ESSENTIAL LEARNINGS EARLY YEARS

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

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

IDENTITY: Who am I

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

INTERDEPENDENCE: ‘Where and how I fit with others’

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

THINKING: ‘How I understand the world’

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

COMMUNICATION: ‘How I express myself and interact with others’

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

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