**

Children collect, organise and share information online and offline about the aspects of their personal world that enable them and their family to live. Id • T • C • KC1 • KC2

This includes such learning as:

- answering questions, making predictions and measurements, and recording observations, about the weather (eg What happens to a streamer on a stick on a windy day?), using non-standard or standard units C • KC2 • KC5 • KC6
- identifying and distinguishing between natural and built features of their local environments (eg rivers, buildings, dams, hills) and how their location impacts on their daily lives Id • KC1
- communicating, through dramatic play, the way they live in their environments, identifying problems and devising ways they can contribute to the care of environments for a better future Id • In • C • KC2 • KC6
- collecting locally found rocks, soils and other natural objects, analysing and sorting them using properties that include shape, colour, grain, texture and size, and then returning them to their points of collection T • C • KC1
- using information from the Internet and CD-ROMs to research and discuss the relationship between people and their worlds (eg clothing used in different climates and landscapes) C • KC1 • KC2 • KC6
- identifying essential material and energy sources for them to live on the earth (eg energy from the sun), and comparing and contrasting the equity of their energy demands with those from diverse cultures and different times. In • T • KC1

Children identify sequences and cycles of natural events which are connected to their daily lives. F • T • C • KC1

This includes such learning as:

- describing the way the apparent position of the sun changes, using such methods as measuring and recording shadow length and orientation, on a daily and seasonal basis T • C • KC1 • KC2 • KC5
- observing and presenting different ‘phases’ of the moon using pictorial representation C • KC2
- observing and analysing the patterns of behaviour of living things (ie plants and animals) at different times of the day and night and in different seasons F • T • C • KC1
- making connections between familiar daily events and the position of the sun, through such activities as listening to stories from diverse cultures and historical times F • In • KC6
- exploring the reasons for daylight saving and its effects on people in particular locations. Id • In
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.1 Identifies and shares information about features of their natural and built local environment that affect living things, including themselves. Id • T • KC1 • KC2

Examples of evidence include that the child:
- determines whether features are natural or built, and examines the similarities and differences between them T • KC1
- considers local weather patterns, collects data, represents it electronically and relates it to activities in daily life, showing how their life and that of others is affected C • KC2
- relates the weather of the day to other daily activities (eg explaining why it is essential to put on sunscreen or wear a hat for outside play) Id • KC6
- poses questions about, and takes action on, an issue at home or school that has environmental implications. In • T • KC6

1.2 Compares the apparent position of the sun to patterns of behaviour in everyday life. F • T • KC1

Examples of evidence include that the child:
- observes and records patterns in shadows (eg describes their own shadow at different times through a day) F • C • KC1 • KC2
- describes and/or models features of day and night T • KC2
- illustrates how diverse cultural groups manage their lives with respect to the effects of the daily and seasonal positions of the sun. F • In • KC2 • KC3

At Standard 2, towards the end of Year 4, the student:

2.1 Expresses ideas about changes that occur in their local environment, and considers implications for sustainable environments. F • In • KC1 • KC2

Examples of evidence include that the student:
- classifies and compares properties of local soil samples T • KC1
- communicates the steps people take to reduce the risk of degradation of natural environments (eg bushfires, soil erosion) In • C • KC2
- describes situations where people have altered landscapes for such activities as farming and city living, and explores long-term implications F • KC2 • KC6
- collects information about the weather using simple instruments (eg thermometer, rain gauge) and online sites, and discusses emerging patterns with others. F • In • C • KC1 • KC2

2.2 Explores the apparent motion of the sun in relation to the earth and develops models of their understanding. In • T • C • KC8

Examples of evidence include that the student:
- designs and plans sticks or sundials to measure shadows during different times of the day and year T • C • KC3 • KC5 • KC6
- shares stories by Indigenous people and compares different explanations about changes of the apparent movement of the sun In • C • KC1 • KC2
- uses digital and electronic technologies to explore ideas about the relationship between the earth, sun and moon. C • KC6 • KC7
**Strand: energy systems**

Through a range of activities and experiences, children understand and value the different ways energy is used. KC2 They identify how electrical, light, heat, sound and movement energies are used by themselves and their families, when at home, at school, in the workplace or in communities. KC1 • KC7 They observe the different things that electrical appliances can do, the materials to which magnets are attracted, and the effect of light in producing shadows and rainbows. KC1 Through play, children are encouraged to raise questions and, with teacher support, plan investigations about, for example, what makes torches work, their toys move and how different sounds are made. T • KC3 • KC6

Following are the Key Ideas that comprise the energy systems strand.
**Strand: energy systems**

*Children investigate and research how electrical, light, heat, sound and movement energies are used in their homes and at school.*

This includes such learning as:
- talking about the term ‘energy’ and what it means to them
- recognising and illustrating the sources of energy they depend on, including food to eat, electricity for cooking, batteries for toys and fires for warmth
- collaboratively devising an investigation on the effects of sunlight on various objects (eg magazines, photographs, fruit and plants)
- predicting, measuring and recording the differences in temperature in such places as in the sun and in the shade
- collecting data electronically to compare their own and others’ ideas on how energy use at school or home can be reduced and why energy conservation may be important
- exploring reflections from flat and curved mirrors, and from mirrors placed together, and surveying the uses of different kinds of mirrors in their homes and other places
- investigating alternative uses and sources of energy in the past, present and future, and taking part in activities such as designing, making and testing the effectiveness of models of windmills.

*Children pose questions, investigate and share ideas about the different ways in which simple devices operate.*

This includes such learning as:
- identifying and recording how simple devices (eg playground equipment, toys, mobile phones, bouncing balls, scissors, ramps, doors) move or operate, using terminology that includes ‘levers’, ‘pulleys’, ‘gears’ and ‘wheels’
- organising and analysing predictions on a chart about which materials are magnetic (eg metal, water, plastics and paper). Children construct and test simple hypotheses (eg whether magnetism works over a distance)
- posing questions to explore rolling, sliding, spinning, falling, flying and speeding up, as these motions are changed by forces due to the wind, magnets, motors, pulls, pushes and gravity
- assembling a simple system (eg a gearing system) involving a sequence of two or three steps
- planning and carrying out investigations based on their own or others’ questions (eg How many ways can we create light, sound, heat or movement?) and with teacher support, commenting on the fairness of the test.
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

### 1.3

**Identifies sources of energy and describes the ways in which energy is used in daily life.**

T • C • KC1 • KC2

Examples of evidence include that the child:

- explores and discusses the sources of energy for a variety of common devices (eg the battery in a torch, the spring in a toy, the rider on a bike, wood in a fire) T • KC2
- sorts and classifies pictures of devices into groups that use similar sources of energy to operate them (eg batteries, wind, springs, fossil fuels) T • C • KC1
- recognises the different ways energy is used by them and their family, and discusses in class how to avoid wasting energy and why this is important. KC1 • KC2

### 2.3

At Standard 2, towards the end of Year 2, the child:

**Identifies, observes and describes energy transfer, such as light, sound, heat or movement, through common objects.**

T • C • KC1 • KC2

Examples of evidence include that the student:

- observes, analyses and explains how various musical instruments produce sounds, and compares their findings with those of other members of the class T • C • KC1 • KC2
- traces and charts energy transfer through their mechanical toys and the forms of transport they use in their everyday life Id • C • KC3
- creates a multimedia product that explains the transfer of energy/heat/sound. KC8 • KC7

### 1.4

**Poses questions and explores the ways in which different objects move.**

T • KC2

Examples of evidence include that the child:

- contributes to brainstorming on how particular toys might move KC2
- classifies toys according to how they move T • KC1
- explores and compares the motion of similar toys (eg battery operated, spring operated and hand pushed toys), using simple measurement techniques with either standard or non-standard units T • KC1 • KC5 • KC6
- communicates their findings and sets up a simple spreadsheet on how far each toy travelled. T • C • KC2 • KC7

### 2.4

At Standard 2, towards the end of Year 4, the student:

**Identifies, plans and acts on ways in which they can better use energy in their lives.**

F • In • C • KC1 • KC2

Examples of evidence include that the student:

- identifies a number of major energy sources in their daily life, and links sources with uses (eg electricity linking with toaster or photo scanner, gas with heater, solar with hot water) Id • KC2
- identifies where wastage could occur and communicates ways of reducing this F • C • KC1 • KC2
- demonstrates understanding of energy conservation knowledge and skills. F • In • T • KC2

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**Developmental Learning Outcomes**

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

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**Early Years Band: R–2 — Science**

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South Australian Curriculum, Standards and Accountability Framework
Strand: life systems

In the Early Years children have a strong sense of self and relations with others, and are inquisitive and active learners with interests in, and an ability to look after, plants and animals. They explore their own stages of growth and the growth of familiar plants and animals. They learn to distinguish between living and non-living; plant and animal; and find out what they, their family and other familiar living things need in order to live. They share feelings and ideas about their place in, and connectedness to, the natural and built world.

Individually and in groups or teams, children link observations according to similarities and differences, how things affect each other, and how things change over time.

Following are the Key Ideas that comprise the life systems strand.
Strand: life systems

Children investigate the features and behaviours of plants and animals through direct and virtual experience. They explain, and share with others, their understandings of the connections between living things, and between themselves and natural environments.

**Key Idea**

This includes such learning as:

- sorting and labelling living things in a variety of ways. Students devise their own classification systems and compare them with, and use, systems devised by others (eg living/non-living/once living)
- appraising and communicating about the basic needs of living things, including themselves
- building a vocabulary of scientific terms, and using terms and names to describe living things and the functions of various internal and external parts (eg bones, teeth, muscles, tongues, beaks, roots, flowers and leaves)
- investigating the relationships between living things and their physical surroundings, and looking at familiar animals and their homes (eg discussing the characteristics of wombats that make a burrow rather than a tree as a suitable home)
- understanding that traditional Aboriginal and Torres Strait Islander stories incorporate scientific knowledge about particular environments, including the appearance, features and behaviours of specific flora and fauna
- considering and acting upon ethical standards when they care for plants and animals, and when they investigate other organisms and natural objects
- demonstrating a responsible attitude in following routines diligently or taking responsibility for a specific task (eg caring for their plants and pets).
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

**1.5**

Investigates the features and needs of living things, and demonstrates an understanding of their interdependence with each other and the physical world. **In • T • C • KC1**

Examples of evidence include that the child:

- **F • Id • In**
  - Children develop trust and confidence.
- **Id • In**
  - Children develop a positive sense of self and a confident personal and group identity.
- **F • Id • In**
  - Children develop a sense of being connected with others and their worlds.
- **F • T • C**
  - Children are intellectually inquisitive.
- **F • T • C**
  - Children develop a range of thinking skills.
- **T • C**
  - Children are effective communicators.
- **Id • In**
  - Children develop a sense of physical wellbeing.
- **Id**
  - Children develop a range of physical competencies.

**At Standard 1, towards the end of Year 2, the child:**

**At Standard 2, towards the end of Year 4, the student:**

2.5

Explores relationships between living things by posing investigable questions about features and functions. **In • T • KC6**

Examples of evidence include that the student:

- **C • KC1**
  - Children develop trust and confidence.
- **Id • In**
  - Children develop a positive sense of self and a confident personal and group identity.
- **F • Id • In**
  - Children develop a sense of being connected with others and their worlds.
- **F • T • C**
  - Children are intellectually inquisitive.
- **F • T • C**
  - Children develop a range of thinking skills.
- **T • C**
  - Children are effective communicators.
- **Id • In**
  - Children develop a sense of physical wellbeing.
- **Id**
  - Children develop a range of physical competencies.
Strand: life systems

Children reflect on the way people age in order to examine stages of growth and anticipate a range of preferred personal futures. They also explore the life cycles of other living things. F • Id • KC1 • KC6

This includes such learning as:

- investigating aspects of life cycles (e.g., stages of human life, germination of seeds or how long it takes for a chicken egg to hatch) T • C • KC1
- discussing their growth and considering changing ‘needs’ through their lives. They compare and contrast their ideas with those of their peers Id • C • KC2
- comparing their own growth to the development of familiar animals, and considering the physical similarities of offspring to parents and families Id • KC1
- constructing personal timelines and reflecting on personal growth milestones, and appreciating how and why skills, capabilities and interests change over time, and why F • C • KC1 • KC5
- sharing stories and making observations about a range of life cycles to demonstrate that living things change over time, and that they reproduce, grow and die. F • C • KC1 • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

**At Standard 1, towards the end of Year 2, the child:**

1.6

**Explores their own stages of growth and those of other living things. They develop personal future timelines.** F • Id • C • KC6

**Examples of evidence include that the child:**

- illustrates changes such as seed to tree, using appropriate terms (e.g., shoots, roots, buds, leaves, stems) T • C • KC2
- describes their own milestones from birth to present and predicts possible markers for their futures (e.g., constructing timelines)
  F • Id • C • KC2
- predicts, measures and records the growth of a seed in optimum conditions at different times of the year, using standard and non-standard units.
  T • C • KC2 • KC5 • KC6

**At Standard 2, towards the end of Year 4, the student:**

2.6

**Communicates understandings of life cycles and the importance of diversity for the future.** F • T • C • KC2

**Examples of evidence include that the student:**

- explains an example of sustainable plant or animal use by Aboriginal or other indigenous people, past and present C • KC2
- conceptualises and represents, using appropriate terminology and diagrams, models or simulations, the sequence of stages of a life cycle, including identification of stages T • C • KC1 • KC2 • KC3
- uses a futures wheel to explore the implications of reduction in diversity, and plans and carries out actions to support ecological diversity by constructing and situating nesting boxes F • KC3
- compares life cycles of different living organisms and explains the interdependence of diversity of life forms. Id • In • KC1
Strand: matter

Through activity-based learning, children develop descriptive language by using words associated with the senses of sight, touch, smell, hearing and taste to describe the properties and behaviour of common materials. T • C • KC2 • KC6 For example, they build boats with different materials, talk about what helps them float, and suggest alternative designs that could be used. T • C • KC6 Children use their senses to form the basis of scientific investigations. KC1 They explore changes in materials when cooking or recycling, and prepare a report using drawings and verbal or written statements. T • C • KC1 • KC2

Following are the Key ideas that comprise the matter strand.
Children use past experiences and understandings to contribute ideas for ‘fair tests’ to investigate changes in common materials. In • T • KC1 • KC6

This includes such learning as:
- observing and discussing changes to and from solid/liquid/gas states, and in smell and colour, while heating, melting, freezing and cooling materials T • C • KC1 • KC2
- modifying properties by devising investigations that change variables (e.g., the detergent/water ratio in bubble mixtures, the materials from which bubble makers are made) T • C • KC1 • KC2
- collaboratively investigating and describing the observable changes that occur as a result of processes such as dissolving, fading, washing and heating T • C • KC1 • KC2 • KC4
- planning investigations, in small groups or teams, on the conditions that affect the rate of melting of common materials (e.g., ice blocks), and communicating the results by using a poster-multimedia product/dramatic play T • C • KC2 • KC3 • KC4
- planning and setting up a ‘fair test’ to investigate, for example, the biodegradability of different materials (e.g., paper, plastic, straw, food scraps, pop sticks) found in the school yard, and using the results to modify personal practices. In • T • C • KC3 • KC6
### Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \) \( \cdot \) \( Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \) \( \cdot \) \( In \)
- Children develop a sense of being connected with others and their worlds. \( F \) \( \cdot \) \( Id \) \( \cdot \) \( In \)
- Children are intellectually inquisitive. \( F \) \( \cdot \) \( T \) \( \cdot \) \( C \)
- Children develop a range of thinking skills. \( F \) \( \cdot \) \( T \) \( \cdot \) \( C \)
- Children are effective communicators. \( T \) \( \cdot \) \( C \)
- Children develop a sense of physical wellbeing. \( Id \) \( \cdot \) \( In \)
- Children develop a range of physical competencies. \( Id \)

### At Standard 1, towards the end of Year 2, the child:

1.7

**Identifies properties of materials that are observable through the senses and recognises the uses of these materials.** \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC1 \)

Examples of evidence include that the child:

- classifies materials as solids, liquids and gases by using their senses \( Id \) \( \cdot \) \( C \) \( \cdot \) \( KC1 \)
- appropriately uses adjectives (eg hard, runny, wet, smelly) when describing properties of materials \( C \) \( \cdot \) \( KC2 \)
- investigates the effectiveness of packaging materials in keeping food fresh (eg paper, plastic wrap, cloth, alfoil) \( T \) \( \cdot \) \( KC6 \)
- sorts recyclable objects such as paper, metals, glass and plastics on the basis of their ‘parent’ materials. \( T \) \( \cdot \) \( KC3 \)

### At Standard 2, towards the end of Year 4, the student:

2.7

**Designs an investigation to explore properties of common materials, explaining why they have particular uses.** \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \) \( \cdot \) \( KC6 \)

Examples of evidence include that the student:

- analyses the properties of a common material (eg fabric), identifies how it is made, its flammability and its strength, and communicates findings \( C \) \( \cdot \) \( KC1 \) \( \cdot \) \( KC2 \)
- selects a property, designs and conducts a simple ‘fair test’ (eg test fabrics for stretchability) and records and reports findings electronically \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \)
- relates the properties of common materials to their use (eg using lycra for swimsuits, waterproof material for raincoats). \( T \)

### At Standard 1, towards the end of Year 2, the child:

1.8

**Identifies and predicts materials that change and do not change.** \( T \) \( \cdot \) \( KC1 \)

Examples of evidence include that the child:

- predicts changes that occur in food during the storage, preparation and cooking process \( T \) \( \cdot \) \( KC6 \)
- chooses one property of a material, plans an investigation, and observes changes over time \( T \) \( \cdot \) \( KC1 \) \( \cdot \) \( KC3 \)
- works with others or in teams to contribute ideas about how to make investigations about materials fairer. \( T \) \( \cdot \) \( C \) \( \cdot \) \( KC4 \) \( \cdot \) \( KC6 \)

### At Standard 2, towards the end of Year 4, the student:

2.8

**Predicts, investigates and describes changes in common materials when acted upon in various ways.** \( F \) \( \cdot \) \( C \) \( \cdot \) \( KC6 \)

Examples of evidence include that the student:

- investigates variables which determine the rate of change (eg dissolving sugar in water) \( F \) \( \cdot \) \( T \) \( \cdot \) \( KC1 \)
- predicts, plans and safely conducts an investigation to find out which materials will compost \( In \) \( \cdot \) \( KC3 \) \( \cdot \) \( KC6 \)
- organises and presents findings in multiple ways about changes in materials over time (eg diagrams, tables, slide show presentations) \( C \) \( \cdot \) \( KC2 \) \( \cdot \) \( KC3 \)
- debates the value of composting, recycling and reusing materials for the sustainability of future environments and human life. \( F \) \( \cdot \) \( C \) \( \cdot \) \( KC2 \)
The complexities and contradictions arising from rapidly changing technologies; unequal distribution of wealth and power; global interdependence; the dynamic nature of social, economic, political and ecological systems; the changing nature of work, and social practices around paid and unpaid work; and the need for increasingly sustainable social and environmental management practices bring challenges to people in all societies. The concepts and processes employed in society and environment enable learners to think clearly about current issues confronting them and their world. Through exploring diverse perspectives on the past, and other places, cultures, societies and social systems, they widen their perspectives on today’s issues and are prepared to shape change.

Society and environment involves the study of how the life experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times. The learners’ own experiences and knowledges are starting points in the challenge of discussing and taking new perspectives on ideas and issues, and there is an emphasis on understanding and participating in ethical issues concerning societies and environments.

Using inquiry learning and other processes, society and environment encourages children to understand and critically challenge ideas, in order to participate positively and effectively in their schools and communities. They develop the understandings, skills and dispositions to be active citizens who can make informed and reasoned decisions and act on these.

Society and environment is informed by such subjects as history, geography, social studies, economics, politics, legal studies, religion studies, environmental education, Aboriginal studies and Asian studies. Both integrated and subject discipline approaches can be used to deliver this curriculum.

The society and environment Learning Area aims to develop in all children:

Knowledge, understanding and appreciation of:

- societies locally, nationally and globally, and of changing environments and systems (natural, sociocultural, economic, legal and political), over time
- the nature, causes and consequences of interactions between, and interdependence of, environments and societies
- power, power relationships, inequality and the distribution of wealth in society
cultural diversity and social cohesion, and the different perspectives people have, acknowledging that these develop and change over time

new careers emerging from the creation of new knowledge, technologies and demographic patterns.

The skills of:

- critical social inquiry; and investigation and reflection on historical contexts, spatial patterns and relationships, social and cultural interactions and relationships, and social systems
- environmental observation, fieldwork, appraisal, analysis and action
- constructive criticism of various perspectives from contexts of the past, present and future
- evaluation of alternatives, decision-making and collaborative effort to plan and implement actions
- identification, initiation and management of personal, work and community opportunities
- constructive and positive interaction with people and environments in preparation for future opportunities in vocation, education, training and other activities.

A capacity to examine issues relating to values and attitudes in society, locally and globally, in order to enable learners to:

- understand and evaluate the implications of various decisions, actions and relationships
- critically examine and clarify the values and attitudes implicit and explicit in democratic processes, social justice and environmental sustainability
- respect and value diverse perspectives and the cultural and historical backgrounds of people, and work toward peaceful relationships
- recognise and counter prejudice, racism, sexism, discrimination and stereotyping
- envisage probable, possible and preferred futures, imagine and evaluate alternatives, and experience and appreciate their ability to influence the present and the future.

A capacity for socially responsible action:

- as a result of increasing awareness of living in an interdependent biosphere shared with all life forms, and in a local sociopolitical economy with increasing global connections
- as learners develop social and environmental consciousness and awareness of how active citizenship can lead to contributing to improving the world around them.

In summary, the ultimate goal of learning through society and environment is that children develop the knowledge, skills and values which will enable them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.

The SACSA Framework and ESL children

In supporting teaching and learning for ESL children and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Society and environment expands learners’ knowledge and understandings of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. It promotes knowledge, skills, attitudes and values that lead to active participation in their local and the global society.

The Learning Area of society and environment is organised around four strands:
- time, continuity and change
- place, space and environment
- societies and cultures
- social systems.

The four strands are interrelated and are of equal importance. The Curriculum Scope for each strand is organised around three Key Ideas which follow a particular pattern:
- knowledge in context
- skills in context
- values and active participation in context.

The framework weaves the strands together in many ways: through the integration of the five Essential Learnings, incorporating literacy, numeracy and information and communication technologies with the fundamental concepts of the area; through the processes applied in the four conceptual strands; a shared focus on equity and cross-curriculum perspectives; and through a common approach to values.

In society and environment values are important as aspects of study, as being influential in what is studied, and as a consequence of study. As learners consider people and their actions in their societies and environments over time, they investigate and analyse KC1 the influence of values, attitudes and beliefs on themselves and others. In challenging ideas KC6, they consider the importance and contested nature of values, leading to an awareness that values reflect particular ideologies and serve the interests of some groups more than others. In deciding between alternative actions KC6, they understand how values shape action, and consider how moral and ethical codes of conduct are determined by many societal influences, including family, culture, religion and work. In order to make informed choices learners come to question and explain KC2 • KC6 a diversity of viewpoints, and begin to understand the types of power that support different value systems. In this process their own values are challenged, clarified and developed.
Society and environment promotes three clusters of shared values:

-Democratic processes such as: commitment to individual freedom and the rights and responsibilities associated with participating in a democracy; respect for law and for legitimate and just authority; respect for different choices, viewpoints and ways of living; and commitment to ethical behaviour and equitable participation in decision-making. KC3
  These values contribute to learners’ understanding of what constitutes a fair and just society.

-Social justice such as: concern for the welfare, rights and dignity of all people; empathy with peoples of diverse cultures and societies; fairness and commitment to redressing disadvantage and oppression, and to changing discriminatory and violent practices in home and work environments. These values contribute to learners’ analysis KC1 and understanding of what is involved in achieving a fair and just society.

-Ecological sustainability such as: environmental stewardship and conservation; a commitment to maintaining biological diversity; and a recognition of the intrinsic value of the natural environment. These values contribute to learners’ understanding of how ecological sustainability can be achieved, in ways that redress environmental damage caused by past and present generations and safeguard the inheritance of future generations.

**Literacy, numeracy and information and communication technologies in society and environment**

Through society and environment, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in society and environment when, for example, children learn to use specialised language and texts to describe, reflect on and debate social and environmental concepts. Children learn, for example, that terms and phrases such as global communities, ecologically sustainable development and social cohesion have a particular meaning in the context of this Learning Area.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in society and environment when, for example, children use and understand the concept of time, when they use spatial patterns, locations and pathways in the form of maps, and they gather and analyse data for social decision-making.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in society and environment when, for example, children use specific technology such as Spatial Information Systems (including Geographical Information Systems) and when they manipulate data in graphic form. It is also evident when children communicate and share ideas and data locally and globally, and critically analyse the impact of emerging information and communication technologies on social groups.
Strand: time, continuity and change

The emphasis in this strand is on understanding and valuing the past in people’s lives, and the development of critical thinking for the present and the future. Concepts of time, continuity, change, causation and heritage are fundamental. These concepts are used to interpret and explain significant events, issues and patterns of change in Australia and other societies; and to investigate the roles, intentions and motives of individuals and groups. Australia’s place in the world, the past, present and future global contexts in which Australia operates, and how and why these have changed are essential themes. Children learn skills to evaluate various sources of information, use historical processes to expand their perspectives on current issues challenging society, interpret and present ideas, and so come to grapple with the question of what it means to be Australian.

In the Early Years studies of times past focus on the recent past, using personal and family stories, and on remote times and distant places through traditional tales, literature and stories from their own heritage and the heritages of people in the local community. Finding out about people, events and achievements in past societies, particularly in relation to people and communities they know, or ones they find engaging, assists the exploration of identity.

Children collect and gather information. Source materials from past times (eg artefacts, collections of coins or stamps, photographs, written accounts about events and people, pictures, diagrams and films about people and events) develop and support their consideration of time concepts. Collecting objects, looking at pictures, drawing pictorial timelines, sequencing events, writing accounts, illustrating information about events and people in other times, and dramatising and role-playing to build on and use their vivid imagination enable children to identify the interests and motives of people in the past, the present and the future.

The local community is a focus for historical investigations, as children decide on and ask questions of others. Interaction, in concrete ways, with older family and community members assists young children to explore time, continuity and change; as well as to investigate diversity between their lives and the lives of other children and families in another place, another culture and at other times.

They consider material from a number of viewpoints, and increase their understandings about their own identity and place in a world of diverse peoples and cultures. An important concept to begin developing in the Early Years is that all people are interdependent and that change in one area or aspect affects many people, communities and environments, locally and globally.

In the Early Years children understand concepts of stability and continuity. Exploration of the concept of change, in all its diversity, helps children to make connections between their own experiences and the wider world, to prepare them for the future.

Following are the Key Ideas that comprise the time, continuity and change strand.
Strand: time, continuity and change

Children explore their family, community, local environments and society, in order to understand the common threads in human experiences which shape individual and collective identities. **Id • In • C • KC1 • KC6**

This includes such learning as:

- identifying and communicating aspects of family life, and of work and gender roles, that have endured and changed. They do this through interviews and listening to others’ stories, seeing videos and role-playing **Id • C • KC1 • KC2**

- recognising and explaining aspects of life in their local community and environment that have stayed the same or changed (eg buildings; transport; land use; presence of endemic and introduced plants and animals; voluntary and paid work; places, including places significant to Aboriginal Australians and to various migrant groups). Children go on observational walks, use old photographs, watch video and film, listen to stories, and use Internet-based resources **Id • T • KC1 • KC2**

- considering the interests and motives of people, by asking what happened, why and what does this mean **In • T • C • KC6**

- knowing that personal family and community stories link with broader social issues and events in Australia and the world **Id • In**

- considering how traditions of people and communities (locally, nationally, globally) endure or change, by discussing and responding to Aboriginal Dreaming stories and stories from religions and diverse cultures **Id • C • KC2**

- recognising diversity of experiences and points of view, through critical questioning. **T • C • KC1**
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.1

Identifies differences between their life and the lives of other generations in their society and explains some reasons for this. Id • In • C • KC1

Examples of evidence include that the child:
- identifies from various sources different aspects and features that show a person’s or community’s past In • KC1
- develops questions about relevant aspects or experiences of their early life to pose to an elderly person Id • C • KC1
- interviews others and records answers, comparing this information with their own life and experiences, and explaining differences between generations Id • In • KC1
- retells information about other times, pointing out differences and the reasons for them. In • C • KC1

At Standard 2, towards the end of Year 4, the student:

2.1

Examines information from a range of sources about people in different periods of time and places in Australia, and interprets them in relation to historical events. In • KC1

Examples of evidence include that the student:
- researches different aspects or topics from times past in Australia C • KC1
- identifies primary and secondary electronic sources of information for particular topics T • KC1
- recognises why historical accounts vary, and explains how differences are associated with particular times, locations, socio-economic groups, cultures or perspectives. In • C • KC2
Strand: time, continuity and change

Children begin to develop skills in analysing and representing the concept of time—present, past and future.

This includes such learning as:

- exploring and sequencing life stages and events in their own lives, those of their families and communities, and the built and natural environments around them. Children prepare pictorial timelines to arrange events in sequence, and consider preferred or probable futures.
- discussing the concept of time, classifying various examples of events important to them into broad categories (e.g., present, immediate past, distant past, future) and showing connections between these.
- discovering and trying out different ways of recording and communicating events and times that are important to them.
- investigating the past by gathering and categorising information from a variety of information sources and imagining themselves in the past through role-play, pictures and stories.
- exploring changes over time that are related to gender, disability, work and employment and other social issues. Children examine community views using simple interviews and question and answer situations, with relatives or other adults. They find different ways of recording and communicating understandings.
- reflecting on factual stories about past times and places in Australia and/or elsewhere, and identifying important stages in the stories. Children retell them in sequence, report the main ideas to others, and predict what might happen. They listen to stories set in the future, and talk about what they would like to see happen and how it could come about.
- identifying aspects of change and ways to achieve preferred change (e.g., discussing, illustrating, and designing models that show possible futures in their local school or communities).
- presenting information using slide show software to incorporate written, graphic, and sound text.
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

### At Standard 1, towards the end of Year 2, the child:

#### 1.2

**Presents events and life stages in sequence.** \( F \times T \times C \times KC2 \)

Examples of evidence include that the child:

- describes self or others at different life stages (e.g. in drawing, animation, text, photographs) \( Id \times KC2 \)
- sequences aspects of family life over a given time scale on a timeline \( Id \times T \times C \times KC2 \)
- describes and sequences aspects of change that have relevance for a range of children over a generation, and predicts future change \( F \times T \times C \times KC2 \times KC3 \)
- uses terms to define present, immediate past, distant past and future in descriptions and presentations. \( F \times T \times C \)

### At Standard 2, towards the end of Year 4, the student:

#### 2.2

**Describes and records ages and sequences using timelines, calendars and flow-charts to present historical information.** \( T \times C \times KC2 \times KC5 \)

Examples of evidence include that the student:

- researches cooperatively, in groups or teams, to determine some key historical events in Australia since 1788, or in another country \( T \times C \times KC1 \times KC4 \)
- uses a timeline or chart to sequence key events in order, but not necessarily to scale \( C \times KC1 \times KC5 \)
- explains how time, prior to European occupation, could be added to the timeline (e.g. Aboriginal history or pre-recorded history in another country’s history) \( T \times KC2 \)
- presents information from times past in text and diagrammatically. \( C \times KC2 \)

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Strand: time, continuity and change

Children link personal and community histories with broader social issues, events and changes in Australia and the world, in order to develop and value a sense of heritage and to imagine the future. F • Id • T • C • KC1

This includes such learning as:

- discussing what heritage is, sharing and posing questions about their own and other children’s stories and oral histories, and using online and offline resources (eg books, videos, photographs and electronic sources) to research information on people, events and achievements in past societies Id • T • KC1 • KC2 • KC6 • KC7
- exploring their own natural/cultural/social heritage(s) and those of others, using primary sources (eg listening to or accessing personal accounts from local people) and secondary sources (eg stories from the distant past), and linking with other children in other communities to exchange stories Id • In • C • KC1
- children recognise Aboriginal and Torres Strait Islander peoples as the Indigenous peoples of Australia. They make connections, locate places relevant to Indigenous peoples they learn about, and learn to value this heritage for all Australians F • In • KC1 • KC6
- experiencing and enjoying celebrations of heritage in the school and community, and participating in remembrance activities for historical events Id • C
- finding ways to take into account present and future needs, by participating in activities such as designing or re-designing part of their classroom, school or playground F • T • KC6
- developing and expanding their understanding of cause and effect by exploring different scenarios in the past, present and future. Children predict what is likely to happen in the future with their family, class, school, work and relevant aspects of their society, using terms such as ‘next week’, ‘next year’, ‘when I am …’, and giving reasons for their views. F • In • T • C • KC6
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.3 Identifies and values aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these. F • In • T • KC1 • KC6

Examples of evidence include that the child:

- identifies and describes changes in the local area or aspects of society (eg schools, natural environments, community buildings, family practices) In • KC1
- investigates and explains why change occurs and why some features remain In • KC1
- explores what key events occurred at particular times in order to determine if they have caused changes F • In • KC1
- evaluates evidence and makes predictions for the future, showing understanding that improvements can be made to some current practices. F • In • KC1 • KC6

At Standard 2, towards the end of Year 4, the student:

2.3 Analyses aspects of people’s lives and heritages in relation to broader social issues and events, and imagines future possibilities. F • Id • T • C • KC1

Examples of evidence include that the student:

- poses relevant questions to explore origins of people and to understand why things happened Id • T • KC1 • KC6
- shows photos of ancestors or mementoes of family events, and explains how and why they are/were valued and how they help to interpret what has happened in the past Id • T • C • KC1 • KC2
- analyses and communicates how personal histories can be linked with particular events and/or broader social events (eg work opportunities, moving to another city, migration to Australia, wars, interaction with natural environments) Id • In • C • KC1 • KC2
- explains what is meant by being an Indigenous person, a migrant or a refugee in Australia Id • T • C • KC2
- considers how present events may influence the future, and suggests preferred futures. F • T • KC6
**Strand: place, space and environment**

The emphasis in this strand is on understanding the complex interconnections, interactions and interdependence of people and the natural and built environments in local, regional and global settings. An appreciation of spatial concepts and the distinctiveness of places and environments; interpretation and explanation of patterns and processes associated with the natural and built environments; changing perceptions; and the value of embracing ecologically sustainable practices are all important. There is a focus on learning geographical skills from the field as well as in the classroom, using maps, globes, Spatial Information Systems and statistical data. These skills help children to investigate implications and evaluate alternative solutions to present and future problems examined in the natural and social world, locally and globally.

Children learn through play, movement, and interaction and engagement with solid objects, models and with living things. In order to connect their imaginary world with the ‘real’ world, they explore places and spaces that have meaning for them individually or as part of a family or group. Exploration of people, places and environments that are distant from them are also important for the development of an understanding that they and their community are part of a much larger world.

Children explore and act in and for their environment, and observe, appreciate and respect changes in it. They recognise that things people do in the environment affect other humans and other living things, and their enjoyment of them. Exploration of people, places and environments that are distant from them are also important for the development of an understanding that they and their community are part of a much larger world.

Children become increasingly aware of the people and places that satisfy their needs, and make connections between actual places of home, school and work; travel times; and distance and direction. Recording observations helps them begin to recognise patterns and relationships.

Following are the Key Ideas that comprise the place, space and environment strand.
Children develop and show their understandings of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants. \( \text{Id} \times \text{In} \times \text{KC1} \times \text{KC2} \)

This includes such learning as:

- investigating and describing the natural and built features of their immediate surroundings, and discussing relationships and patterns after observational walks. Children use models, symbols, pictorial and computer generated maps of familiar buildings, landmarks and natural features. They identify changes in particular aspects over time, and explore and question who influences change \( \text{F} \times \text{Id} \times \text{In} \times \text{C} \times \text{KC1} \times \text{KC2} \times \text{KC6} \)

- describing places in Australia and the world, and identifying common patterns and links \( \text{In} \times \text{KC6} \)

- discovering and exploring how different types of resources are needed to fulfil the needs of humans and other living things, now and in the future (eg places, natural materials and manufactured goods, water, power, clean air, food, shelter, clothing, people, income and information) \( \text{F} \times \text{T} \times \text{KC6} \)

- recognising and discussing different resources, where they are located, and how and why they are valued within the local community, including changing work opportunities and practices \( \text{F} \times \text{In} \times \text{T} \times \text{KC1} \times \text{KC2} \)

- discussing how people’s attitudes to, and use of, places and resources may be influenced by their gender, age, culture, abilities, socio-economic background, location, and culture and environment; and using this knowledge to challenge associated stereotypes \( \text{F} \times \text{Id} \times \text{T} \times \text{KC2} \times \text{KC6} \)

- exploring from fiction, non-fiction, visual material and electronic sources, how and why families and communities in various countries use and value different resources. \( \text{In} \times \text{T} \times \text{C} \times \text{KC1} \times \text{KC7} \)
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.4 Explains and communicates how people interact and identify with environments. Id • In • KC2

Examples of evidence include that the child:

- distinguishes between natural and built features of environments in other places around the world C • KC1
- describes how diverse elements of natural and built environments influence daily lives Id • In • T • KC2
- explains how people depend on particular resources, systems or features within environments In • T • KC2
- identifies aspects of interdependence among people, environments and communities. Id • In • KC1

At Standard 2, towards the end of Year 4, the student:

2.4 Shows and reports on understanding of the interrelationships between natural and built environments, resources and systems. In • T • KC2

Examples of evidence include that the student:

- identifies particular features (e.g., mountains, vegetation and climate patterns, urban/rural areas, desert landscapes, tropical forests, cities) in written texts and maps, and describes relationships observed C • KC1 • KC2
- compares information from maps, photos and videos with observable features in local environments in order to identify patterns In • T • KC2
- explains the relationships between some identified features (e.g., river systems and irrigation areas; mineral deposits and transport systems) in an Australian or other region In • KC1
- analyses the ways people use and depend upon environments, resources and other people. In • KC2
Children develop skills to represent real and virtual place and space as they discuss interactions between people and their environments. **C • KC2**

This includes such learning as:

- explaining their movements and those of others over space, and to and from places in and beyond the local area. Children use descriptive terms for location, direction and distance; and draw and use simple maps of the classroom, school environment and immediate locality **In • C • KC2**
- using globes, atlas maps, videos and Internet-based and other digital and electronic resources to identify and describe the location, direction and size of various continents, oceans, countries and cities. Children recognise where their community, and those of people relevant to them, are located on maps of South Australia, Australia, the Asia-Pacific region and the rest of the world **Id • C • KC1 • KC2 • KC7**
- drawing and reading single purpose maps, and using mapping notations (eg simple legends and an alphanumeric grid) after gathering and recording data from visits in the local area **T • C • KC1 • KC2 • KC5**
- describing the effects of weather on people and other living things. Children record and discuss basic elements of climate, including seasons, temperature and rain, and the effects of topography (eg hills, valleys, lakes) on climate **In • T • C • KC2**
- locating on maps the home countries of migrant groups and land relevant to local Aboriginal people. Through interacting with people in the school community and others, children recognise the importance of particular places to people **Id • In • KC1**
- exploring why local Australian and other landscapes are distinctive, and identifying simple causal factors (eg climate, vegetation types, landforms and populations). Children begin to recognise how elements of natural environments influence people’s daily lives and choice of jobs and vice versa. **In • KC1 • KC6**
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

**Developmental Learning Outcomes**

At Standard 1, towards the end of Year 2, the child:

1.5 Represents and categorises features of places and resources, using maps, contextual language and models. **C • KC2 • KC5**

Examples of evidence include that the child:
- draws maps, makes models or produces visual display to describe elements of a particular place or feature **C**
- uses symbols to identify elements on a simple map or drawing **C • KC5**
- describes location, using directional terms (north, south, east, west) **C • KC2**
- estimates distances between known features in the environment, on models and maps **C • KC5**
- describes simple patterns in maps. **T • KC2 • KC5**

At Standard 2, towards the end of Year 4, the student:

2.5 Uses symbols, maps, models and flow-charts to describe the location of places and demonstrate relationships. **T • C • KC2**

Examples of evidence include that the student:
- identifies and asks questions about particular continents, oceans, countries and cities on various maps and the globe **T • KC6**
- uses latitude and longitude or an alphanumeric grid to locate significant places on an atlas map **C • KC5**
- explains which kind of map (eg wall, atlas, globe, electronically generated) is best for showing particular features and relationships **C • KC2**
- demonstrates understanding of different scales used on various maps and models **C • KC5**
- uses electronically generated maps, models or photographs to describe the relationship of places to particular relevant features (eg cities located on coasts and rivers, transport patterns following topography, mining areas linked to ports) and flow-charts to describe resource relationships. **C • KC2**
Children develop an understanding of the concepts of sustainability, conservation and care of resources and places, and take action consistent with these. They assess the ways in which values affect behaviour. This includes such learning as:

- identifying change in aspects of environments over time, and discussing ways they can influence change in the future. Children are informed by excursions and visits in the local community and by using electronic and visual media in the classroom.
- exploring how values affect behaviour by considering concern for, and welfare of, living things, other people, their school and locality; and for the equitable and inequitable sharing of resources in these environments.
- evaluating ideas on sustainability and conservation through hearing stories, identifying why and how people in many societies and cultures care for places and resources, and learning from various Indigenous peoples in Australia and elsewhere.
- recognising and describing the roles of various people (eg families, schools and community groups, local councils and departments of government, farmers and other business groups) in utilising, conserving and caring for resources in their environments; and discussing why these roles are important.
- considering and accounting for similarities and differences in the various ways people use and care for their own environment in their local community, and in a variety of places in the world.
- exploring the interdependence of people and environments, and articulating the need to plan, negotiate and cooperate with others to show care for things and places.
- cooperating with others or in teams to care for natural resources, including learning about habitats and native flora and fauna. Children become involved in relevant projects (eg Landcare, Coastcare, Riverwatch, Waterwatch).
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times Id \)
- Children develop a positive sense of self and a confident personal and group identity. \( Id \times In \)
- Children develop a sense of being connected with others and their worlds. \( F \times Id \times In \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( Id \times In \)
- Children develop a range of physical competencies. \( Id \)

### At Standard 1, towards the end of Year 2, the child:

**1.6**

Participates actively in projects to show understanding of the importance of caring for local places and natural environments.

\( F \times In \times T \times KC3 \times KC4 \)

Examples of evidence include that the child:

- describes the purpose and work of relevant projects that involve caring for places and natural environments \( In \times T \times KC3 \)
- explains how and why various people, including Indigenous peoples, care for particular places \( In \times T \)
- identifies why it is important to care for places and ways they can care for a particular place \( F \times In \times T \)
- contributes to planning, implementing and evaluating a cooperative class, group or team project to care for a place \( F \times In \times KC3 \times KC4 \)
- cares for animals as pets, and plants in gardens. \( In \)

### At Standard 2, towards the end of Year 4, the student:

**2.6**

Understands that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability.

\( F \times In \times KC8 \)

Examples of evidence include that the student:

- describes aspects of natural environments used to supply basic needs (eg food; shelter for people and native animals; interesting, beautiful and useful buildings; arts works; work; recreation) \( In \times KC2 \)
- compares landscapes, land uses, resources and changes over time in Australian regions, or regions in another country \( In \times KC1 \)
- explores the views and actions of diverse individuals and groups on environmental quality and preservation of places in a particular region or landscape now and in the future \( F \times In \times KC8 \)
- discusses the concept of ecological sustainability, identifies personal responsibility, and collaborates in environmental projects. \( F \times T \times KC2 \times KC4 \)
**Strand: societies and cultures**

The emphasis in this strand is on understanding, appreciating and communicating aspects of individual and group identity. KC2 These include beliefs, values, customs and practices of diverse societies and cultures, both local and distant in time and place; as well as the interactions and interdependence of societies and cultures in local, national, the Asia-Pacific regional and global environments. Id • In Cultural diversity, social cohesion and organisations that reflect beliefs in society are investigated, as well as influences that bring about cultural change. T • KC1 Engagement, participation, and empathy are developed in order for children to see the world through others’ eyes, appreciate viewpoints from another society or culture, and value diversity. F • T • C There is an emphasis upon Australia’s multicultural society and an explicit focus on the unique place Aboriginal and Torres Strait Islander cultures have in Australia. Id

Children come to school as curious and active learners, bringing a wealth of learning experiences and interests from family, friends, neighbours, relatives and media. However, they may not all have had wide experience of children and other people from diverse cultural backgrounds, and learning to accept and value difference is important. F In some communities a wide range of cultural, linguistic and social experiences provides a rich resource on which to build; in others it is important to develop and use a wide variety of resources, fiction, non-fiction, videos, visitors to the school, and excursions to enlarge the experiences of the children. KC1

In the Early Years, children continue to develop their understandings of gender, race and social relationships. KC4 They examine how gender, ethnicity, abilities, culture, socio-economic status, contact with natural environments, and history influence an individual’s identity. KC1 They explore commonalities, similarities and differences of cultures and beliefs. Id • KC6 There needs to be a range of opportunities available to them, so that they can be aware of, and learn to respect and value, difference, and to appreciate that there are many viewpoints, beliefs, cultures and communities in the world. T • KC1

Relationships, interactions and communication with others are features of a child’s learning. Building on these features allows exploration of the diverse ways common needs are met, and leads children to challenge stereotypical views, which limit possibilities. T • KC1 • KC6 By exploring a range of materials, particularly stories from many cultures, they identify common and unique characteristics among individuals, groups and societies. KC1 Children know their community is shared with others and, as they learn to think globally, an understanding of the interdependence of social, natural and built environments everywhere is developed. In • KC1

Following are the Key Ideas that comprise the societies and cultures strand.
Strand: societies and cultures

Children explore, identify, recognise, and learn to respect and value, the shared and unique characteristics of individuals, developing an understanding of the diverse values, beliefs and practices of groups of people. **Id • In • KC1**

This includes such learning as:

- recognising that individuals and groups have both similar and unique characteristics, and respecting and valuing diversity in groups and individuals, by examining common human emotions, actions and artefacts (eg selecting things they would put in a ‘cultural backpack’ to show their identity) **Id • KC1 • KC4**

- exploring diversity of cultures and how they change over time, by selecting and categorising relevant information about languages, songs, clothing, religion, family practices, important places and/or stories, community events, foods, roles, celebrations and interaction with natural environments **Id • T • C • KC1 • KC6**

- exploring aspects of cultures within their locality and in the wider world, through excursions, guest speakers, stories, non-fiction, visual media and online resources **In • C • KC6**

- finding out about, discussing, and sharing information on children’s lives in other societies and cultures (eg in the Asia–Pacific region) **T • C • KC1 • KC2**

- observing and recognising commonalities, differences, similarities and expectations among various cultural groups and religious traditions **Id • T • KC1**

- discussing why groups in the community (eg churches, clubs, schools, businesses, industries) have particular customs and traditions. Children explore appropriately sensitive ways of mixing with diverse members of the school and local community. **In • T • C • KC2 • KC6**
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.7

Understands that, although all people are unique, they also have characteristics in common, and contribute in a variety of ways to their local and wider communities. Id • In

Examples of evidence include that the child:
- describes what makes people unique and different from others Id • KC2
- selects things, and explains reasons for selection, that show something particular about their own and other people’s identities C • KC1 • KC2
- describes what might be similar or different in the cultural identity of a child in another region or country Id • In • T • KC1 • KC2
- explains how people who have particular skills and abilities, including those with disabilities, contribute to communities in particular ways. Id • In • T • KC2

At Standard 2, towards the end of Year 4, the student:

2.7

Describes the diversity of practices, customs and traditions of groups and communities. Id • T • C • KC2

Examples of evidence include that the student:
- researches customs and traditions from their own and other groups or cultures (eg birth, wedding and funeral rituals, religious rituals and celebrations, popular sporting or cultural events, festivals celebrating seasonal change) to explain similarities and differences within and between local ethnic groups living in the area, or in other areas Id • T • C • KC1 • KC2
- identifies symbols related to countries and states (eg coin and stamp symbols, emblems of different groups) and explains their purpose and significance for groups and communities Id • T • C • KC2
- describes how practices, traditions and stories can indicate and/or influence a group’s or community’s identity. Id • T • KC2

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

Examples of evidence include that the child:

- researches customs and traditions from their own and other groups or cultures (eg birth, wedding and funeral rituals, religious rituals and celebrations, popular sporting or cultural events, festivals celebrating seasonal change) to explain similarities and differences within and between local ethnic groups living in the area, or in other areas Id • T • C • KC1 • KC2
- identifies symbols related to countries and states (eg coin and stamp symbols, emblems of different groups) and explains their purpose and significance for groups and communities Id • T • C • KC2
- describes how practices, traditions and stories can indicate and/or influence a group’s or community’s identity. Id • T • KC2
**Strand: societies and cultures**

Children identify and explore patterns in the traditional stories, practices and present day lives of Indigenous and non-Indigenous Australians, and peoples elsewhere in the Asia–Pacific region. **F • In • C • KC1 • KC6**

This includes such learning as:

- identifying ways of finding out about, and then researching and describing the practices, customs and traditions of families and groups in their own and other communities **T • KC1 • KC2**
- recognising the diversity of Aboriginal peoples’ ways of life, Dreaming stories and environments across different parts of South Australia; and responding through retelling, writing, mapping and the arts **C • KC1 • KC2**
- describing the ways of living of Aboriginal peoples today and in the past, including such aspects as childhood experiences, extended family, language, homes, technology, clothing and foods **Id • In • KC2**
- discovering the importance of traditional stories to Indigenous people in the past, now and for the future. Children identify what can be learnt from particular stories that explain rules for living, diversity of environments and spiritual worlds **F • T • C**
- accessing and responding to stories and factual material from different religious traditions and diverse cultural groups and peoples, using information and communication technologies to communicate and share their learnings with other children, locally and globally **C • KC1 • KC2**
- presenting and performing their knowledge about cultures, and participating respectfully in cultural celebrations in their class or in the community (eg Aboriginal Culture week). **In • C • KC2**
Developmental Learning Outcomes

At Standard 1, towards the end of Year 2, the child:

1.8

Listens to and retells local Aboriginal stories and stories from cultures other than their own, and explains their relevance for Australians. F • In • C • KC2

Examples of evidence include that the child:

- uses a variety of communication forms (e.g., writing, talking, singing, art, drama, multimedia presentations) to retell Aboriginal and other cultural stories C • KC2 • KC7
- explains and retells how particular Aboriginal cultures and stories relate to the land, past and present In • C • KC2
- contributes to making maps, multimedia presentations, murals or models of environments showing relevant features or aspects found in particular stories C
- begins to recognise that many traditional stories have a spiritual element and link past, present and future F • C
- describes, in a classroom or other public setting, how Aboriginal Dreaming stories and other traditional stories teach about ways of behaviour, including respect for people, resources and environment. F • In • T • KC2

At Standard 2, towards the end of Year 4, the student:

2.8

Describes the diversity amongst Aboriginal and Torres Strait Islander peoples and their cultures, past and present, and moves for Reconciliation. F • T • C • KC2

Examples of evidence include that the student:

- retells information about Aboriginal and Torres Strait Islander people who visit the class, are visited in the community, and studied through their literature or viewed through contemporary videos, CD-ROMs or materials on the World Wide Web C • KC2 • KC7
- compares aspects of two or more Aboriginal and Torres Strait Islander people’s lives today to those of other Australians Id • T • C • KC2
- discusses current issues in the media related to Reconciliation and considers future possibilities. F • T • KC2

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id
Strand: societies and cultures

**Key Idea**

Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others. Id • In • T • KC1

This includes such learning as:

- describing who they are, their characteristics, and how they behave and respond in different situations, and what it means to be Australian Id • KC2
- giving their own opinion on fairness and rules, and beginning to identify why they hold these views Id • T • KC1
- identifying ways to be assertive, and demonstrating positive ways to defend themselves and others who are being harassed, teased or bullied. KC2 • KC6 Children discuss and practise how to counter harassment and racism, and describe ways of preventing these from occurring in the future F • In • T • C • KC2
- identifying the diversity of religious celebrations, heritage, traditions and practices of particular groups in their local and wider community, and participating in activities that acknowledge a social and cultural diversity Id • In • KC1
- identifying the characteristics of people they admire, when examining stories and experiences that show values from many work environments, cultures and countries C • KC1
- discussing how gender and identity are socially constructed Id • In • T • KC1 • KC2
- beginning to question and assess their own and others’ attitudes and values relating to society, culture, natural environments, gender, ethnicity, disability and age. Children develop ways to challenge stereotypical views. F • Id • KC6
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \textit{F} • \textit{Id}
- Children develop a positive sense of self and a confident personal and group identity. \textit{Id} • \textit{In}
- Children develop a sense of being connected with others and their worlds. \textit{F} • \textit{Id} • \textit{In}
- Children are intellectually inquisitive. \textit{F} • \textit{T} • \textit{C}
- Children develop a range of thinking skills. \textit{F} • \textit{T} • \textit{C}
- Children are effective communicators. \textit{T} • \textit{C}
- Children develop a sense of physical wellbeing. \textit{Id} • \textit{In}
- Children develop a range of physical competencies. \textit{Id}

At Standard 1, towards the end of Year 2, the child:

1.9 Demonstrates a capability to see and value points of view other than their own. \textit{Id} • \textit{T}

Examples of evidence include that the child:

- explains their feelings and emotions about situations involving harassment, teasing or conflict, listens to others' descriptions of how various situations affect them, and asks questions of them \textit{Id} • \textit{T} • \textit{KC2}
- describes what it might feel like to be a particular person being treated unfairly, and hypothesises solutions \textit{T} • \textit{C} • \textit{KC2}
- practises positive ways to stop a particular behaviour, or ways to defend others \textit{In} • \textit{C}
- demonstrates positive ways to counter harassment or teasing, or resolve conflict. \textit{F} • \textit{KC2}

At Standard 2, towards the end of Year 4, the student:

2.9 Participates in and shares cultural experiences and events in the wider community, and analyses values embedded in them. \textit{Id} • \textit{T} • \textit{C} • \textit{KC1} • \textit{KC2}

Examples of evidence include that the student:

- explores and enjoys cultural experiences with other students in a variety of programs, and plans ways they can participate in community activities \textit{Id} • \textit{T} • \textit{C} • \textit{KC1} • \textit{KC3}
- identifies and discusses the values implicit and explicit in shared experiences \textit{T} • \textit{KC2}
- finds ways to communicate their understanding, appreciation and valuing of diversity and culture to others in their school, local or wider community (eg through e-mail exchanges, performances or community displays). \textit{Id} • \textit{T} • \textit{C} • \textit{KC2}
**Strand: social systems**

The emphasis in this strand is on analysing and understanding the rights and responsibilities, and roles and relationships, of people and groups in a variety of settings within political, legal and economic systems. **In • T • KC1** The focus is on critical examination of decision-making at all levels; the use of power and control of resources to maintain or change society; and ways to participate in civil societies, including issues and practices related to work. **Id • KC1 • KC3** Children learn to cooperate with others to solve problems and analyse how and why decisions are made. **KC1 • KC4 • KC6** Through participation in informed decision-making in their school, community and in civil society, they develop the knowledge, skills and values necessary for active present and future citizenship. 

The time when a child moves through the first years of schooling is a time of increased development of social skills as well as great cognitive growth. The child comes to school with a strong sense of self within the ‘family’ context. This is now widened to the school community, peers, teachers and others. They interact and form relationships online and offline, use opportunities to understand the social systems under which communities operate, and develop the necessary social skills to live in society. **In**

Children in the Early Years are aware of the people and places in the community that provide goods and services to satisfy needs, and that the economic, political and legal systems which operate to do this can be explored through personal experiences. They examine both paid and unpaid roles that people perform in the community, and explore different jobs people have. **KC1 • KC6** Methods of observing, interviewing, recording and describing are introduced; and young children practise communicating their understandings through stories, pictures, charts, diagrams, models, drama and role-play, and in cooperative group work. **C • KC2**

Children display a sense of right and wrong, and their sense of fairness is strong. As they participate in democratic relationships and processes in the class and wider school, they begin to broaden their understandings about their place in society. They learn new rules, take responsibility for ownership of class rules, and begin to accept responsibility for actions. **F • Id • In** Children imagine, role-play and discuss alternative ways of doing things, and recognise and explore ways of resolving conflict. **F • KC6**

Interpretation and reflection on their own experiences of family, school and community decision-making provide children with the foundation for developing concepts about political and legal systems, and notions of power. **T • KC1** They explore notions of ‘individuals’ and membership of groups, and their particular rules and ways of operating. **KC6** The interdependence of group members is learned through personal experience, examining groups in another setting and in stories and activities that explore people’s lives in other countries. **T** Working in groups to plan and accomplish a set task, and adhering to standard procedures in group activity, is gradually learned. **In • KC3 • KC4**

Making, expressing and negotiating choices develops a growing awareness of having to work cooperatively with others within different social and natural environments. **KC2 • KC4** These social understandings help children respond to the social world of school and the wider community, both local and global. **KC2**

Following are the Key Ideas that comprise the social systems strand.
Strand: social systems

Children examine and discuss how communities are organised to provide goods and services for people to meet their current and future needs. F • In • KC1 • KC2

This includes such learning as:

- exploring and describing how they are members of groups (eg family, class, work, recreational, religious, community), and recognising the importance of social groups to which they and others belong C • KC1 • KC2 • KC4
- investigating the ways in which people cooperate with, and depend upon, others in the class, school, local community and communities around the world, using various means, including electronic forms of communication C • KC6 • KC7
- exploring how changes can occur in systems relevant to them (eg schools, community services, shopping facilities, bus routes), and discussing what changes they would like to see. Children cooperate in teams, and negotiate and plan to achieve preferred futures F • KC2 • KC3 • KC4 • KC6
- sharing their understandings about how systems in Australia and elsewhere function to meet needs, by using e-mail and other forms of interactive communication to share with children in other areas of Australia or other countries C • KC1 • KC2 • KC7
- discussing the importance of respect for the rights and opinions of others, examining the effects of conflict and violence in schools and the community, and discussing laws and law enforcement In • KC1 • KC2
- identifying and sharing with others, understandings about who makes decisions about particular needs at home, school, work and in the community. KC1 • KC2 Children discuss why certain people take responsibility for decisions, and why certain people need different or special equipment or consideration. In • C • KC2

Key Idea
**Developmental Learning Outcomes**

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

### At Standard 1, towards the end of Year 2, the child:

**1.10**

Describes the meaning of ‘needs’ and ‘wants’, and identifies how people cooperate in society to meet current and future needs. **F • In • KC1**

Examples of evidence include that the child:

- analysing what is a ‘need’ and a ‘want’ in particular situations and for the future **F • T • KC1**
- describes how certain children may need special equipment or consideration in their lives **In • KC2**
- identifies work that people do to contribute to meeting needs now and in the future **F • In • KC1**
- describes ways people cooperate and depend upon one another in particular situations. **In • KC4**

### At Standard 2, towards the end of Year 4, the student:

**2.10**

Describes examples of the provision of goods and services in societies, past and present, and proposes alternatives for the future. **F • In • T • KC2**

Examples of evidence include that the student:

- describes goods and services, including those they and their families need and use **Id • KC2**
- identifies and describes places where they obtain products or services and how this might change over time **F • In • KC2**
- considers who makes decisions about, and who pays for, products and services **In • T • KC1**
- evaluates factors that made choice necessary, and presents shared findings to an audience. **C • KC1 • KC2**
Children participate in appropriate decision-making and negotiation. They recognise that rules affect aspects of life. In • T • C • KC1 • KC2

This includes such learning as:
- deciding on and practising roles for morning talks and group discussions, including the roles of speaker, recorder and timekeeper C • KC2 • KC4
- participating in governance by identifying, stating ideas for, and negotiating relevant rules for their classroom, playground and school. KC1 • KC2 Children use decision-making experiences that include working in groups and teams, voting for activities, and being members of student representative councils In • KC4
- practising how to reflect on and interpret their own experiences of family, school, work and community decision-making. KC1 Children share their own stories and experiences, and those from other societies with diverse cultural backgrounds, gained from literature, factual material, videos and the World Wide Web In • C • KC2
- recognising the need for fairness, rights and responsibilities, and how these change in different situations KC1
- practising and assessing roles, routines, situations and actions, by cooperating with others as they participate in school committees and events, and in local community events and celebrations Id • KC1 • KC4
- understanding how participation in activities, where they can plan, choose, negotiate and share decision-making about particular projects as a group, team or class, leads to pride and enjoyment in their contribution and achievements. Id • C • KC1 • KC3 • KC4 • KC6
At Standard 1, towards the end of Year 2, the child:

1.11

Identifies the sources of some goods and services, and can explain the ways our daily living depends on them. In • T • C • KC1

Examples of evidence include that the child:
- explains how some goods and services are provided in particular situations
- illustrates diagrammatically in a flow-chart or with drawings, describes orally, or role-plays the production and delivery of certain goods
  - in simple terms or role-playing situations, the links between income and payment for, and provision of, goods and services
  - challenges some inequalities that exist in the provision of goods and services for some people and communities.

At Standard 2, towards the end of Year 4, the student:

2.11

Identifies and critically examines work, paid and unpaid, of people whose roles involve providing goods or services for a community. In • T • C • KC1

Examples of evidence include that the student:
- formulates and poses questions, and gathers information, about roles and responsibilities of people who provide goods or services
- interprets, surveys and critically analyses data about community roles and responsibilities of different people and organisations
- uses visual media to describe and share findings on how people in communities depend upon one another.

1.12

Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules. In • T • KC3 • KC4

Examples of evidence include that the child:
- identifies and analyses some situations where rules have been devised for a purpose, and indicates who has made the rules
- describes how and why rules are situational (eg at home, in the school library, in the school yard, in national parks and other conservation areas)
- negotiates with others about rights, responsibilities, suitable rules and reasons for them in particular situations
- contributes to and participates in making decisions relevant to the class.

2.12

Describes and participates in decision-making processes and interprets the effects of decisions on people. F • In • T • C • KC2 • KC3

Examples of evidence include that the student:
- describes ways a particular school or community decision was made
- identifies the impact of the decision on different groups of people
- examines the decision-making process to determine identifiable groups who have more power than others, and considers why this occurs
- discusses ways power can be shared more equitably in preferred futures
- describes how the decision-making processes used helped or hindered their group’s achievement of a task.