Learning Outline for Parents 2026

Term 4 - ENGAGE

This document is designed to provide clear and consistent information about the Early Years Learning Framework (EYLF) outcomes planned for your child's class for the coming term. It allows parents and carers to stay informed, support learning at home, and engage in meaningful conversations with their child about what they are learning at school.
By sharing this outline, we strengthen our collaborative approach between home and school, ensuring learning is connected, purposeful, and consistent across the school. This approach aligns with the Quality Teaching Strategy – *Teaching for Impact*, supporting high-quality teaching and improved learning outcomes for all students. For more information on Homework please check our website.

Kindergarten

EYLF Learning Outcome 1 - Identity

- Share ideas and information about their family and culture
- Demonstrate increasing awareness of the needs and rights of others
- Take calculated risks in play and learning and begin to cope with the unexpected
- Recognise safe and unsafe situations

EYLF Learning Outcome 2 - Connecting and Contributing

- Begin to recognise there is a diversity of cultures, traditions and family structures
- Become aware of connections, similarities and differences between people
- Understand what it means to be treated fairly and to treat others fairly
- Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals

EYLF Learning Outcome 3 - Wellbeing

- Show an increasing capacity to understand, self-regulate and manage their emotions
- Negotiate play spaces to ensure the safety and well-being of themselves and others
- Build strategies to calm the body and mind

EYLF Learning Outcome 4 - Learning and Thinking

Mathematics:
Number and Algebra:

- Recognise and sequence numbers 11-20
- Sequence numbers backwards from 10 (including using Noongar language)
- Count groups of 1-20 objects
- Identify what number is missing from 1-10
- Compare groups of 1-20 objects and say which is more, less or the same

Measurement and Geometry:

- Count how many sides and corners shapes have (circle, square, triangle, rectangle, pentagon, hexagon, octagon)
- Describe the attributes of shapes (circle, square, triangle, rectangle, pentagon, hexagon, octagon)
- Identify, copy, continue and create ABCABC patterns
- Define and identify things that are quick and slow eg. "When something is quick/fast it doesn't take long." and "When something is slow it takes a long time."
- Compare two things happening and identify which one is faster/slower

Statistics and Probability:

- Answer yes/no questions to collect information
- Use data to answer simple questions

Literacy:

- Continue to recognise own name
- Continue to identify and generate rhyming words
- Continue to retell or create simple stories using materials or drama to represent ideas
- Continue to respond to and generate questions
- Identify the beginning sounds in words (....)
- Identify pictures that start with the same beginning sound
- Identify beginning sounds in words and link to corresponding letters
- Stretch out words, sound by sound, and then put the word back together (ch/iii/ck - chick)
- Blend three sounds together from print to make words with the aid of pictures (van – vvv/aaa/nnn)
- Identify pictures that end with the same sound eg. **man,** frog, **pan,** star, **bin**
- Trace letters in own name
- Write own name

Talk4Writing:

- Rosie's Walk
- When Santa Got Stuck Up The Chimney

EYLF Learning Outcome 5 - Communication

Language for Interaction:

- Begin to recognise the different sounds and words of languages other than English used in homes, early childhood and community environments
- Are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listener's needs

Expressing and Developing Ideas:

- Retell simple stories in a logical sequence using a range of material and expressive forms eg. blocks, dramatic play
- Enjoy engaging with and sharing a wide variety of cultural texts including those authored by Traditional Owners