

## Appendix 2

Relationship between the sub-elements of the *Early Years Learning Framework* outcomes and the sub-elements of the *Foundations for Success* learning statements

<i>EYLF</i> outcome	<i>EYLF</i> outcome sub-elements	<i>Foundations for Success</i> learning statement sub-elements
<b>Children have a strong sense of identity.</b>	Children feel safe, secure and supported.	Children become strong in their emotional wellbeing. They: <ul style="list-style-type: none"> <li>feel safe, secure and supported.</li> </ul>
	Children learn to interact in relation to others with care, empathy and respect.	Children become increasingly independent and interdependent. They: <ul style="list-style-type: none"> <li>interact in relation to others with care, empathy and respect.</li> </ul>
	Children develop their emerging autonomy, interdependence, resilience and sense of agency.	Children build a sense of belief and confidence in themselves. They: <ul style="list-style-type: none"> <li>delight in making decisions and choices</li> <li>demonstrate courage and resilience to persevere and manage change and challenge.</li> </ul>
	Children develop knowledgeable and confident self-identities.	Children build knowledgeable and confident identities. They: <ul style="list-style-type: none"> <li>develop pride and strength in personal and cultural identity</li> <li>share a sense of belonging and connectedness.</li> </ul>
<b>Children are connected with and contribute to their world.</b>	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.	Children broaden their sense of belonging to groups and communities. They: <ul style="list-style-type: none"> <li>become aware of the reciprocal rights and responsibilities necessary for active community participation</li> <li>explore their own and others' cultures and the similarities and differences among people.</li> </ul>
	Children respond to diversity with respect.	Children broaden their sense of belonging to groups and communities. They: <ul style="list-style-type: none"> <li>become aware of bias and stereotyping and respond to diversity with respect.</li> </ul>
	Children become aware of fairness.	Children broaden their sense of belonging to groups and communities. They: <ul style="list-style-type: none"> <li>become aware of fairness.</li> </ul>
	Children become socially responsible and show respect for the environment.	Children are increasingly independent and interdependent. They: <ul style="list-style-type: none"> <li>become socially responsible and show respect for environments</li> <li>explore interactions between people and environments.</li> </ul>
<b>Children have a strong sense of wellbeing.</b>	Children become strong in their social and emotional wellbeing.	Children become strong in their emotional wellbeing. They: <ul style="list-style-type: none"> <li>feel safe, secure and supported</li> <li>take increasing responsibility for their own health and safety.</li> </ul>
	Children take increasing responsibility for their own health and physical wellbeing.	Children become strong in their physical wellbeing. They: <ul style="list-style-type: none"> <li>gain control and strength for manipulating objects, tools and equipment with increasing complexity</li> <li>develop confidence, coordination and strength in large movement skills and challenges.</li> </ul>
<b>Children are confident and involved learners.</b>	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.	Children become confident and involved knowers and learners. They: <ul style="list-style-type: none"> <li>build dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</li> </ul>
	Children develop a range of skills and processes such as problem-solving, enquiry, experimentation, hypothesising, researching and investigating.	Children become confident and involved knowers and learners. They: <ul style="list-style-type: none"> <li>apply a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.</li> </ul>
	Children transfer and adapt what they have learned from one context to another.	Children explore, investigate and connect with people, land, place, time and technology. They: <ul style="list-style-type: none"> <li>transfer and adapt what they have learned from one context to another and from one time to another.</li> </ul>
	Children resource their own learning through connecting with people, place, technologies, and natural and processed materials.	Children explore, investigate and connect with people, land, place, time and technology. They: <ul style="list-style-type: none"> <li>resource their own learning through connecting with people, place, technologies and natural and processed materials.</li> </ul>
<b>Children are effective communicators.</b>	Children interact verbally and non-verbally with others for a range of purposes.	Children explore and expand their first languages. They: <ul style="list-style-type: none"> <li>interact verbally and non-verbally with others for a range of purposes.</li> </ul>
	Children engage with a range of texts and gain meaning from these texts.	Children engage with multiple forms of literacy that build bridges between family and community contexts and new learning. They: <ul style="list-style-type: none"> <li>engage with a range of texts and gain meaning from these texts</li> <li>explore symbols and patterns in language</li> <li>build confidence and interest in exploring reading and writing behaviours.</li> </ul>
	Children express ideas and make meaning using a range of media.	Children engage with multiple forms of literacy that build bridges between family and community contexts and new learning. They: <ul style="list-style-type: none"> <li>express ideas and make meaning using a range of media.</li> </ul>
	Children begin to understand how symbols and pattern systems work.	Children engage with numeracy concepts that build bridges between family and community contexts and new learning. They: <ul style="list-style-type: none"> <li>begin to understand how symbols and pattern systems work</li> <li>build confidence and interest in counting</li> <li>explore mathematical thinking, concepts and language.</li> </ul>
	Children use information and communication technologies to access information, investigate ideas and represent their thinking.	Children explore, investigate and connect with people, land, place, time and technology. They: <ul style="list-style-type: none"> <li>use information and communication technologies to access information, investigate ideas and represent their thinking.</li> </ul>