



# Safer Communities for Children

A Community Approach to Child Wellbeing and Safety



Alignment with  
Australian Curriculum version 9.0 and EYLF v2.0

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## Safer Communities for Children – curriculum alignment

The *Safer Communities for Children* resource has been aligned with the Early Years Learning Framework v 2.0 (EYLF v2.0) and the Australian Curriculum version 9.0 learning areas of Health and Physical Education, English, and the General Capabilities. This alignment is not exhaustive, and educators may identify further connections with other learning areas such as Humanities and Social Sciences (HASS), The Arts, and Digital Technologies.

The following table makes connection with the Principles of the *Safer Communities for Children* resource and the Principles and Practices of the Early Years Learning Framework v2.0.

Safer Communities for Children Principles	EYLF Principles
Ensure children have a voice in all matters that impact them	Secure, respectful & reciprocal relationships Partnerships
Support connection to culture and community	Partnerships Respect for diversity
Enable local decision-making and Aboriginal service delivery	Aboriginal and Torres Strait Islander perspectives
Champion equality, inclusion and cultural security	Equity, inclusion and high expectations
Draw on strengths of children, families and their community	Partnerships Respect for diversity
Promote healing and restoration for children, families and the community	Equity, inclusion and high expectations Sustainability

The Principles of the *Safer Communities for Children* resource aligns with the following practices of the EYLF v2.0.

EYLF Practices
Holistic, integrated and interconnected approaches
Responsiveness to children
Cultural responsiveness
Continuity of learning and transitions
Learning environments
Assessment and evaluation for learning, development and wellbeing



## STORY 1

### Everyone needs to feel safe

## Australian Curriculum

### Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	Students describe similarities and differences between themselves and others, and different emotions people experience.	express and describe emotions they experience <a href="#">AC9HPFP03</a>
		Making healthy and safe choices	They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe <a href="#">AC9HPFP05</a>
English	Language	Language for interacting with others	They use language features including words and phrases from learning and texts.	explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a>
	Literature	Engaging with and responding to literature	They retell, report information and state their thoughts, feelings and key ideas.	respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a>

## Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	They describe how emotional responses affect their own and others' feelings.	identify how different situations influence emotional responses <a href="#">AC9HP2P03</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>
English (Yr 1)	Literature	Engaging with and responding to literature	They report information and experiences, and express opinions.	discuss literary texts and share responses by making connections with students' own experiences <a href="#">AC9E1LE02</a>
English (Yr 2)	Literature	Engaging with and responding to literature	They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.	identify features of literary texts, such as characters and settings, and give reasons for personal preferences <a href="#">AC9E2LE02</a>

## General capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Self-awareness</b>				
Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others
Personal awareness	identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	describe personal qualities and how these contribute to growth	explain influences on personal qualities and how these contribute to personal growth
<b>Self-management</b>				

Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
<b>Social awareness</b>				
Relational awareness	demonstrate an awareness of how shared interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within diverse groups	describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships
Empathy	acknowledge that people have different needs, emotions and abilities	demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	discuss the value of different needs, emotions, cultures and backgrounds
<b>Social management</b>				
Leadership	show an awareness of personal responsibility	practise self-leadership by taking responsibility for their own actions	practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach	guide and make leadership decisions with a view to how these influence others
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	describe factors that influence decision-making and predict outcomes of individual and group decisions

## Critical and creative thinking

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Analysing</b>				
Interpret concepts and problems	NA	identify the main parts of a concept or problem	identify the main parts of a concept or problem and describe how these relate to each other	identify and prioritise significant elements and relationships within a concept or problem
Draw conclusions and provide reasons	NA	draw conclusions and make choices when completing tasks and identify the reasons for choices made	draw conclusions and make choices when completing tasks and explain the reasons for choices made	draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Evaluate actions and outcomes	NA	evaluate whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions	evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
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## Ethical Understanding

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Understanding ethical concepts and perspectives				
Recognise influences on ethical behaviour and perspectives	NA	Identify examples of how emotions affect behaviour	identify how emotions and behaviour interact, and share examples of when they match and when they do not	explain how emotions can affect behaviour and decision-making in different situations

## Literacy

Sub-element	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Speaking and listening			
Interacting	<ul style="list-style-type: none"> <li>shares simple ideas with peers</li> <li>responds to questions in class discussion using non-verbal responses (e.g. nodding)</li> <li>listens without interrupting (see Listening)</li> <li>uses home language or dialect to interact with familiar peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>contributes simple ideas and opinions to class or small group discussions</li> <li>shows signs of active listening, by sustaining attention across a short, spoken text</li> <li>shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)</li> <li>uses appropriate language or dialect to interact with speakers of the same language</li> </ul>	<ul style="list-style-type: none"> <li>listens actively to stay on topic in a small group discussion</li> <li>takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> <li>asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>takes turns in interactions</li> <li>interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>
Reading and viewing			
Understanding texts	<ul style="list-style-type: none"> <li>Comprehension</li> <li>demonstrates interest in texts</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>listens actively and responds to a range of texts read by others</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> </ul>

	<ul style="list-style-type: none"> <li>• recognises images in texts</li> <li>• recognises some icons or symbols from the environment (e.g. familiar logos)</li> <li>• Vocabulary</li> <li>• names familiar objects in texts including texts in the environment (e.g. apple, table, boy)</li> <li>• names some familiar icons or symbols in the environment (e.g. school crossing sign)</li> </ul>	<ul style="list-style-type: none"> <li>• makes a simple statement about the content of a text (e.g. "it was about the farm")</li> <li>• engages in group discussion about a text or shared learning experience</li> <li>• talks about images and/or some printed words in a text</li> <li>• answers and poses mainly literal questions about the text</li> <li>• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)</li> <li>• Processes</li> <li>• follows text direction when read to by a proficient reader</li> <li>• locates the front and back of a book and turns pages correctly</li> <li>• locates the starting point for reading on a page or screen</li> <li>• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)</li> <li>• Vocabulary</li> <li>• asks questions to find out meaning of unfamiliar words</li> <li>• uses words in discussions that have been encountered in simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• reads and views simple texts with support from a proficient reader (see Text complexity)</li> <li>• retells a familiar story or shared learning experience</li> <li>• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers</li> <li>• makes relevant comments or asks relevant questions to demonstrate understanding of a text</li> <li>• makes connections between texts and personal experiences</li> <li>• Processes</li> <li>• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)</li> <li>• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)</li> <li>• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)</li> <li>• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)</li> <li>• tracks text left to right</li> <li>• uses return sweep</li> <li>• consistently reads left page before right page</li> <li>• makes predictions (e.g. uses the cover of a book or screen image to predict the content)</li> </ul>
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		<ul style="list-style-type: none"> <li>• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)</li> <li>• pauses or appeals for support when meaning is disrupted</li> <li>• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)</li> <li>• Vocabulary</li> <li>• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")</li> <li>• recognises key content or repeated words in a simple text (see Text complexity)</li> </ul>
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## EYLF – Story 1

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

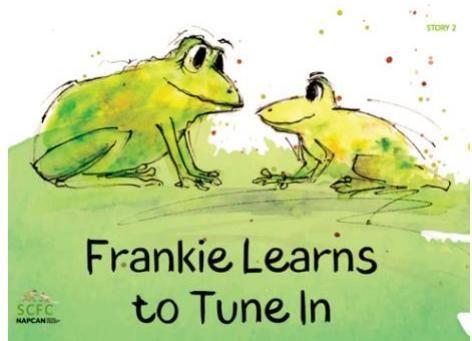
- Children feel safe, secure and supported
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media



## STORY 2

### Frankie learns to tune in

#### Australian Curriculum

##### Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	Students describe similarities and differences between themselves and others, and different emotions people experience.	Express and describe emotions they experience. <a href="#">AC9HPFP03</a>
		Making healthy and safe choices	Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe. <a href="#">AC9HPFP05</a>
English	Language	Language for interacting with others	They use language features including words and phrases from learning and texts.	explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a>
	Literature	Engaging with and responding to literature	They retell, report information and state their thoughts, feelings and key ideas.	respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a>

## Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	Students describe how emotional responses affect their own and others' feelings.	Identify how different situations influence emotional responses. <a href="#">AC9HP2P03</a>
			Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	Practise strategies they can use when they need to seek, give or deny permission respectfully. <a href="#">AC9HP2P04</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe. <a href="#">AC9HP2P05</a>
English (Yr 1)	Literature	Engaging with and responding to literature	They report information and experiences, and express opinions.	discuss literary texts and share responses by making connections with students' own experiences <a href="#">AC9E1LE02</a>
English (Yr 2)	Literature	Engaging with and responding to literature	They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.	identify features of literary texts, such as characters and settings, and give reasons for personal preferences <a href="#">AC9E2LE02</a>

## General capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Self-awareness</b>				
Emotional awareness	Identify a range of emotions across different situations.	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others
Personal awareness	identify their likes, dislikes, strengths, abilities and	identify their likes, dislikes, strengths, abilities and interests,	describe <b>personal qualities</b> and how these contribute to growth	explain influences on personal qualities and how these contribute to personal growth

	interests when showing a personal preference	and describe how these influence choices		
Develop reflective practice	identify how their choices can impact their participation in or completion of a task	identify how their choices affect the development of personal abilities and achievements	describe what they have discovered about themselves by engaging with feedback	build on personal abilities and achievements using feedback and self-assessment
<b>Self-management</b>				
Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
Perseverance and adaptability	persevere when attempting to complete tasks	demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed	demonstrate perseverance and adaptability with unfamiliar tasks	demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

## Critical and creative thinking

Sub-element	Level	Level 1b (Foundation) 1a	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Inquiring</b>				
Develop questions	NA	<ul style="list-style-type: none"> <li>• develop questions to explore a familiar idea or topic</li> <li>• questions developed reflect their curiosity about the world</li> </ul>	<ul style="list-style-type: none"> <li>• develop questions to explore a familiar idea or topic</li> <li>• questions developed are fit for the purpose of the investigation</li> </ul>	<ul style="list-style-type: none"> <li>• develop questions to examine unfamiliar ideas and topics</li> <li>• questions developed support the process of improving knowledge and understanding about a topic or investigation</li> </ul>
<b>Generating</b>				
Create possibilities	NA	use imagination to create possibilities by exploring and connecting ideas in ways that are new to them	create possibilities by connecting or creatively expanding on ideas in ways that are new to them	create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Consider alternatives	NA	consider alternatives by suggesting a different way to approach a given task or problem	consider alternatives and explore different or creative ways to approach a task or problem	consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
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## Literacy

Sub-element	Level 1a and 1b	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Speaking and Listening				
Interacting	<ul style="list-style-type: none"> <li>• interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions)</li> <li>• interacts purposefully with familiar people (e.g. refuse or request)</li> </ul>	<ul style="list-style-type: none"> <li>• shares simple ideas with peers</li> <li>• responds to questions in class discussion using non-verbal responses (e.g. nodding)</li> <li>• listens without interrupting (see Listening)</li> <li>• uses home language or dialect to interact with familiar peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• contributes simple ideas and opinions to class or small group discussions</li> <li>• shows signs of active listening, by sustaining attention across a short, spoken text</li> <li>• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)</li> <li>• uses appropriate language or dialect to interact with speakers of the same language</li> </ul>	<ul style="list-style-type: none"> <li>• listens actively to stay on topic in a small group discussion</li> <li>• takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> <li>• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>• takes turns in interactions</li> <li>• interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (e.g. looks pleased to be sitting in a particular place)</li> <li>• uses informal responses to indicate a single message with familiar people in familiar environments (e.g. smiles)</li> </ul>	<ul style="list-style-type: none"> <li>• speaks in short phrases or simple sentences about familiar objects, people or events</li> <li>• uses simple language to express feelings and needs and make simple requests</li> </ul>	<ul style="list-style-type: none"> <li>• retells personal events and experiences to peers and known adults</li> <li>• shares feelings and thoughts about the events and characters in text</li> </ul>	<ul style="list-style-type: none"> <li>• listens actively to stay on topic in a small group discussion</li> <li>• takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> </ul>

	<p>when dinner is served and pushes away unwanted food) (see Interacting)</p>	<p>(e.g. "I'm thirsty"; "Can I have a pencil?")</p> <ul style="list-style-type: none"> <li>• makes simple requests</li> <li>• indicates a preference when offered a choice (e.g. selects a fruit from a bowl)</li> <li>• uses simple, appropriate personal greetings</li> </ul>	<ul style="list-style-type: none"> <li>• retells key details or points from a learning experience or text viewed or heard</li> <li>• uses mainly appropriate word order</li> <li>• uses appropriate volume for small audiences</li> <li>• uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")</li> </ul>	<ul style="list-style-type: none"> <li>• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>• takes turns in interactions</li> <li>• interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>
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## EYLF – Story 2

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth

### OUTCOME 2: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media



## STORY 3

### Help! Kenny at the waterhole

## Australian Curriculum

### Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	Students describe similarities and differences between themselves and others, and different emotions people experience.	express and describe emotions they experience <a href="#">AC9HPFP03</a>
		Interacting with others	They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	explore how to seek, give or deny permission respectfully when sharing possessions or personal space <a href="#">AC9HPFP04</a>
		Making healthy and safe choices	They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe <a href="#">AC9HPFP05</a>

### Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	They describe how emotional responses affect their own and others' feelings.	identify how different situations influence emotional responses <a href="#">AC9HP2P03</a>

		Interacting with others	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	practise strategies they can use when they need to seek, give or deny permission respectfully <a href="#">AC9HP2P04</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>

## General Capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Social management</b>				
Leadership	show an awareness of personal responsibility	practise self-leadership by taking responsibility for their own actions	practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach	guide and make leadership decisions with a view to how these influence others
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	describe factors that influence decision-making and predict outcomes of individual and group decisions
Communication	communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts	develop positive communication skills by initiating, joining or contributing to conversations	use a range of skills to enhance verbal and non-verbal communication	apply verbal and non-verbal communication skills when responding to others
<b>Self-awareness</b>				
Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others

Self-management				
Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
Social awareness				
Relational awareness	demonstrate an awareness of how shared interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within diverse groups	describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships

## Critical and creative thinking

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Analysing				
Interpret concepts and problems	NA	identify the main parts of a concept or problem	identify the main parts of a concept or problem and describe how these relate to each other	identify and prioritise significant elements and relationships within a concept or problem
Draw conclusions and provide reasons	NA	draw conclusions and make choices when completing tasks and identify the reasons for choices made	draw conclusions and make choices when completing tasks and explain the reasons for choices made	draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
Evaluate actions and outcomes	NA	evaluate whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions	evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

## Ethical Understanding

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Understanding ethical concepts				
Explore ethical concepts	NA	identify examples of ethical concepts such as right and wrong	identify ethical concepts, such as honesty and fairness, and describe	identify ethical concepts, such as respect and tolerance, and describe how a

			actions and behaviours associated with these	situation or context affects actions and behaviour
Examine values, rights and responsibilities and ethical norms	NA	identify examples of values, rights and responsibilities	identify values, rights and responsibilities and shared expectations, and explain why they are important	identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
Recognise influence on ethical behaviour and perspectives	NA	Identify examples of how emotions affect behaviour	identify how emotions and behaviour interact, and share examples of when they match and when they do not	explain how emotions can affect behaviour and decision-making in different situations
<b>Responding to ethical issues</b>				
Explore ethical perspectives and frameworks	NA	identify examples of different consequences and explain how these might affect the way people behave or act	identify the similarities and differences between values such as caring, compassion and empathy	describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making
Explore ethical issues	NA	identify different ethical problems or issues from examples such as stories	identify different perspectives and approaches when discussing ethical issues from a given example	use examples to describe how people may have different values and perspectives that they apply to an ethical issue
Making and reflecting on ethical decisions	NA	identify the links between people's wants and needs and their choices and actions	identify examples of how perspectives and values influence decision-making	describe decision-making processes with reference to ethical perspective and values

## EYLF – Story 3

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 2: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media



## STORY 4

# Finding a place to play together

## Australian Curriculum Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Identity and change	Students describe similarities and differences between themselves and others, and different emotions people experience.	investigate who they are and the people in their world <a href="#">AC9HPFP01</a> express and describe emotions they experience <a href="#">AC9HPFP03</a>
			Students demonstrate personal and social skills to interact respectfully with others.	practise personal and social skills to interact respectfully with others <a href="#">AC9HPFP02</a>
			Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	explore how to seek, give or deny permission respectfully when sharing possessions or personal space <a href="#">AC9HPFP04</a>
English	Language	Language for interacting with others	They use language features including words and phrases from learning and texts.	explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a>
	Literature	Engaging with and responding to literature	They retell, report information and state their thoughts, feelings and key ideas.	respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a>

## Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	Students describe how emotional responses affect their own and others' feelings.	identify how different situations influence emotional responses <a href="#">AC9HP2P03</a>
			Students demonstrate skills and describe strategies required to develop respectful relationships.	identify and explore skills and strategies to develop respectful relationships <a href="#">AC9HP2P02</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>
English (Yr 1)	Literature	Engaging with and responding to literature	They report information and experiences, and express opinions.	discuss literary texts and share responses by making connections with students' own experiences <a href="#">AC9E1LE02</a>
English (Yr 2)	Literature	Engaging with and responding to literature	They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.	identify features of literary texts, such as characters and settings, and give reasons for personal preferences <a href="#">AC9E2LE02</a>

## General capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Self-awareness</b>				
Personal awareness	identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	describe personal qualities and how these contribute to growth	explain influences on personal qualities and how these contribute to personal growth
Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others

Social awareness				
Empathy	acknowledge that people have different needs, emotions and abilities	demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	discuss the value of different needs, emotions, cultures and backgrounds
Relational awareness	demonstrate an awareness of how shared interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within diverse groups	describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships
Social management				
Communication	communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts	develop positive communication skills by initiating, joining or contributing to conversations	use a range of skills to enhance verbal and non-verbal communication	apply verbal and non-verbal communication skills when responding to others
Collaboration	engage with peers and other community members	engage with others and participate in group play, tasks and activities	participate cooperatively in groups on common tasks and activities	perform designated roles within groups, appreciating everyone's contributions to a shared outcome
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	describe factors that influence decision-making and predict outcomes of individual and group decisions
Conflict resolution	demonstrate understanding that others have feelings when conflict occurs	listen to conflicting perspectives and apply strategies to calm situations	practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict	apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts

## Literacy

Sub-element	Level 1a and 1b	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Speaking and Listening</b>				
Interacting	<ul style="list-style-type: none"> <li>• interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions)</li> <li>• interacts purposefully with familiar people (e.g. refuse or request)</li> </ul>	<ul style="list-style-type: none"> <li>• shares simple ideas with peers</li> <li>• responds to questions in class discussion using non-verbal responses (e.g. nodding)</li> <li>• listens without interrupting (see Listening)</li> <li>• uses home language or dialect to interact with familiar peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• contributes simple ideas and opinions to class or small group discussions</li> <li>• shows signs of active listening, by sustaining attention across a short, spoken text</li> <li>• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)</li> <li>• uses appropriate language or dialect to interact with speakers of the same language</li> </ul>	<ul style="list-style-type: none"> <li>• listens actively to stay on topic in a small group discussion</li> <li>• takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> <li>• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>• takes turns in interactions</li> <li>• interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>

Speaking	<ul style="list-style-type: none"> <li>uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (e.g. looks pleased to be sitting in a particular place)</li> <li>uses informal responses to indicate a single message with familiar people in familiar environments (e.g. smiles when dinner is served and pushes away unwanted food) (see Interacting)</li> <li>uses conventional behaviours to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations) (see Interacting)</li> </ul>	<ul style="list-style-type: none"> <li>speaks in short phrases or simple sentences about familiar objects, people or events</li> <li>uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")</li> <li>makes simple requests</li> <li>indicates a preference when offered a choice (e.g. selects a fruit from a bowl)</li> <li>uses simple, appropriate personal greetings</li> </ul>	<ul style="list-style-type: none"> <li>retells personal events and experiences to peers and known adults</li> <li>shares feelings and thoughts about the events and characters in text</li> <li>retells key details or points from a learning experience or text viewed or heard</li> <li>uses mainly appropriate word order</li> <li>uses appropriate volume for small audiences</li> <li>uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")</li> </ul>	<ul style="list-style-type: none"> <li>creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)</li> <li>speaks audibly and clearly to a familiar audience (e.g. own class)</li> <li>uses some extended sentences</li> <li>organises key ideas in logical sequence</li> <li>provides some supporting details</li> <li>expresses causal relationships (e.g. "when the egg cracked, the chicken came out")</li> <li>provides simple justifications (e.g. "I chose cherries because they are red.")</li> <li>uses some varying intonation or volume for emphasis</li> <li>regulates pace with pausing</li> </ul>
Reading and viewing				
Understanding texts	<ul style="list-style-type: none"> <li>shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of the speaker)</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>demonstrates interest in texts</li> <li>recognises images in texts</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>answers simple literal questions about texts read by a proficient reader</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>listens actively and responds to a range of texts read by others</li> </ul>

<ul style="list-style-type: none"> <li>• responds consistently to social interactions with familiar people</li> <li>• uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (e.g. touches a target object in response to a question or directive)</li> </ul>	<ul style="list-style-type: none"> <li>• recognises some icons or symbols from the environment (e.g. familiar logos)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• names familiar objects in texts including texts in the environment (e.g. apple, table, boy)</li> <li>• names some familiar icons or symbols in the environment (e.g. school crossing sign)</li> </ul>	<ul style="list-style-type: none"> <li>• repeats fragments of text</li> <li>• invents a spoken text based on images</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• identifies familiar images in texts and comments by adding some detail (e.g. "the dog is wet")</li> </ul>	<ul style="list-style-type: none"> <li>• makes a simple statement about the content of a text (e.g. "it was about the farm")</li> <li>• engages in group discussion about a text or shared learning experience</li> <li>• talks about images and/or some printed words in a text</li> <li>• answers and poses mainly literal questions about the text</li> <li>• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• asks questions to find out meaning of unfamiliar words</li> <li>• uses words in discussions that have been encountered in simple texts</li> </ul>
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## Critical and creative thinking

Sub-element	Level	Level 1b (Foundation) 1a	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Inquiring</b>				
Develop questions	NA	<ul style="list-style-type: none"> <li>• develop questions to explore a familiar idea or topic</li> <li>• questions developed reflect their curiosity about the world</li> </ul>	<ul style="list-style-type: none"> <li>• develop questions to explore a familiar idea or topic</li> <li>• questions developed are fit for the purpose of the investigation</li> </ul>	<ul style="list-style-type: none"> <li>• develop questions to examine unfamiliar ideas and topics</li> <li>• questions developed support the process of improving knowledge and understanding about a topic or investigation</li> </ul>
<b>Generating</b>				
Create possibilities	NA	use imagination to create possibilities by exploring and connecting ideas in ways that are new to them	create possibilities by connecting or creatively expanding on ideas in ways that are new to them	create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
Consider alternatives	NA	consider alternatives by suggesting a different way to approach a given task or problem	consider alternatives and explore different or creative ways to approach a task or problem	consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
<b>Analysing</b>				
Interpret concepts and problems	NA	identify the main parts of a concept or problem	identify the main parts of a concept or problem and describe how these relate to each other	identify and prioritise significant elements and relationships within a concept or problem
Evaluate actions and outcomes	NA	evaluate whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions	evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

## Ethical understanding

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Understanding ethical concepts and perspectives</b>				
Recognise influences on ethical behaviour and perspectives	NA	identify examples of how emotions affect behaviour	identify how emotions and behaviour interact, and share examples of when they match and when they do not	explain how emotions can affect behaviour and decision-making in different situations
<b>Responding to ethical issues</b>				
Explore ethical issues	NA	identify different ethical problems or issues from examples such as stories	identify different perspectives and approaches when discussing ethical issues from a given example	use examples to describe how people may have different values and perspectives that they apply to an ethical issue
Making and reflecting on ethical decisions	NA	identify the links between people's wants and needs and their choices and actions	identify examples of how perspectives and values influence decision-making	describe decision-making processes with reference to ethical perspective and values

## EYLF – Story 4

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 2: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

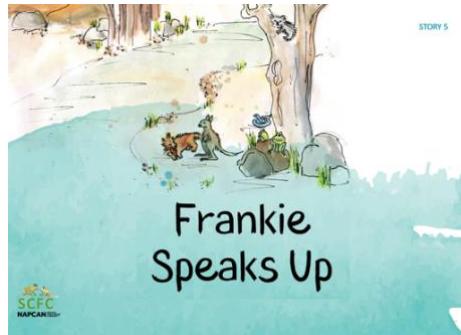
- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media



## STORY 5

### Frankie speaks up

#### Australian Curriculum Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Identity and change	Students describe similarities and differences between themselves and others, and different emotions people experience.	investigate who they are and the people in their world <a href="#">AC9HPFP01</a>
		Interacting with others	Students demonstrate personal and social skills to interact respectfully with others.	express and describe emotions they experience <a href="#">AC9HPFP03</a> practise personal and social skills to interact respectfully with others <a href="#">AC9HPFP02</a>
		Making healthy and safe choices	Students demonstrate skills and describe strategies required to develop respectful relationships.	identify and explore skills and strategies to develop respectful relationships <a href="#">AC9HP2P02</a>
			Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>
English	Language	Language for interacting with others	They use language features including words and phrases from learning and texts.	explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a>

	Literature	Engaging with and responding to literature	They retell, report information and state their thoughts, feelings and key ideas.	respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a>
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## Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	Students describe how emotional responses affect their own and others' feelings.	identify how different situations influence emotional responses <a href="#">AC9HP2P03</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>
English (Yr 1)	Literature	Engaging with and responding to literature	They report information and experiences, and express opinions.	discuss literary texts and share responses by making connections with students' own experiences <a href="#">AC9E1LE02</a>
English (Yr 2)	Literature	Engaging with and responding to literature	They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.	identify features of literary texts, such as characters and settings, and give reasons for personal preferences <a href="#">AC9E2LE02</a>

## General capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Self-awareness</b>				
Personal awareness	identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	describe personal qualities and how these contribute to growth	explain influences on personal qualities and how these contribute to personal growth

Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others
Self-management				
Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
Social awareness				
Empathy	acknowledge that people have different needs, emotions and abilities	demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	discuss the value of different needs, emotions, cultures and backgrounds
Social management				
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	practise individual and group decision-making

## Literacy

Sub-element	Level 1a and 1b	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Speaking and listening				
Interacting	<ul style="list-style-type: none"> <li>• interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions)</li> <li>• interacts purposefully with familiar people (e.g. refuse or request)</li> </ul>	<ul style="list-style-type: none"> <li>• shares simple ideas with peers</li> <li>• responds to questions in class discussion using non-verbal responses (e.g. nodding)</li> </ul>	<ul style="list-style-type: none"> <li>• contributes simple ideas and opinions to class or small group discussions</li> <li>• shows signs of active listening, by sustaining attention</li> </ul>	<ul style="list-style-type: none"> <li>• listens actively to stay on topic in a small group discussion</li> <li>• takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> </ul>

		<ul style="list-style-type: none"> <li>listens without interrupting (see Listening)</li> <li>uses home language or dialect to interact with familiar peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>across a short, spoken text</li> <li>shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)</li> <li>uses appropriate language or dialect to interact with speakers of the same language</li> </ul>	<ul style="list-style-type: none"> <li>asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>takes turns in interactions</li> <li>interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>
Speaking	<p>Crafting ideas</p> <ul style="list-style-type: none"> <li>uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (e.g. looks pleased to be sitting in a particular place)</li> <li>uses informal responses to indicate a single message with familiar people in familiar environments (e.g. smiles when dinner is served and pushes away unwanted food) (see Interacting)</li> <li>uses conventional behaviours to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations) (see Interacting)</li> </ul>	<p>Crafting ideas</p> <ul style="list-style-type: none"> <li>speaks in short phrases or simple sentences about familiar objects, people or events</li> <li>uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")</li> <li>makes simple requests</li> <li>indicates a preference when offered a choice (e.g. selects a fruit from a bowl)</li> <li>uses simple, appropriate personal greetings</li> </ul>	<p>Crafting ideas</p> <ul style="list-style-type: none"> <li>retells personal events and experiences to peers and known adults</li> <li>shares feelings and thoughts about the events and characters in text</li> <li>retells key details or points from a learning experience or text viewed or heard</li> <li>uses mainly appropriate word order</li> <li>uses appropriate volume for small audiences</li> </ul>	<p>Crafting ideas</p> <ul style="list-style-type: none"> <li>creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)</li> <li>speaks audibly and clearly to a familiar audience (e.g. own class)</li> <li>uses some extended sentences</li> <li>organises key ideas in logical sequence</li> <li>provides some supporting details</li> <li>expresses causal relationships (e.g. "when the egg cracked, the chicken came out")</li> <li>provides simple justifications (e.g. "I chose</li> </ul>

			<ul style="list-style-type: none"> <li>uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")</li> </ul>	<p>cherries because they are red.")</p> <ul style="list-style-type: none"> <li>uses some varying intonation or volume for emphasis</li> <li>regulates pace with pausing</li> </ul>
<b>Reading and viewing</b>				
Understanding texts	<ul style="list-style-type: none"> <li>shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of the speaker)</li> <li>responds consistently to social interactions with familiar people</li> <li>uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (e.g. touches a target object in response to a question or directive)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>demonstrates interest in texts</li> <li>recognises images in texts</li> <li>recognises some icons or symbols from the environment (e.g. familiar logos)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>names familiar objects in texts including texts in the environment (e.g. apple, table, boy)</li> <li>names some familiar icons or symbols in the environment (e.g. school crossing sign)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>answers simple literal questions about texts read by a proficient reader</li> <li>repeats fragments of text</li> <li>invents a spoken text based on images</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>identifies familiar images in texts and comments by adding some detail (e.g. "the dog is wet")</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>listens actively and responds to a range of texts read by others</li> <li>makes a simple statement about the content of a text (e.g. "it was about the farm")</li> <li>engages in group discussion about a text or shared learning experience</li> <li>talks about images and/or some printed words in a text</li> <li>answers and poses mainly literal questions about the text</li> <li>infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)</li> </ul>

				<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• asks questions to find out meaning of unfamiliar words</li> <li>• uses words in discussions that have been encountered in simple texts</li> </ul>
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## Ethical understanding

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Understanding ethical concepts and perspectives</b>				
Recognise influences on ethical behaviour and perspectives		identify examples of how emotions affect behaviour	identify how emotions and behaviour interact, and share examples of when they match and when they do not	explain how emotions can affect behaviour and decision-making in different situations
<b>Responding to ethical issues</b>				
Explore ethical issues		identify different ethical problems or issues from examples such as stories	identify different perspectives and approaches when discussing ethical issues from a given example	use examples to describe how people may have different values and perspectives that they apply to an ethical issue

## Critical and creative thinking

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Inquiring</b>				
Identify, process and evaluate information		<ul style="list-style-type: none"> <li>• identify and explore relevant points in information provided on a topic</li> <li>• prioritise the information that is most relevant to the topic of study</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explore relevant information from a range of sources, including visual information and digital sources</li> <li>• identify and explain similarities and differences in selected information</li> </ul>	<ul style="list-style-type: none"> <li>• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources</li> <li>• condense and combine selected information related to the topic of study</li> </ul>

## EYLF – Story 5

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 2: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

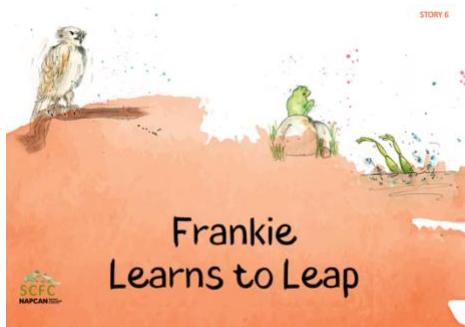
- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media



## STORY 6

# Frankie learns to leap

## Australian Curriculum

### Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	They demonstrate personal and social skills to interact respectfully with others.	practise personal and social skills to interact respectfully with others <a href="#">AC9HPFP02</a>
			Students describe similarities and differences between themselves and others, and different emotions people experience.	express and describe emotions they experience <a href="#">AC9HPFP03</a>
	Making healthy and safe choices		They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe <a href="#">AC9HPFP05</a>
	Movement and physical activity	Moving our bodies	Students apply fundamental movement skills to manipulate objects and space in a range of movement situations.	practise fundamental movement skills in minor game and play situations <a href="#">AC9HPFM01</a>
				experiment with different ways of moving their body safely and manipulating objects and space <a href="#">AC9HPFM02</a>
English	Language	Language for interacting with others	They use language features including words and phrases from learning and texts.	explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a>
	Literature	Engaging with and responding to literature	They retell, report information and state their thoughts, feelings and key ideas.	respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a>

## Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Interacting with others	They demonstrate skills and describe strategies required to develop respectful relationships.	identify and explore skills and strategies to develop respectful relationships <a href="#">AC9HP2P02</a>
			They describe how emotional responses affect their own and others' feelings.	identify how different situations influence emotional responses <a href="#">AC9HP2P03</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>
	Movement and physical activity	Moving our bodies	Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.	practise fundamental movement skills and apply them in a variety of movement situations <a href="#">AC9HP2M01</a>
				investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness <a href="#">AC9HP2M02</a>
English (Yr 1)	Literature	Engaging with and responding to literature	They report information and experiences, and express opinions.	discuss literary texts and share responses by making connections with students' own experiences <a href="#">AC9E1LE02</a>
English (Yr 2)	Literature	Engaging with and responding to literature	They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.	identify features of literary texts, such as characters and settings, and give reasons for personal preferences <a href="#">AC9E2LE02</a>

## General capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Self-awareness</b>				
Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others
Personal awareness	identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	describe personal qualities and how these contribute to growth	explain influences on personal qualities and how these contribute to personal growth
Reflective practice	identify how their choices can impact their participation in or completion of a task	identify how their choices affect the development of personal abilities and achievements	describe what they have discovered about themselves by engaging with feedback	build on personal abilities and achievements using feedback and self-assessment
<b>Self-management</b>				
Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
Goal setting	learn a range of strategies to participate in class activities	co-create goals to assist learning when working independently or collaboratively	collaboratively develop goals to improve learning	plan for learning, by setting improvement goals
Perseverance and adaptability	persevere when attempting to complete tasks	demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed	demonstrate perseverance and adaptability with unfamiliar tasks	demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Social awareness				
Relational awareness	demonstrate an awareness of how shared interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within diverse groups	describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships
Empathy	acknowledge that people have different needs, emotions and abilities	demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	discuss the value of different needs, emotions, cultures and backgrounds
Social management				
Leadership	show an awareness of personal responsibility	practise self-leadership by taking responsibility for their own actions	practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach	guide and make leadership decisions with a view to how these influence others
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	describe factors that influence decision-making and predict outcomes of individual and group decisions
Communication	communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts	develop positive communication skills by initiating, joining or contributing to conversations	use a range of skills to enhance verbal and non-verbal communication	apply verbal and non-verbal communication skills when responding to others
Collaboration	engage with peers and other community members	engage with others and participate in group play, tasks and activities	participate cooperatively in groups on common tasks and activities	perform designated roles within groups, appreciating everyone's contributions to a shared outcome
Conflict resolution	demonstrate understanding that others have feelings when conflict occurs	listen to conflicting perspectives and apply strategies to calm situations	practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict	apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts

## Numeracy

Sub-element	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Measurement and geometry			
Positioning and locating	<p><b>Position to self</b></p> <ul style="list-style-type: none"> <li>• locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")</li> <li>• orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)</li> <li>• follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")</li> </ul>	<p><b>Position to other</b></p> <ul style="list-style-type: none"> <li>• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")</li> <li>• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")</li> <li>• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")</li> </ul>	<p><b>Using informal maps and plans</b></p> <ul style="list-style-type: none"> <li>• draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)</li> <li>• describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)</li> <li>• orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)</li> <li>• locates self on an informal map to select an appropriate path to a given location</li> </ul>

## Critical and creative thinking

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Analysing				
Interpret concepts and problems	NA	identify the main parts of a concept or problem	identify the main parts of a concept or problem and describe how these relate to each other	identify and prioritise significant elements and relationships within a concept or problem

Draw conclusions and provide reasons	NA	draw conclusions and make choices when completing tasks and identify the reasons for choices made	draw conclusions and make choices when completing tasks and explain the reasons for choices made	draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
Evaluate actions and outcomes	NA	evaluate whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions	evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
<b>Generating</b>				
Consider alternatives	NA	consider alternatives by suggesting a different way to approach a given task or problem	consider alternatives and explore different or creative ways to approach a task or problem	consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
<b>Reflecting</b>				
Thinking about thinking	NA	identify thinking and learning strategies used when completing activities and drawing conclusions	identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions	select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

## Ethical Understanding

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Understanding ethical concepts and perspectives</b>				
Recognise influences on ethical behaviour and perspectives	NA	Identify examples of how emotions affect behaviour	identify how emotions and behaviour interact, and share examples of when they match and when they do not	explain how emotions can affect behaviour and decision-making in different situations

## Literacy

Sub-element	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Speaking and listening			
Interacting	<ul style="list-style-type: none"> <li>shares simple ideas with peers</li> <li>responds to questions in class discussion using non-verbal responses (e.g. nodding)</li> <li>listens without interrupting (see Listening)</li> <li>uses home language or dialect to interact with familiar peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>contributes simple ideas and opinions to class or small group discussions</li> <li>shows signs of active listening, by sustaining attention across a short, spoken text</li> <li>shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)</li> <li>uses appropriate language or dialect to interact with speakers of the same language</li> </ul>	<ul style="list-style-type: none"> <li>listens actively to stay on topic in a small group discussion</li> <li>takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> <li>asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>takes turns in interactions</li> <li>interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>
Reading and viewing			
Understanding texts	<p>Comprehension</p> <ul style="list-style-type: none"> <li>demonstrates interest in texts</li> <li>recognises images in texts</li> <li>recognises some icons or symbols from the environment (e.g. familiar logos)</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>names familiar objects in texts including texts in the environment (e.g. apple, table, boy)</li> <li>names some familiar icons or symbols in the</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>listens actively and responds to a range of texts read by others</li> <li>makes a simple statement about the content of a text (e.g. "it was about the farm")</li> <li>engages in group discussion about a text or shared learning experience</li> <li>talks about images and/or some printed words in a text</li> <li>answers and poses mainly literal questions about the text</li> <li>infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>reads and views simple texts with support from a proficient reader (see Text complexity)</li> <li>retells a familiar story or shared learning experience</li> <li>contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers</li> <li>makes relevant comments or asks relevant questions to demonstrate understanding of a text</li> <li>makes connections between texts and personal experiences</li> </ul> <p>Processes</p>

	<p>environment (e.g. school crossing sign)</p>	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• follows text direction when read to by a proficient reader</li> <li>• locates the front and back of a book and turns pages correctly</li> <li>• locates the starting point for reading on a page or screen</li> <li>• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• asks questions to find out meaning of unfamiliar words</li> <li>• uses words in discussions that have been encountered in simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)</li> <li>• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)</li> <li>• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)</li> <li>• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)</li> <li>• tracks text left to right</li> <li>• uses return sweep</li> <li>• consistently reads left page before right page</li> <li>• makes predictions (e.g. uses the cover of a book or screen image to predict the content)</li> <li>• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)</li> <li>• pauses or appeals for support when meaning is disrupted</li> <li>• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")</li> <li>• recognises key content or repeated words in a simple text (see Text complexity)</li> </ul>
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## EYLF – Story 6

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts



## STORY 7

### Let's celebrate

## Australian Curriculum

### Foundation

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Identity and change	Students describe similarities and differences between themselves and others, and different emotions people experience.	investigate who they are and the people in their world <a href="#">AC9HPFP01</a>
		Interacting with others	Students describe similarities and differences between themselves and others, and different emotions people experience.	express and describe emotions they experience <a href="#">AC9HPFP03</a>
		Making healthy and safe choices	They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.	demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe <a href="#">AC9HPFP05</a>
			Students identify how health information can be used in their lives.	identify health symbols, messages and strategies in their community that support their health and safety <a href="#">AC9HPFP06</a>
English	Language	Language for interacting with others	They use language features including words and phrases from learning and texts.	explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a>

	Literature	Engaging with and responding to literature	They retell, report information and state their thoughts, feelings and key ideas.	respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a>
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## Year 1 and 2

Learning area	Strand	Sub-strand	Achievement standard	Content descriptions
Health and Physical Education	Personal, social and community health	Identities and change	Students explain how personal qualities contribute to identities.	describe their personal qualities and those of others, and explain how they contribute to developing identities <a href="#">AC9HP2P01</a>
		Interacting with others	They demonstrate skills and describe strategies required to develop respectful relationships.	identify how different situations influence emotional responses <a href="#">AC9HP2P03</a>
		Making healthy and safe choices	Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe <a href="#">AC9HP2P05</a>
			They explain why health information is important for making choices.	investigate a range of health messages and practices in their community and discuss their purposes <a href="#">AC9HP2P06</a>

## General capabilities

### Personal and social capacity

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Self-awareness</b>				
Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others
Reflective practices	identify how their choices can impact their	identify how their choices affect the development of personal abilities and achievements	describe what they have discovered about themselves by engaging with feedback	build on personal abilities and achievements using feedback and self-assessment

	participation in or completion of a task			
Personal awareness	identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	describe personal qualities and how these contribute to growth	build on personal abilities and achievements using feedback and self-assessment
<b>Self-management</b>				
Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
<b>Social awareness</b>				
Relational awareness	demonstrate an awareness of how shared interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within diverse groups	describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships
Empathy	acknowledge that people have different needs, emotions and abilities	demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	discuss the value of different needs, emotions, cultures and backgrounds
Community awareness	identify different groups within their community	describe the ways they are connected, and can contribute to their community groups	describe how they contribute to their communities and how others care for and assist them	describe the various communities beyond their own and what they can do to support them
<b>Social management</b>				
Leadership	show an awareness of personal responsibility	practise self-leadership by taking responsibility for their own actions	practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach	guide and make leadership decisions with a view to how these influence others
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	describe factors that influence decision-making and predict outcomes of individual and group decisions

## Critical and creative thinking

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Analysing</b>				
Interpret concepts and problems	NA	identify the main parts of a concept or problem	identify the main parts of a concept or problem and describe how these relate to each other	identify and prioritise significant elements and relationships within a concept or problem
Draw conclusions and provide reasons	NA	draw conclusions and make choices when completing tasks and identify the reasons for choices made	draw conclusions and make choices when completing tasks and explain the reasons for choices made	draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
Evaluate actions and outcomes	NA	evaluate whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions	evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
<b>Inquiring</b>				
Identify, process and evaluate information	NA	<ul style="list-style-type: none"> <li>identify and explore relevant points in information provided on a topic</li> <li>prioritise the information that is most relevant to the topic of study</li> </ul>	<ul style="list-style-type: none"> <li>identify and explore relevant information from a range of sources, including visual information and digital sources</li> <li>identify and explain similarities and differences in selected information</li> </ul>	<ul style="list-style-type: none"> <li>identify and examine relevant information and opinion from a range of sources, including visual information and digital sources</li> <li>condense and combine selected information related to the topic of study</li> </ul>

## Ethical Understanding

Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
<b>Understanding ethical concepts and perspectives</b>				
Recognise influences on ethical behaviour and perspectives	NA	Identify examples of how emotions affect behaviour	identify how emotions and behaviour interact, and share examples of when they match and when they do not	explain how emotions can affect behaviour and decision-making in different situations

## Literacy

Sub-element	Level 1 (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
Speaking and listening			
Interacting	<ul style="list-style-type: none"> <li>shares simple ideas with peers</li> <li>responds to questions in class discussion using non-verbal responses (e.g. nodding)</li> <li>listens without interrupting (see Listening)</li> <li>uses home language or dialect to interact with familiar peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>contributes simple ideas and opinions to class or small group discussions</li> <li>shows signs of active listening, by sustaining attention across a short, spoken text</li> <li>shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)</li> <li>uses appropriate language or dialect to interact with speakers of the same language</li> </ul>	<ul style="list-style-type: none"> <li>listens actively to stay on topic in a small group discussion</li> <li>takes an active role in small group and whole-class discussion by volunteering ideas and opinions</li> <li>asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")</li> <li>takes turns in interactions</li> <li>interacts using appropriate language in pairs or a small group to complete tasks</li> </ul>
Reading and viewing			
Understanding texts	<p>Comprehension</p> <ul style="list-style-type: none"> <li>demonstrates interest in texts</li> <li>recognises images in texts</li> <li>recognises some icons or symbols from the environment (e.g. familiar logos)</li> <li>Vocabulary</li> <li>names familiar objects in texts including texts in the environment (e.g. apple, table, boy)</li> <li>names some familiar icons or symbols in the</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>listens actively and responds to a range of texts read by others</li> <li>makes a simple statement about the content of a text (e.g. "it was about the farm")</li> <li>engages in group discussion about a text or shared learning experience</li> <li>talks about images and/or some printed words in a text</li> <li>answers and poses mainly literal questions about the text</li> <li>infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>reads and views simple texts with support from a proficient reader (see Text complexity)</li> <li>retells a familiar story or shared learning experience</li> <li>contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers</li> <li>makes relevant comments or asks relevant questions to demonstrate understanding of a text</li> <li>makes connections between texts and personal experiences</li> </ul>

	<p>environment (e.g. school crossing sign)</p>	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• follows text direction when read to by a proficient reader</li> <li>• locates the front and back of a book and turns pages correctly</li> <li>• locates the starting point for reading on a page or screen</li> <li>• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• asks questions to find out meaning of unfamiliar words</li> <li>• uses words in discussions that have been encountered in simple texts</li> </ul>	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)</li> <li>• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)</li> <li>• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)</li> <li>• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)</li> <li>• tracks text left to right</li> <li>• uses return sweep</li> <li>• consistently reads left page before right page</li> <li>• makes predictions (e.g. uses the cover of a book or screen image to predict the content)</li> <li>• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)</li> <li>• pauses or appeals for support when meaning is disrupted</li> <li>• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")</li> <li>• recognises key content or repeated words in a simple text (see Text complexity)</li> </ul>
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## EYLF – Story 7

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 2: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children transfer and adapt what they have learned from one context to another

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media