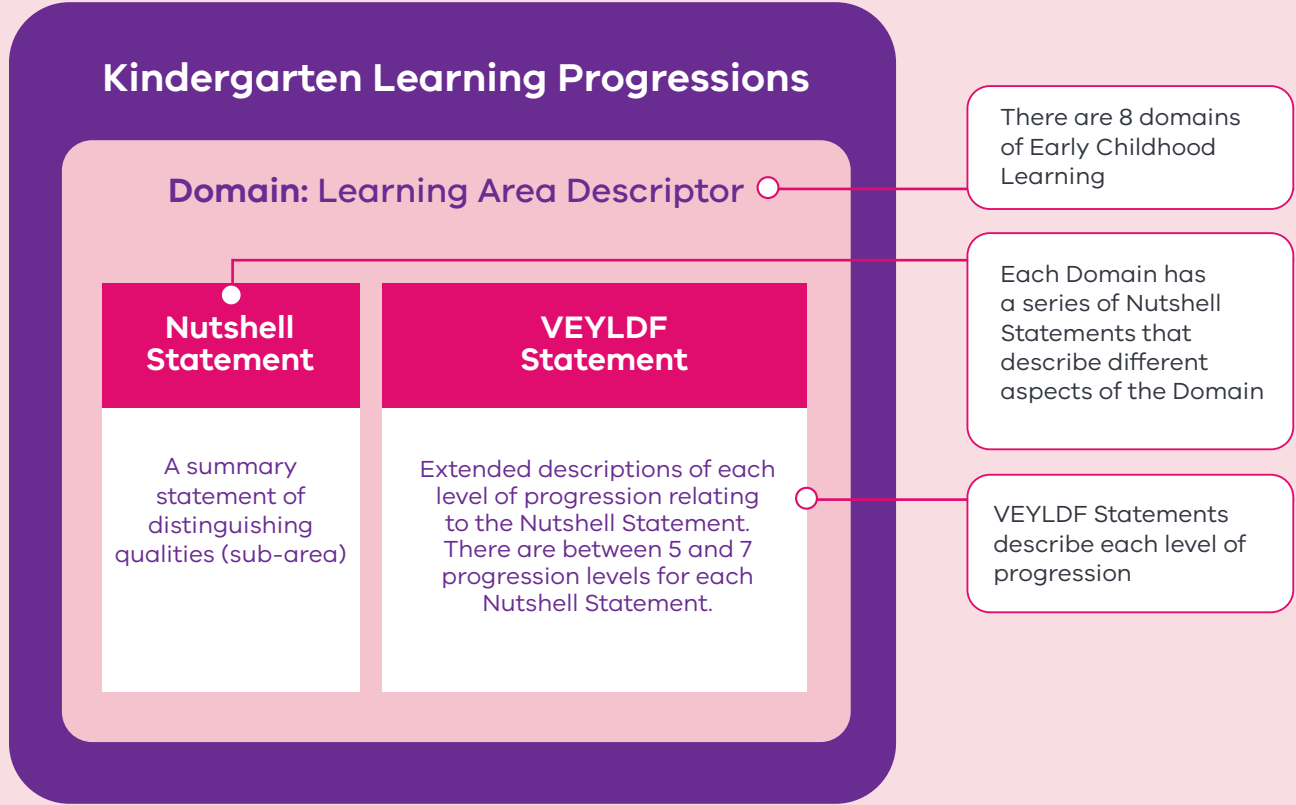


Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

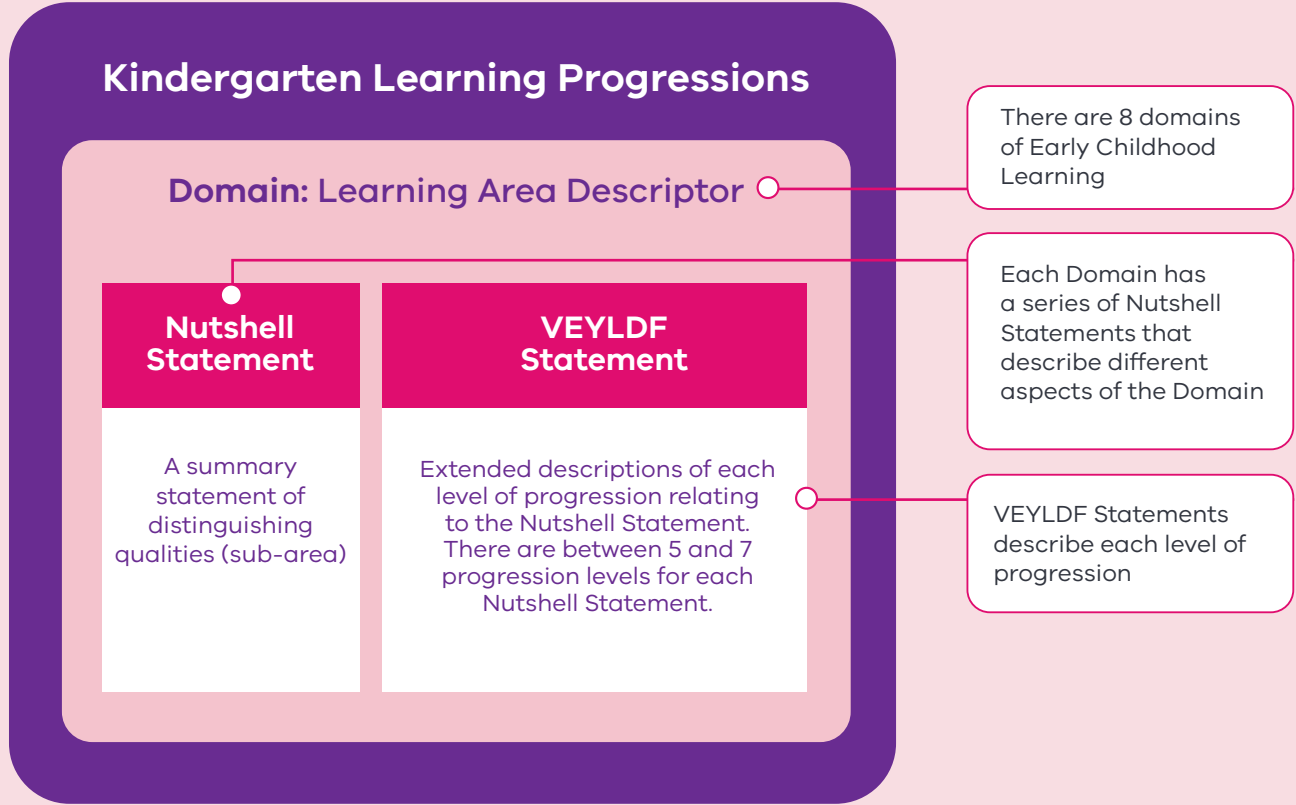
Kindergarten Learning Progressions

Communication - symbols and texts



		Communication – symbols and texts		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Communication - Children are effective</i>		Best Start Best Life	
Nutshell	The child is exploring objects within a familiar environment, and learning about pictures, songs, rhymes, and stories.	The child is learning to identify, sort and match pictures, shapes, and sounds, and to respond to and interact with materials for reading, drawing, and writing.	The child recognises the difference between text and pictures, and may sort, match, or identify letters and numbers and draw meaning from symbols and text.	The child is learning about letters and their sounds and is learning to recognise links between print and spoken language.	The child is learning to use letters and words and is writing, drawing, and using conventions of print to express and share information and ideas.	The child reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The child makes use of known spelling patterns to attempt the spelling of unfamiliar words.	
VEYLDF Statement	Children are learning to engage with symbols and texts. They may view or listen to a range of texts or listen and respond to sounds and patterns in speech, stories, and rhymes. These texts may include, for example, traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts, and dramatic performances. This may also include sharing stories and symbols from their own culture. This is evident, for example, when children listen and respond to sounds and patterns in speech, stories and rhymes in context, or view and listen to printed, visual and multimedia texts. They are learning to share the enjoyment of language and books in a variety of ways. For example, they may show their enjoyment by remaining present during the reading or telling of a short story.	Children are learning to engage with texts and get meaning from these texts. These may include, for example, traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts, and dramatic performances. This may also include sharing stories and symbols from their own culture. This is evident, for example, when children listen and respond to sounds and patterns in speech, stories and rhymes in context, or view and listen to printed, visual and multimedia texts. They are learning to sing and chant rhymes, jingles, and songs. They are beginning to express ideas and make meaning using a range of media. For example, children may use language and engage in imaginative play, or use creative arts such as drawing, painting, dance, movement, and music to express ideas and make meaning. As they build their skills and understanding, children begin to understand how symbols and pattern systems work. For example, they may use symbols in play to represent and make meaning and notice and predict patterns of regular routines. They are learning to identify, name, sort, and match pictures, shapes, and sounds. Children are developing their fine motor skills through the use and manipulation of objects.	Children engage with a range of texts and get meaning from these texts. This is evident, for example, when they listen and respond to sounds and patterns in speech, stories, and rhymes in context, and view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments, and questions. Children may sing and chant rhymes, jingles, and songs, and actively use, engage with, and share the enjoyment of language and texts in a range of ways. They are beginning to familiarise themselves with literacy and numeracy concepts in their supported or unstructured play activities (i.e. learning experiences rather than activities). Children are developing their ability to express ideas and make meaning using a range of media. For example, they may use language and engage in symbolic play to imagine and create roles and ideas or share the stories and symbols of their own cultures and re-enact well-known stories. Children may use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music, and storytelling to express ideas and make meaning. They may also begin to use images and approximations of letters and words to convey meaning. They may, for example, add writing in the form of scribbles to label or comment on drawings, and imitate writing words and sentences. Children experiment with materials for drawing and writing. As they build their skills and understanding, children may use symbols in play to represent and make meaning, and begin to make connections between, and see patterns in, their feelings, ideas, words, and actions, and those of others. Typically, they notice and predict the patterns of regular routines and the passing of time and begin to be aware of the relationships between oral, written, and visual representations. They may, for example, sort, categorise, order, and compare collections and events and attributes of objects and materials in their social and natural worlds. They are learning to draw on their experiences in constructing meaning using symbols and are beginning to engage with print and symbols in the environment.	Children engage with a range of texts and get meaning from these texts. This is evident, when they listen and respond to sounds and patterns in speech, stories, and rhymes in context, and view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments, and questions. Children may sing and chant rhymes, jingles, and songs, and actively use, engage with, and share the enjoyment of language and texts in a variety of ways. They may take on roles of literacy and numeracy users in their supported and unstructured play. They are learning to understand key literacy and numeracy concepts and processes, such as the sounds of language, that letters relate to sounds in predictable ways, some concepts of print, and the ways that texts can be structured. Children may begin to explore texts from a range of perspectives and start to think about meanings. They actively use, engage with, and share the enjoyment of language and texts in a range of ways. Children are developing their ability to express ideas and make meaning using a range of media. For example, they may use language and engage in symbolic play to imagine and create roles, scripts, and ideas, or share the stories and symbols of their own cultures and re-enact well-known stories. This may include sharing stories and symbols from their own culture. Children may use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music, and storytelling to express ideas and make meaning. They may experiment with ways of expressing ideas and meaning using a range of media, and they may also begin to use images and approximations of letters and words to convey meaning. Children create texts that record their experience and knowledge using a range of tools including computer, pictures and writing implements such as crayons or pencils. As they build their skills and understanding, children begin to understand how symbols and pattern systems work. They may, for example, use symbols in play to represent and make meaning, and begin to make connections between, and see patterns in, their feelings, ideas, words, and actions, and those of others. Typically, they notice and predict the patterns of regular routines and the passing of time and are increasingly aware of the relationships between oral, written, and visual representations. They may, for example, sort, categorise, order, and compare collections and events and attributes of objects and materials in their social and natural worlds, and draw on their experiences in constructing meaning using symbols. Children are beginning to understand the use of symbols, such as letters, numbers, and pictures, as a means of communicating with others.	Children engage with a range of texts and get meaning from these texts. This develops, for example, when children begin to recognise how sounds are represented alphabetically and identify sound-letter relationships, and match print and spoken text. They are learning to use context and information about words, letters, combinations of letters, and the sounds associated with them to make meaning and using illustrations to extend their understanding of meaning. They identify letters of the English alphabet in both upper and lower case. As they build their skills and understanding, children learn to read printed texts from left to right with return sweep, and from top to bottom. With increasing skill and confidence, children learn to read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They may predict plausible endings for stories and infer characters’ feelings. Children may self-correct when reading aloud and describe strategies they use to gain meaning from text. They are learning to distinguish between texts that represent real and imaginary experience. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text. Children express ideas and make meaning using a range of media. For example, children may begin to write using conventional letters, groups of letters, and punctuation such as full stops and capital letters. Further, children may write simple texts using letters, symbols, or characters and produce original variations on modelled written sentences. They are learning to write simple texts about familiar topics to convey their ideas, messages, feelings, and information. They may make performing and visual arts works that express and communicate their experiences, observations, ideas, and feelings. For example, they may create and explore imaginary worlds through dramatic play. They may share the stories and symbols of their own cultures and re-enact well-known stories.	Children engage with a range of texts and get meaning from these texts. They begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter–sound relationships, concepts of print and the ways that texts are structured. They are learning to use context and information about words, letters, combinations of letters, and the sounds associated with them to make meaning, and using illustrations to extend their understanding of meaning. As they build their skills and understanding, children learn to read printed texts from left to right with return sweep, and from top to bottom. Children may recognise how sounds are represented by letters, characters, or symbols and, as their confidence and understanding develops, read aloud and for meaning with words, characters, or symbols. They may explore texts from a range of different perspectives and begin to analyse the meanings. With increasing skill and confidence, children learn to read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They may predict plausible endings for stories and infer characters’ feelings. Children may self-correct when reading aloud and describe strategies they use to gain meaning from text. They are learning to distinguish between texts that represent real and imaginary experience. Children express ideas and make meaning using a range of media. As they build their skills and confidence, children make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They are learning to write simple texts about familiar topics to convey their ideas, messages, feelings, and information. They may make performing and visual arts works that express and communicate their experiences, observations, ideas, and feelings. They may be learning to monitor meaning and self-correct using context, prior knowledge, punctuation, language, and phonic knowledge and know how to use upper- and lower-case letters. They may use language and engage in symbolic play to imagine and create roles, scripts, and ideas. They develop an understanding that symbols are a powerful means of communication, and that ideas, thoughts and concepts can be represented through them.	

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

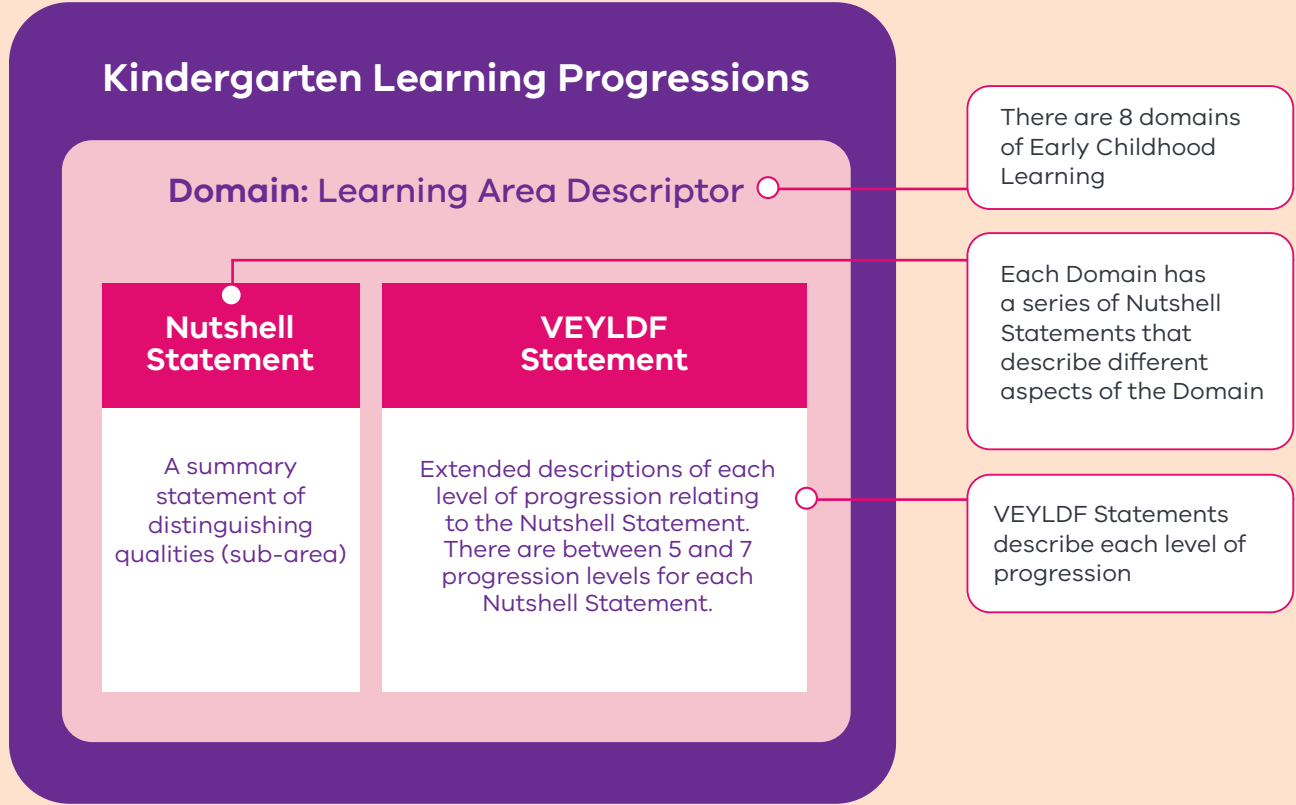
Kindergarten Learning Progressions

Communication - interactions



		Communication – interactions			Best Start Best Life	
Nutshell VEYLDF Statement	The child is learning to receive and respond to communication from others, and to respond to their social and physical world.	The child is learning to make simple requests, and to communicate basic needs, wants, and feelings.	The child is learning to recognise basic social expectations of communication and is exploring ways to convey information to others.	The child is learning to use social expectations of communication and is building vocabulary to include descriptions and observations.	The child is learning to use communication skills appropriately in a variety of contexts and with different audiences and are learning to comprehend spoken language.	The child is learning to adapt, elaborate, adjust, and use different strategies to communicate with different people and across a range of familiar and unfamiliar social contexts.
	Children are beginning to engage in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel, and taste. They attend and give cultural cues that demonstrate they are listening to what is said to them. Children may use gestures, visual and non-verbal cues, and sounds. As they build their understanding, they become increasingly intentional in their use of sounds and supported communication. Children show a response to the world around them such as making sounds of varied type and volume, or perhaps by using eye contact or gaze with others. These responses may be in the form of mirrored gestures or sounds, head movement or body gestures, facial expression, physical movement such as change of position, or reaching out for objects. Children’s actions are treated as intentional communication and interpreted and reacted to by adults. Children learn to communicate in the supportive context of enjoyable and caring interactions with others.	Children are learning to engage in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel, and taste. They attend and give cultural cues that they are listening to and understanding what is said to them. Children are learning to initiate interactions with trusted adults and other children (verbally and non-verbally). They are typically beginning to interact more purposefully with the world around them. These early forms of communication are beginning to reflect their interests and preoccupations. Children are beginning to understand that communication can be used to indicate their needs, wants, and feelings, and to make choices and gain attention.	Children are learning to engage in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel and taste. They may use language and representations from play, music, and art to share and project their meaning, and are encouraged to contribute their ideas and experiences in play and small and large group discussion. They attend and give cultural cues that they are listening to and understanding what is said to them. Children are becoming aware of the reciprocal nature of communication and may begin to communicate readily with trusted adults and peers. These communication skills may be demonstrated through creating friendships, being an active participant in communication, using a variety of ways to communicate, or engaging with others in play. Many children will use recognisable and consistent words in English and/or home languages.	Children are increasingly engaging in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel and taste. They may use language and representations from play, music, and art to share and project their meaning, and are encouraged to contribute their ideas and experiences in play and small and large group discussion. They attend and give cultural cues that they are listening to and understanding what is said to them. As they build their knowledge and understanding, children become independent communicators who initiate conversations and begin to demonstrate an ability to meet the listener’s needs. They are learning to exchange ideas, feelings, and understandings using language and representations in play. Children are increasingly able to communicate information about their life experiences. They are beginning to extend their vocabulary, which can contribute to thinking skills such as comparing or grouping items. The beginning of turn-taking in communication facilitates being a social communicator and builds positive social interactions with trusted adults and peers. Children are able to answer and ask questions with increasing confidence.	Children are gaining confidence to engage and respond both verbally and non-verbally to things they see, hear, touch, feel and taste. They may use language and representations from play, music, and art to share and project their meaning, and are encouraged to contribute their ideas and experiences in play and small and large group discussion. They attend and give cultural cues that they are attending to and understanding what is communicated to them. As they build their knowledge and understanding, children become independent and increasingly confident communicators who initiate conversations and demonstrate the ability to meet the listener’s needs. They express ideas and feelings and are able to negotiate with peers and adults. They are beginning to broaden their understanding of the functions of language, such as reporting, exploring, engaging with others, achieving goals, expressing ideas, and conveying information and empathy. Children convey and construct messages with purpose and confidence, building on literacies of home and/or family and the broader community. They are learning to exchange ideas, feelings, and understandings using language and representations in play. Children’s capacity to interact verbally and non-verbally with others develops, for example, when children express ideas through mime and movement, singing and listening to songs, chants, and rhymes, listening to and producing brief spoken texts, sequencing main ideas coherently in speech and speaking at an appropriate volume and pace for a listener’s needs. As they build their skills and confidence, they learn to listen to others and respond appropriately and to contribute to group activities by making relevant comments and asking clarifying questions. Children may self-correct by rephrasing a statement or question when meaning is not clear or if their peer does not respond. They may ask and answer questions and follow simple instructions. They may listen to and produce spoken texts that deal with familiar ideas and information, or listen to short live or recorded presentations, then recall some of the main ideas and information presented. As their proficiency develops, children are learning to organise spoken texts using simple features to signal beginnings and endings, using basic vocabulary and varying volume and intonation patterns to add emphasis. As their skills and confidence grow, they may participate in real or simulated conversations and everyday transactions by imitating and adapting models.	Children are learning to engage and respond both verbally and non-verbally to things they see, hear, touch, feel, and taste. They begin to listen to others when taking part in conversations using appropriate interaction skills. They learn to interact in pair, group, and class discussions, to take turns when responding, and to make short presentations on familiar topics. They begin to convey and construct messages with purpose and confidence, building on literacies of home and/or family and the broader community. As they build their knowledge and understanding, they learn to listen for particular purposes. When discussing their ideas and experiences, for example, children use everyday language features and topic-specific vocabulary. Children learn to use a variety of strategies to engage in group and class discussions and make presentations. They show increasing knowledge, understanding and skill in conveying meaning.

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

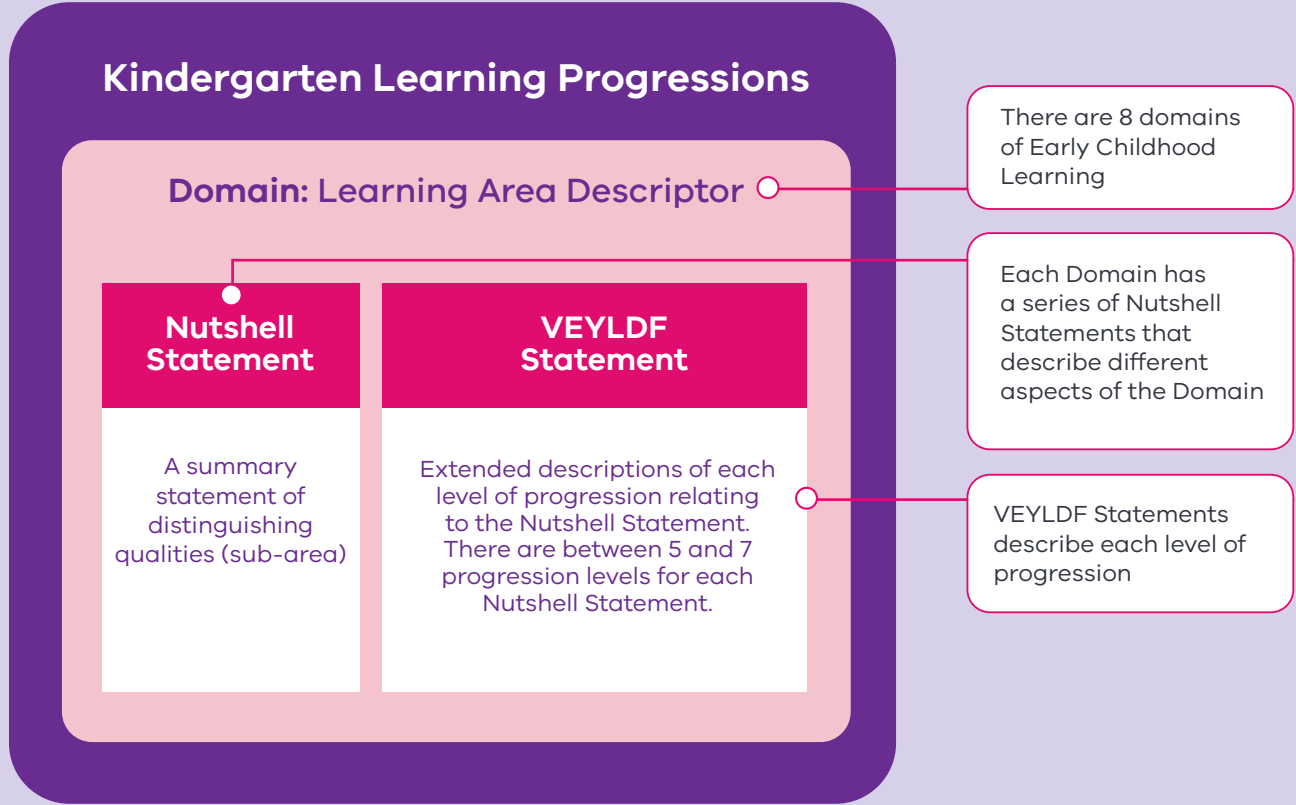
Kindergarten Learning Progressions

Identity and community – social



 Identity and community – social		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Community - Children are connected with and contribute to their world</i>		Best Start Best Life		
Nutshell	The child is learning to focus attention on others and acknowledge their presence.	The child is learning to participate in new, safe, social situations with the support of trusted adults.	The child is learning to participate in familiar and/or preferred social activities with increasing self-reliance and beginning to develop an understanding of fairness and diversity.	The child is learning to use cues from the social context to guide behaviour and participation in familiar social environments and developing an understanding of their responsibility to a group.	The child is learning to negotiate most routine social situations independently and cooperatively and developing a sense of belonging to a community.	The child is learning to flexibly apply social understanding across familiar and less familiar situations and developing an understanding of social responsibility.
VEYLDF Statement	At this stage, children are learning to feel safe, secure, and supported through their exchanges with trusted adults. Their attachment to others is communicated through their body language and/or vocalisations. An emerging sense of self sees children reach out for comfort, assistance, and companionship from trusted adults. Children are learning to interact with others, perhaps by showing an interest in peers or adults, by looking towards them, or acknowledging their presence in other ways. Children develop a sense of belonging as they are involved with a predictable mix of people and draw comfort from routine situations and environments. Children's sense of belonging is evident in their responses to others, which are increasingly reciprocal. They are learning to distinguish between people. This is seen when they accept help from, or respond to, a trusted adult.	At this stage, children are learning to feel safe, secure, and supported through their participation in routines, activities and transitions that are directly supported or overseen by trusted adults. Their feeling of security is developed as they increasingly cooperate and respond to the directions or suggestions of trusted adults. Children are learning to interact with others with the support of trusted adults. With support, they may begin to openly express their feelings in their interactions with others and begin to show concern for others. Children are showing an increasing interest in their peers and being part of a group. They may, with the support of a trusted adult, be able to engage in and contribute to shared play experiences. Their sense of belonging is expanding to include a number of trusted adults. Children are learning to respond positively and playfully to a number of trusted adults and may actively show a preference for or seek out their company. They are beginning to show appreciation for diversity with increasing acceptance of differences between people.	At this stage, children are learning to feel safe, secure, and supported. This may be shown in their initiation of interactions with familiar adults, and their increasing social involvement with peers. These interactions may lead to the establishment of trusting relationships with peers and trusted adults. They may reach out and communicate for comfort, assistance, and companionship. With guidance and support, children may begin to share, cooperate, and collaborate, and they are gaining an increasing awareness of the needs and rights of others. Their sense of self and self-reliance is developing as they undertake simple familiar activities. Children develop a sense of belonging to groups. They begin to understand the requirements of group participation, as trusted adults support their cooperation with others. Children are developing an understanding of fair play and how to make a contribution to a group. They may be able to apply their developing understanding of fairness in familiar situations with the support of a trusted adult. With the assistance of trusted adults, they may begin to negotiate roles and relationships in activities and group experiences. With support and encouragement, children begin to explore diversity as they experience and observe similarities and differences among people. They are becoming socially active and increasingly aware of the need to act in a fair and just manner.	At this stage, children are learning to feel safe, secure, and supported. This is shown by their initiation of interactions with a variety of other children and known adults and establishment of sustained trusting relationships with peers and trusted adults. Children demonstrate their sense of identity through a range of activities that they undertake with increasing autonomy, and their willingness to approach new safe situations. Their growing resilience is shown through their ability to appropriately regulate their responses and reactions. They persist when faced with challenges and when first attempts are not successful. Children are learning to help and attempt to comfort others. They develop a sense of belonging to groups and an understanding of their responsibilities in the group. This is shown as they increasingly cooperate with others and negotiate roles and relationships in play and group experiences. With the support of a trusted adult, they are learning to solve problems and contribute to group outcomes. As their awareness in social situations increases, children are learning to gradually acknowledge or identify the behaviours of others and respond appropriately. Their ability to respond to diversity with respect is shown through their willingness to listen to others’ ideas, even if they do not act on them.	At this stage, children are learning to feel safe, secure, and supported. This is shown through their interactions with other children, educators, and other adults in a range of contexts and as they learn to maintain positive relationships across a range of social settings. Children’s understanding of social relationships develops as they explore their responsibilities and rights and those of others in familiar contexts. Their understanding of group expectations, and why they are needed, leads them to follow expectations that support participation and cooperation. As they build their skills and understanding, children learn to identify and accept that there are consequences for their actions. Their sense of self and social resilience sees them manage their impulses by developing habits and routines that help them to be a cooperative group member. Increasingly, this helps them to think in terms of other people’s feelings and needs, especially when resolving conflict. This capacity supports the development and maintenance of friendships with peers. Children are learning to interact with others with care, empathy, and respect. As they begin to understand how their actions affect others, they increasingly learn to play cooperatively and to develop friendships with peers. As their confidence and understanding grows, they learn to recognise and describe the feelings and emotional responses of others. Children develop a sense of belonging to the community. They demonstrate their awareness of issues of fairness as they participate in activities that require them to follow guidelines and procedures and share equipment and space safely. They show the capacity to work in a group, take turns, share, and care for group materials and equipment independent of the directions of a trusted adult to do so. As their confidence and understanding develops, children may demonstrate the capacity to work in teams to complete structured activities, and to modify their interaction with others as needed in different social contexts. Their ability to respond to diversity with respect develops as they learn to use appropriate language and actions when dealing with conflict and sharing resources fairly.	At this stage, children are learning to feel safe, secure, and supported. This is shown through their ability to work collaboratively with others. This may be shown by their ability to recognise the achievement of others. They are empowered to make choices and problem-solve to meet their needs in particular contexts and demonstrate an increasing capacity to regulate themselves. They may begin to think critically about fair and unfair behaviour and demonstrating an increasing awareness of the needs and rights of others. For instance, they may be beginning to develop respect for the work or property of others and practice inclusive ways of achieving coexistence. They may gradually learn to ‘read’ the behaviours of others and respond appropriately. For instance, they may adjust a greeting to suit a context or relationship with others. They may build on their own social experiences to explore other ways of being and become aware of connections, similarities, and differences between people. As they build their skills and understanding, they explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings. They notice and react in positive ways to similarities and differences between individuals and groups and to recognise different perspectives. Children may begin to reflect on their actions and consider consequences for others. They may be learning to take action to assist other children to participate in social groups and empathise with and express concern for others.

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

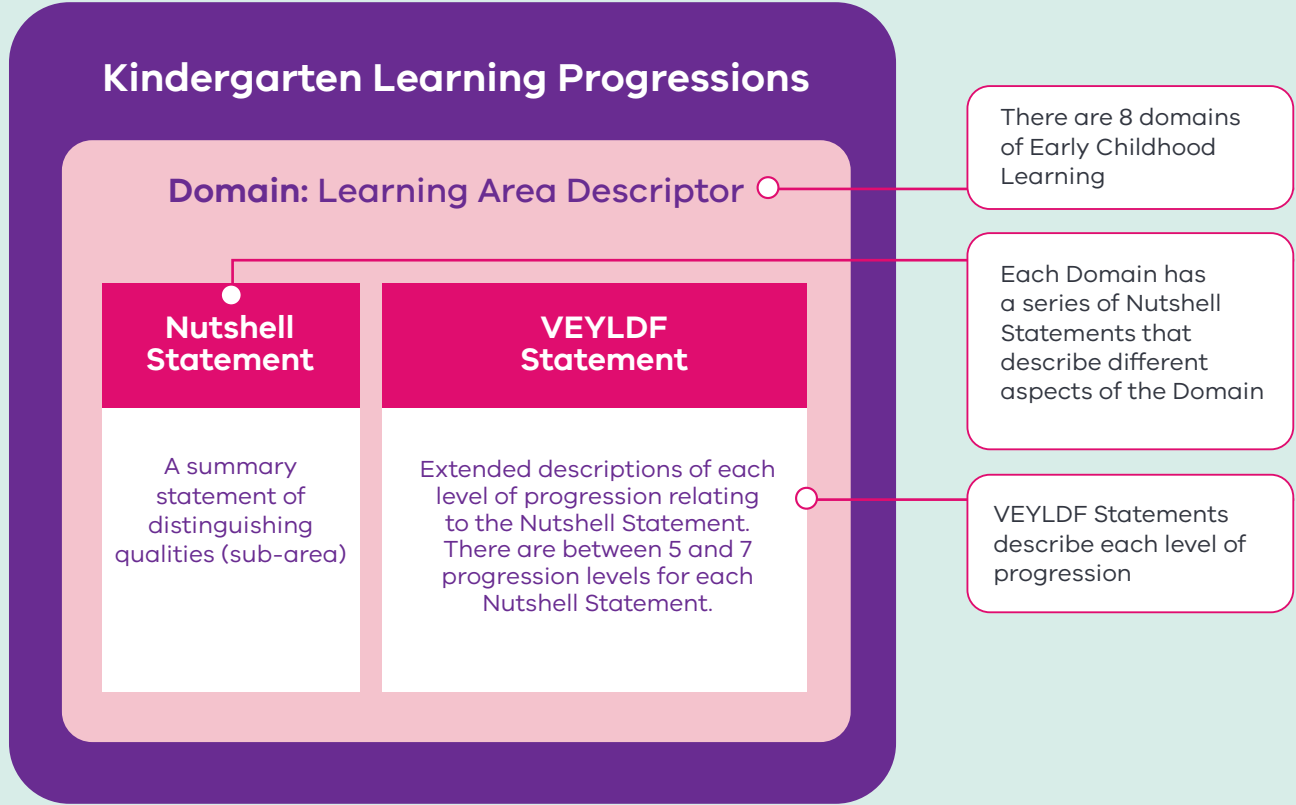
Kindergarten Learning Progressions

Learning dispositions



 Learning dispositions		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Learning - Children are confident and involved learners</i>					Best Start Best Life	
Nutshell		The child is learning to attend and respond to their social and physical world.	The child is learning to attempt activities and make choices with adult support.	The child is learning to interact with familiar others and in familiar activities with guidance.	The child is building independence and memory skills to engage in familiar activities and learning to think reflectively and concentrate on their own interests.	The child is learning to take initiative and responsibility, explore activities, and make plans and decisions by thinking reflectively and considering their responses.	The child is learning to manage time and resources to plan and complete structured tasks, generalise familiar tasks to similar contexts, and explain their decisions.	The child is learning to implement plans to complete short-term and long-term tasks, and to persist when experiencing difficulty with learning tasks.
VEYLDF Statement		At this stage, children are responding to their environment, including people, toys, and sensory stimuli. They may show wonder and interest as they explore objects with curiosity. For instance, they may recognise themselves in a mirror or photograph. They are becoming enthusiastic participants in their learning. As they build their understanding, children may develop their capacity to copy, repeat and practise the actions of others and are beginning to indicate a preference between two alternatives. Encouraged by the support of familiar adults, they experience the benefits and pleasures of shared learning experiences.	At this stage, children express wonder and interest in their environment, and are curious and enthusiastic participants in their learning. They use their senses to explore the natural and built environment and extend their ability to repeat and practise the actions of others. They are experiencing the benefits and pleasures of shared learning exploration and may investigate the purpose and function of a range of tools, media, sounds and graphics with the support of a trusted adult. As they build their skills and understanding, children may use play to investigate, imagine and explore ideas. They typically follow their own interests with enthusiasm and energy and may attempt unfamiliar activities with the support of a trusted adult or peer. Children are learning to manipulate objects and experiment with cause and effect, trial and error and motion and are beginning to experience the satisfaction of achievement. They engage with and co-construct learning, and explore ideas using imagination, creativity, and play. They are learning to attempt activities and make choices with support.	At this stage, children express wonder and interest in their environment, and are curious and enthusiastic participants in their learning. They use their senses to explore the natural and built environment and may repeat and practise the actions of others. They are experiencing the benefits and pleasures of shared learning exploration. Children use play to investigate, imagine and explore ideas. They typically follow their own interests with enthusiasm and energy. They are learning to initiate and contribute to play experiences emerging from their own ideas. Children are learning to manipulate objects. They engage with and co-construct learning, and explore ideas using imagination, creativity, and play. Children are learning to make simple decisions and participate in familiar activities. They are encouraged to become more socially aware and responsive. With support, they are learning that they are responsible for their actions and are beginning to learn to persist with activities.	At this stage, children express wonder and interest in their environment, and are curious and enthusiastic participants in their learning. They actively explore the natural and built environment. They experience the benefits and pleasures of shared learning exploration and may investigate the purpose and function of a range of tools, media, sounds and images. Children use play to investigate, imagine, and explore ideas. They typically follow their own interests with enthusiasm, energy, and concentration. They initiate and contribute to play experiences emerging from their own ideas and are learning to participate in a variety of rich and meaningful inquiry-based experiences. For instance, they are beginning to make choices and initiate activities. With support and encouragement, they are learning to persist even when they find an activity challenging so they can experience the satisfaction of achievement. They engage with and co-construct learning, and explore ideas using imagination, creativity, and play. As they build their skills and understanding, children may use reflective thinking to consider why things happen and what can be learnt from these experiences and make connections between experiences, concepts, and processes.	At this stage, children are continuing to develop their dispositions for learning. This is shown, for example, when children begin to take initiative as learners by attempting new activities. With encouragement and support, they may question, wonder, and become adventurous in their thinking about familiar contexts. Children are learning to apply generalisations from one situation to another and develop the view that learning is exploratory, fun, and rewarding. They may reflect on their thinking and are learning to take time to consider before responding (e.g. what they think about a text and why). As they build their confidence and understanding, children may begin to reflect on approaches that they believe may help them to learn most effectively. For instance, they may develop an ability to mirror, repeat and practise the actions of others, either immediately after a task or later on. Children may use a range of simple thinking tools to gather and process information. They may begin to explore the community and environment around them and increasingly consider contexts and information that are beyond their immediate experience.	At this stage, children are continuing to develop their autonomy and dispositions for learning. This is shown, for example, when children begin to manage their time and resources to complete short or structured activities with clear outcomes and set timeframes. They may use their imagination and curiosity to generate ideas. They apply a wide variety of thinking strategies to engage with situations and solve problems and adapt these strategies to new situations. For instance, they may independently switch between different activities without losing motivation or attention. They persist with activities even when they find a task difficult and experience the satisfaction of achievement. As they build their confidence and understanding, children may begin to take risks with their learning and are able to learn from mistakes to enhance future success. Children may begin to independently participate in a variety of rich and meaningful inquiry-based experiences. They are learning to experiment with ways of expressing and communicating ideas, and may develop imaginative and practical solutions to problems, needs, and opportunities. They make connections between experiences, concepts and processes and transfer knowledge from one setting to another. They may give simple directions and describe locations in relation to other people and places and ask and answer questions for information and clarification.	At this stage, children are developing dispositions for learning by showing interest in engaging and persisting in activities. They follow and extend their own interests with enthusiasm, energy, and concentration. For instance, they may accommodate new ideas and activities with enthusiasm. They may apply generalisations from one situation to another, such as by using strategies that were effective to solve problems in one situation in a new context. As they build on their confidence and understanding, children may begin to reflect on themselves as learners, in particular on their feelings about learning and about themselves (e.g. saying they are excited or nervous to try something new). They may begin to reflect on their feelings and understanding about their learning – for example, they may respond to prompts that help them acknowledge their successes, note where improvements could be made and reflect on the effort they put into particular activities. They may participate in investigations that involve observation and memory. They may begin to look for patterns in their observations by classifying familiar items and looking for similarities and differences.

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

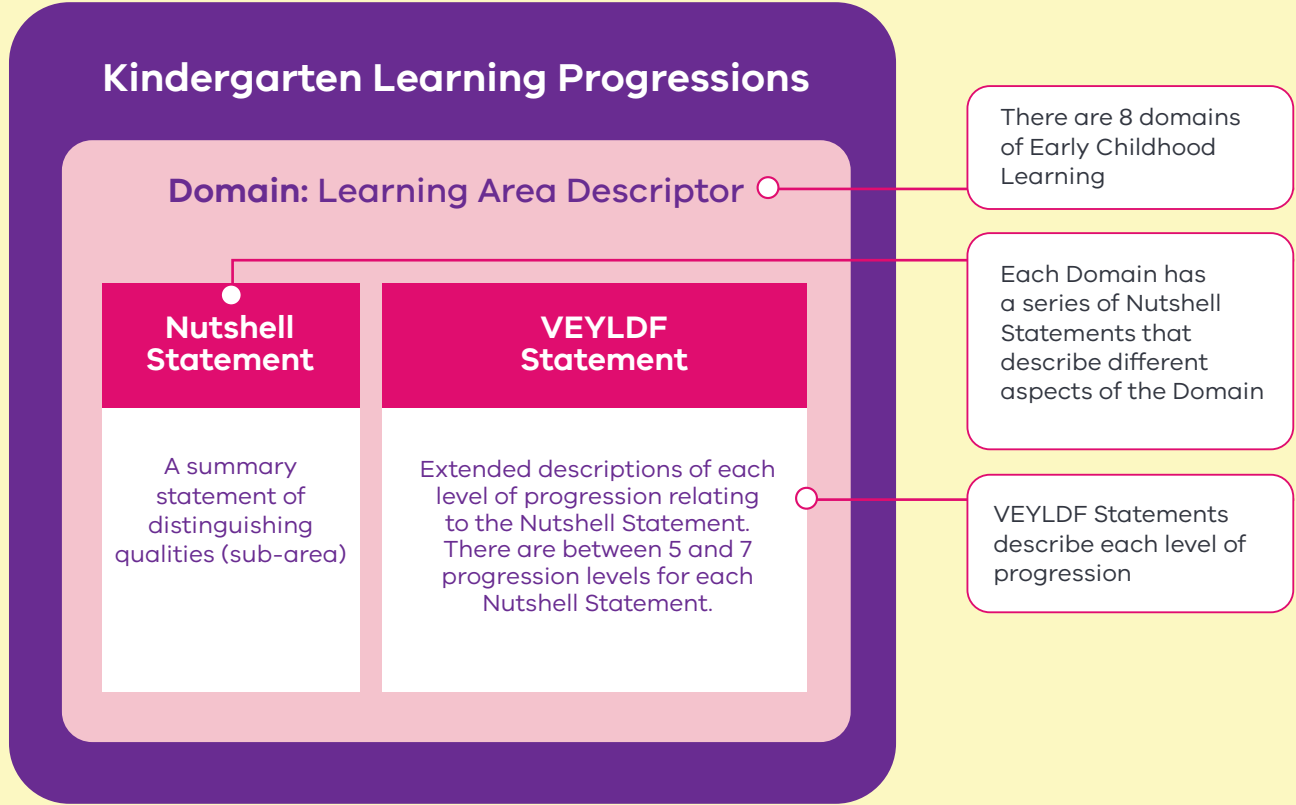
Kindergarten Learning Progressions

Learning and communication – numeracy



 Learning and communication – numeracy		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Learning - Children are confident and involved learners</i> Best Start Best Life					
Nutshell	The child reacts to changes in their environment.	The child is starting to attend to numeracy activities and to explore object quantities and matched pairs.	The child is starting to understand key numeracy concepts and processes and learning to respond to mathematical language and name familiar shapes.	The child is starting to connect number words to concrete materials and to recount when the quantity is changed with support.	The child is learning the concepts of number and numeral, count, and order and building a vocabulary to describe chance and order.	The child is learning to classify and explain groupings of objects and to use informal units to measure length.	The child is starting to divide objects and groups of objects, manipulate numbers from simple fractions to larger numbers and to use mathematical operations to solve addition and subtraction problems.
VEYLDF Statement	At this stage, children use touch, sight, sound, taste, smell, and movement to explore their environment and engage in learning relationships. With support, children may explore objects, reacting to different shapes, sizes, and colours, and responding to changes in the number of objects in front of them. They begin to make connections between objects and a representation of these objects. For instance, they may react to representations of a familiar event or activity. They may respond to familiar sequences such as by paying attention to someone counting.	At this stage, children explore their environment, using play to investigate, imagine and explore ideas of number, quantity, and shape. They begin to show interest and respond to an object or group of objects being counted or divided into parts. They begin to think about quantities. For instance, they may take an object away from a small group of objects when asked. They may begin to use representation to record mathematical ideas and concepts. For instance, they may react to a representation of, or a collection of 1-3 objects. As they build their skills and understandings, they may start to show awareness of concepts such as 'like' groups. For instance, they may demonstrate this by the simple sorting of objects or by finding matching pairs. They are beginning to understand basic measurement concepts such as length and weight, for example, indicating the longer of two objects when asked.	At this stage, children begin to use language to communicate thinking about quantities and to describe attributes of objects and collections. For instance, they may name familiar shapes. Children begin to understand key numeracy concepts and processes demonstrated through behaviours such as responding to numbers, placing numbers in order, and counting up to three objects. They may begin to demonstrate an increasing understanding of number vocabulary. For instance, they may respond to use of ordinal numbers such as being 'first' or 'second'. As they build their skills and understanding, they may start to apply a variety of thinking strategies such as comparing objects to choose the bigger or smaller and may use these skills to engage in activities and solve simple problems. Children begin to notice order and change (e.g. taking turns). They may begin to compare events in their social and natural worlds such as by commenting that a usual routine has changed. They may manipulate objects and experiment with cause and effect such as splitting an object into parts following a demonstration.	At this stage, children start to use words or symbols to communicate mathematical understanding. Children may follow directional terms such as 'in front' or 'beside'. Children begin to sort, categorise, order, and compare collections and events and attributes of objects and materials in their social and natural worlds. For instance, they may sort objects into like groups. Children start to use number words to represent quantity, descriptive words such as 'more' or 'less' to explain change in quantity. They may indicate the total of a representation or a collection of one to three objects without counting and may recount to find the total when objects have been removed from a group of objects. As they build on their skills and understandings, they begin to demonstrate key numeracy concepts such as duration by using words to indicate an understanding of time (e.g. that some activities or routines take longer than others). They are beginning to use objects such as blocks or counters to organise, record and communicate simple mathematical ideas and concepts and use symbols in play to represent and make meaning. They may use representation (e.g. drawings, images, objects) to organise, record and communicate mathematical ideas and concepts.	At this stage, children demonstrate an increasing understanding of measurement, space and number using language to describe attributes and compare the size and shape of familiar objects and describe position and movement in their own environment. They actively create and use representation to organise and sequence basic mathematical concepts. For instance, they may engage with patterns, measuring, counting, and reasoning. They use counting to respond to questions about 'how many' for larger collections. Children are starting to notice order and may demonstrate this by continuing an alternating pattern, describing order of events using first, second and third. They make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using appropriate mathematical language and symbols. For instance, they are beginning to understand concepts of 'chance' (e.g. the chance of an event occurring). As they build their skills and understandings, they begin to draw on memory of a sequence to complete a task.	At this stage, children are starting to engage with mathematical concepts, reasoning, and procedures, demonstrated by sorting objects into different groups and explaining their reasoning, and by asserting that the quantity of a group of objects does not change when they are rearranged. They use mathematical language to communicate thinking about quantities (e.g. bigger and smaller) and to describe attributes of objects and collections, and to explain mathematical ideas such as comparing sizes. They may use directional terms (e.g. behind, in front, next to) to instruct someone to locate an object or person. As they build their skills and understandings, they may notice and predict the patterns of regular routines and the passing of time. For instance, they may use the language of time and explain the sharing of objects (e.g. explaining children have six blocks each).	At this stage, children begin to recognise patterns and relationships and the connections between them. For instance, they create and/or explain a pattern comprising different objects, shapes, drawings, sounds or movements. They can use a range of strategies to add and subtract and explain their selected strategy. They use language to communicate thinking about quantities such as by sequencing numerals forwards and backwards from 0-20 and above. They may use measurement to accurately compare the size and shape of objects. Children may be starting to use mathematical terms and the names of fractions to describe the division of an object or group of objects. They draw on a range of strategies to make meaning from mathematical information. Children create and use representation to organise, record and communicate mathematical ideas and concepts. For instance, they can interpret meaning from a series of steps presented as symbols or images (e.g. follow visual instructions to build a simple model). As they build on their skills and understandings, they make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical language and symbols. For instance, they draw on their understanding of patterns to explain the sequence of a pattern or predict an outcome or the chance of an event occurring.

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

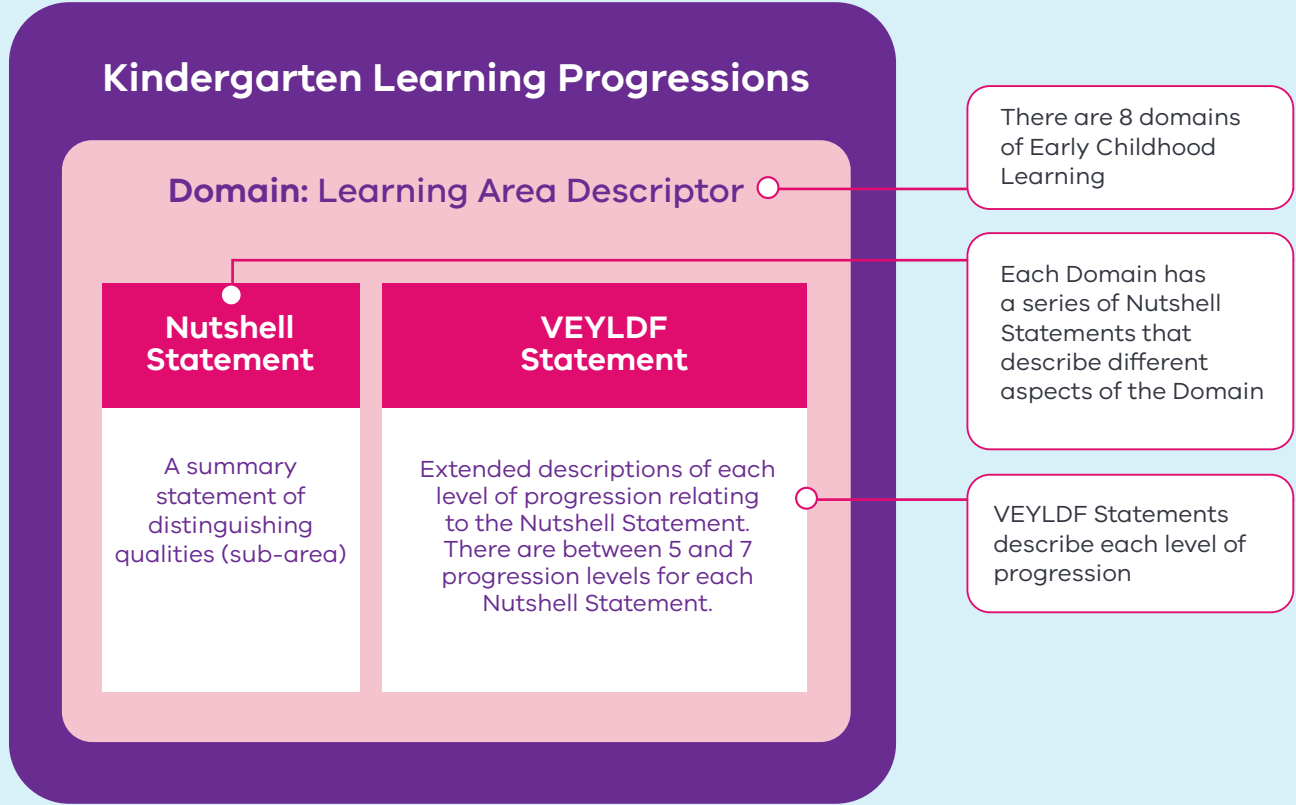
Kindergarten Learning Progressions

Learning and identity – thinking skills



	Learning and identity – thinking skills	This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Identity - Children have a strong sense of identity</i>				Best Start Best Life
Nutshell	The child is beginning to recognise, respond and react to familiar activities or people.	The child is learning to use trial and error to engage with obstacles and attempt basic, one-step (even if incorrect) strategies. They may be learning to recognise whether a strategy was successful or unsuccessful.	The child is learning to transfer basic familiar strategies to attempt unfamiliar activities or tasks, and beginning to understand another person’s intention or beliefs. The child is learning to recognise and repeat patterns or categories and initiate familiar tasks with support.	The child is beginning to explain choices, understand that others have different points of view and employ ways to successfully navigate challenging activities. The child is beginning to independently use knowledge of strategies to attempt unfamiliar tasks or activities.	The child is starting to experiment, adapt, modify, extend, and transfer strategies to new situations and explain their thinking, learning and choices.	
VEYLDF Statement	Children express interest in their environments. They may use play to actively explore their world. For instance, they may respond to unfamiliar environments and make simple choices with support from a trusted adult. At this stage, children participate in a variety of rich and meaningful inquiry-based experiences and begin to develop an ability to mirror, repeat and practice the simple (single step) actions of others with support from a trusted adult.	Children at this stage actively explore their environment. They co-construct learning, engage in learning relationships and show interest in new experiences. As they work through this stage, children are curious and enthusiastic participants in their learning. For instance, they remain present for unfamiliar or challenging experiences, tasks, or objects. They explore ideas and processes through play with imagination and curiosity and are beginning to classify and sort objects with support. Children participate in a variety of rich and meaningful inquiry-based experiences. They begin to make connections between experiences, concepts and processes. For instance, they may show awareness that an outcome or strategy was successful or unsuccessful. Children will begin to recognise their need for help. They engage with and co-construct learning with trusted adults (or with support) to learn to seek help from a trusted adult.	At this stage, children are curious and enthusiastic participants in their own learning. They participate in a variety of rich and meaningful inquiry-based experiences. Children may follow and extend their own interests with enthusiasm, energy and concentration. They may initiate and contribute to play experiences emerging from their own ideas. They solve simple problems and engage with and co-construct learning and engage in learning relationships. For instance, they may seek assistance from trusted adults or peers when challenged by an experience or task. As children develop their thinking skills, they may begin to predict outcomes and generalisations about their daily experiences, aspects of the natural world and environments and use simple patterns they generate or identify. By the end of this stage, children may begin to apply strategies that were successful in one situation in a new context, manipulate objects, and experiment with cause and effect, trial and error, and motion. Children may begin to apply thinking strategies to engage with situations and solve problems, and adapt and apply these strategies to unfamiliar activities, tasks or objects. Children may engage in and contribute to, shared experiences and display awareness of others’ perspectives. They may be learning to focus on relevant information in an interaction, task, or experience.	At this stage, children are learning to participate in a variety of rich and meaningful inquiry-based experiences. Children may begin to apply a range of thinking strategies to engage with situations and solve problems and adapt these strategies to new challenges and new situations. For instance, they may ask for help after independently attempting a task. They may also initiate and contribute to play experiences emerging from their own ideas to explore their world. Children may learn to make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify. For instance, they may carry out multi-step tasks to achieve a preferred or relevant outcome. They may also begin to reflect on their own thinking to consider why things happen and what can be learnt from these experiences. By the end of this stage, children may transfer knowledge from one setting to another and try out or modify strategies that were effective to solve problems in one situation in a new or challenging context. They may also use representation to organise and prioritise concepts.	At this stage, children transfer and adapt a wide variety of thinking strategies to engage with new or unfamiliar situations and solve problems. They use the processes of play, reflection and investigation to problem-solve and reflect on their thinking to consider why things happen and what can be learnt from these experiences. They also display awareness of and respect for others’ perspectives. Children are beginning to transfer and adapt knowledge and strategies from one setting to another. Children may also be beginning to persist even when they find a task difficult and manipulate objects and experiment with cause and effect, trial and error, and motion. For instance, they may systematically work through steps to complete an unfamiliar task or experience. As they increase their skill and understanding, children may make connections between experiences, concepts and processes. For instance, they may explain their reasoning underlying their choices.	

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

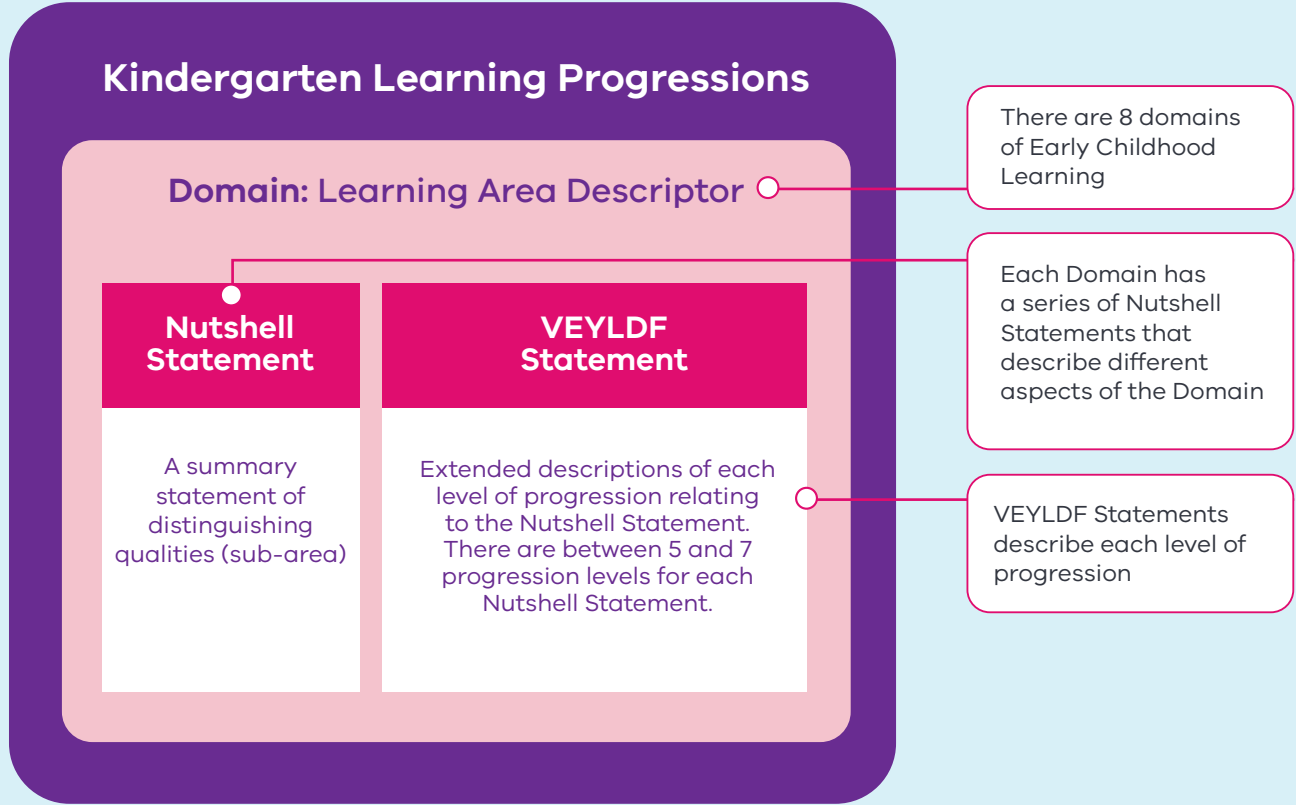
Kindergarten Learning Progressions

Wellbeing – emotions



 Wellbeing – emotions		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Wellbeing - Children have a strong sense of wellbeing</i> Best Start Best Life				
Nutshell	The child may react with emotional expression, both positive and negative, to events in their environment, and is learning to rely on adult support to cope with emotional events; successful or unsuccessful.	The child is developing awareness of others’ emotional expressions, perhaps orienting, or gesturing towards a person who is expressing emotion. They may express a range and intensity of emotional responses.	The child is learning to use words, signs, or symbols to name emotions, and to respond to emotions in others.	The child is learning to differentiate emotional responses and demonstrates an awareness of causes and effects of emotional responses (e.g. attempting to comfort others or regulate their expressions of emotion).	The child is acquiring emotional knowledge, demonstrating this through explaining and describing emotions and applying that knowledge by learning to resolve emotional events.	The child is learning to discuss why and how to regulate emotional experience and to match intensity and reactivity of emotions to suit context, as well as matching response to other’s emotions to context.
VEYLDF Statement	At this stage, children are building their trust and learning to accept or respond to positive interactions with others. For example, they may smile, make eye contact, vocalise, gesture or adjust their body position in response to the presence of a trusted adult. They may remain accessible to others at times of distress and may also enjoy moments of solitude. As they build their skills and understanding, children may express both positive and negative emotions. For example, they may react with refusal or distress when an experience challenges them. They are learning to respond to a trusted adult’s attempts to comfort them.	At this stage, children are building their trust and confidence. They remain accessible to others at times of distress or confusion and may also enjoy moments of solitude. As they build their skills and understanding, children are developing their awareness of own and others’ emotional expressions. For example, they may share expressions of happiness or respond to sadness in another person by orienting towards a person who is expressing an emotion. They may also allow others to label the emotion they are expressing. Children may express a range of intensities of emotional response by, for example, using facial expression and gesture. Children’s emotional responses are likely to vary and may not yet be in proportion to the situation. Children are beginning to accept new challenges with the support of a trusted adult.	At this stage, children are developing a strong sense of their social, emotional, and spiritual wellbeing. This is evident, for example, when children demonstrate trust and confidence, and remain accessible to others at times of distress, confusion, or frustration. Children may share humour, happiness, and satisfaction and display a range of emotions and intensities of emotion. As they build their skills and understanding, children are beginning to communicate their understanding of emotions in themselves and others. They may, for example, respond to another child who is expressing emotion. They are learning to use cues such as facial expression, tone of voice, eye contact, or gesture, and to use words, signs, or symbols to name and express emotions. They are beginning to show an increasing capacity to understand and regulate their emotions.	Children are developing a strong sense of social, emotional, and spiritual wellbeing. This is evident, for example, when children demonstrate trust and confidence and remain accessible to others at times of distress, confusion, or frustration. Children may share humour, happiness, and satisfaction. They may increasingly cooperate and work collaboratively with others. As they build their skills and understanding, children begin to understand the causes of emotional responses in themselves and others. For example, they may attempt to comfort others or regulate their own expressions of emotion. They are learning to assert their capabilities and self-reliance while demonstrating increasing awareness of the needs and feelings of others.	At this stage, children are developing a strong sense of social, emotional, and spiritual wellbeing. This develops, for example, when they learn to demonstrate empathy or care for other children. With growing confidence, they may discuss the way various situations and behaviours affect the way they feel and develop personal responses to such behaviours and situations. As they build their skills and understanding, children explore their emotions and identify the different ways in which people express and respond to emotions. They are developing emotional knowledge, skills, and strategies, and typically show this by explaining and describing emotions and applying that knowledge by learning to resolve emotional events. They understand, regulate, and manage their emotions in ways that reflect the feelings and needs of others. Children are learning to make positive choices, accept challenges and take considered risks.	At this stage, children are developing a strong sense of social, emotional, and spiritual wellbeing. This develops, for example, when children understand the effects, their actions have on others and demonstrate awareness of the needs and rights of others. Children are learning to explore the causes of their emotions and those of others, and to regulate their emotional responses in both familiar and less familiar situations. Children extend their emotional skills and knowledge and demonstrate an enhanced vocabulary for understanding and describing emotions. As they build their skills and understanding, children explore the consequences of emotional responses in a range of social situations. They are beginning to recognise the contributions they make to shared experiences.

Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Best Start
Best Life

Best Start
Best Life

Kindergarten Learning Progressions

Wellbeing – movement



 Wellbeing – movement		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Wellbeing - Children have a strong sense of wellbeing</i> Best Start Best Life				
Nutshell	The child responds or reacts to the experience of movement and balance. They may show awareness of bodily needs, body movement and position, and react to people and sensory activities.	The child cooperates with familiar adults to participate in movement activities, and to transport or use routine items. They are learning to move in relation to space and obstacles, and to follow direct instructions to regulate involvement in activities.	The child achieves their movement goals with concentration or deliberate focus. They may practise simple movement sequences and vary strategies to obtain objects and achieve a component of equipment handling.	The child solves basic movement challenges with increasing confidence. They are learning to manage their own movement in shared space, use familiar materials with control, and maintain balance when attention is directed elsewhere.	The child manages their movement under demanding conditions. They move confidently and independently in shared space, or while attention is directed to other aspects of a task, or in response to the requirements of equipment or activities.	The child manages their movement under demanding conditions. For instance, they may adapt strategies in response to challenging settings and, with planning, achieve the maximum involvement possible within personal physical limits.
VEYLDF Statement	At this stage, children recognise their bodily needs (e.g. thirst, hunger, rest, comfort, physical activity). They use touch, sight, sound, taste, smell, and movement to explore and respond to their world to establish an awareness of their bodies in space and their own movement abilities. Children demonstrate spatial awareness and orient themselves when moved by others. They are happy, healthy, safe, and connected to others. As they build their skills and understanding, children may perform fundamental movement skills and explore basic movement challenges.	At this stage, children recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity). Children are beginning to engage in sensory-motor skills and movement sequences. For instance, they participate in easily achievable movement activities. They cooperate with adults to manipulate objects and manage tools with increasing competence and skill. Children demonstrate spatial awareness and orient themselves. As they build their skills and understandings, children may use touch, sight, sound, taste, smell and movement with increasing integration, skill, and purpose to explore and respond to their world. They may follow simple or familiar instructions when participating in movement activities.	At this stage, children are happy, healthy, safe, and connected to others. Children may engage in increasingly complex sensory-motor skills and movement sequences. Children may perform gross and fine motor movement and balance to achieve patterns of activity, including climbing and running or manipulating and managing materials or equipment. They develop and practise spatial awareness and orient themselves, moving around and through their environments confidently and safely. As they build their skills and understandings in familiar settings, children may use their senses (i.e. touch, sight, sound, taste, smell, and movement) with increasing integration, skill and purpose to explore and respond to their world. For instance, they may practise simple and familiar movements, or test possible solutions to movement challenges.	At this stage, children are happy, healthy, safe and are connected to others. Children move with increasing confidence and self-reliance. They are engaging in increasingly complex and strenuous sensory motor skills and movement sequences and demonstrate beginning understandings of basic hygiene and safety practices for themselves and others. Children use their senses (i.e. touch, sight, sound, taste, smell, and movement) with increasing integration, skill and purpose to explore and respond to their world. Children may demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely. They may combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. For instance, they maintain balance without conscious attention. As they build their skills and understanding, children may manipulate equipment and manage tools with increasing competence and skill by using appropriate strength, control, dexterity, and precision.	At this stage, children show increasing self-reliance and competence in basic hygiene and safety practices for themselves and others. They show enthusiasm for participating in physical play. For instance, they attempt new or challenging movement activities and negotiate play spaces safely. They move confidently and independently while attention is directed to other aspects of an activity or in a context that requires that they manage more than one demand at a time. Children are provided with opportunities to learn through movement. They combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. Children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely. As they build their skills and understanding, children may use their sensory capabilities and dispositions with increasing integration, skill, and purpose to explore and respond to their world. They manipulate equipment and manage tools with increasing competence and skill and use a range of movement strategies.	At this stage, children manipulate equipment and manage tools with increasing competence and skill. They use appropriate strength and control while attending to other aspects of a task and adjusting their position for efficiency. They use their senses with increasing integration, skill, and purpose to explore and respond to their world. They show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others. They may select, transfer, and apply simple movement skills and sequences individually or in groups. They show increasing self-reliance and competence in basic and safety practices for themselves and others. For instance, they manage their movement under demanding conditions or plan or adapt strategies for strenuous movement activities. As they build their skills and understanding, children combine gross and fine motor movement and balance to achieve increasingly complex sequences, including dance, creative movement, and drama.