Language and cognitive skills domain

Key concepts

- Interested in books, reading and writing, and basic math
- Capable of reading and writing simple sentences and complex words
- Will be able to count and recognise numbers and shapes

Connections to key documents

Early Years Learning Framework (EYLF)	**Outcome 4 – Children are confident and involved learners** > Children develop dispositions for learning 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 **Outcome 5: Children are effective communicators** > Children engage with a range of texts and gain meaning from these texts; children express ideas and make meaning using a range of media; children begin to understand how symbols and pattern systems work
National Quality Standard (NQS)	**Quality area 1: Educational program and practice** **1.1.1:** Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators **Quality area 3: Physical environment** **3.2.2:** Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning **Quality area 5: Relationships with children** **5.2.1:** Children are supported to collaborate, learn from and help each other **Quality area 6: Collaborative partnership with families and communities** **6.1.2:** The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing **6.1.3:** Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing **6.2.3:** The service builds relationships and engages with its community **Quality area 7: Governance and leadership** **7.2.1:** There is an effective self-assessment and quality improvement process in place
SA Curriculum	**English curriculum** **Strand: Language** > Sub-strand: Expressing and developing ideas > Sub-strand: Phonics and word knowledge

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SA Curriculum

Strand: Literacy

> Sub-strand: Texts in context

> Sub-strand: Interpreting, analyzing, evaluation

> Sub-strand: Creating texts

Mathematics curriculum

Strand: Number and algebra

> Sub-strand: Number and place value

> Sub-strand: Patterns and algebra

Strand: Measurement and geometry

> Sub-strand: Using units of measurement

> Sub-strand: Shape

Humanities and social sciences

Strand: Inquiry and skills

> Sub-strand: Questioning

> Sub-strand: Researching

> Sub-strand: Analysing

> Sub-strand: Evaluating and reflecting

> Sub-strand: Communicating

Science

Strand: Science inquiry skills

> Sub-strand: Questioning and predicting

> Sub-strand: Processing and analysing data and information

> Sub-strand: Communicating

Technologies

Design and technologies

Strand: Design and technologies knowledge and understanding

Strand: Design and technologies processes and production skills

General capability

Literacy

Element: Comprehending texts through listening, reading and viewing

Element: Composing texts through speaking, writing and creating

Element: Text knowledge

Element: Grammar knowledge

Element: Word knowledge

Numeracy

Element: Estimating and calculating with whole numbers

Element: Recognise and using patterns and relationships

Element: Using measurement

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Australian Professional Standards for Teachers (AITSL)	**Standard 1: Know students and how they learn**
	1.1: Physical, social and intellectual development and characteristics of students
	1.2: Understand how students learn
	1.5: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
	1.6: Strategies to support full participation of students with disability
	Standard 2: Know the content and how to teach it
	2.3: Curriculum, assessment and reporting
	Standard 3: Plan for and implement effective teaching and learning
	3.6: Evaluate and improve teaching programs
	Standard 5: Assess, provide feedback and report on student learning
	5.4: Interpret student data
	Standard 6: Engage in professional learning
	6.2: Engage in professional learning and improve practice
	6.3: Engage with colleagues and improve practice
	6.4: Apply professional learning and improve student learning
	Standard 7: Engage professionally with colleagues, parents/carers and the community
	7.3: Engage with the parents/carers
	7.4: Engage with professional teaching networks and broader communities
Australian Professional Standard for Principals	**Leading teaching and learning** **Leading improvement, innovation and change** **Leading the management of the school** **Engaging and working with the community** **Developing self and others**

Find out more at www.aedc.gov.au and https://www.education.sa.gov.au/