

Australian Early Years Curriculum For Sustainability Complementing the Early Years Learning Framework



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Belonging, Being, and Becoming	Wellbeing	Communication	Identity and Diversity	Active Learning	Play-based Learning	Relationships
This encompasses the sense of belonging to family, community, and culture; being engaged and involved in learning through exploration and play; and becoming confident,	Promoting physical, emotional, and social well-being, including the development of healthy habits and positive self-esteem	Encouraging language development and communication skills, both verbal and non-verbal, to express needs, thoughts, and feelings effectively.	Supporting children in understanding their own identity, culture, and background, as well as respecting and appreciating the diversity of others.	Fostering curiosity, creativity, and problem-solving skills through hands-on exploration and inquiry-based learning experiences.	Recognizing the importance of play in children's development, allowing them to explore, experiment, and make sense of the world around them	Building positive relationships with peers, educators, families, and the wider community, fostering a sense of belonging and connectedness.

autonomous learners						

The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability -SUS 1-

Belonging / Becoming and Being	Wellbeing	Communication	Identity and Diversity	Active Learning	Play-based Learning	
Belonging: a. Develop an understanding of the	Physical Well-being: a. Develop an understanding of	.Verbal Communication : a. Develop	Understanding Personal Identity: a. Explore and	Encouraging Curiosity: a. Stimulate curiosity about	Exploring Nature through Play: a. Engage in	Developing Interpersonal Skills: a. Engage in

interconnectedness between humans, nature, and the environment. b. Recognize and appreciate the importance of caring for the environment as part of belonging to the community and broader ecosystem. c. Foster a sense of responsibility towards taking care of the natural world and preserving it for future generations. Being: a. Engage in hands-on exploration and play activities that promote an	the importance of physical activity for personal health and the health of the environment. b. Participate in outdoor activities that promote physical fitness while connecting with nature, such as nature walks, gardening, and active play. c. Learn about healthy eating habits and the benefits of consuming locally sourced, seasonal foods for personal and environmental well-being. Emotional Well-being: a. Engage in activities that foster emotional	vocabulary related to sustainability concepts such as nature, recycling, conservation, and biodiversity. b. Practice using descriptive language to communicate observations and experiences in nature, such as describing the features of plants and animals or the changes in weather. c. Engage in conversations about sustainability topics with peers and educators, sharing ideas, questions, and solutions related to environmental	recognize individual characteristics, interests, and abilities that contribute to personal identity. b. Reflect on personal experiences and family traditions to develop a sense of self-awareness and belonging. c. Identify and express feelings of pride and connection to one's own cultural heritage and background. Appreciating Diversity: a. Engage in activities that celebrate cultural diversity, such as storytelling, music,	the natural world through hands-on exploration of outdoor environments, such as gardens, parks, and nature reserves. b. Provide opportunities for children to ask questions, make predictions, and seek answers through observation and inquiry-based investigations. c. Foster a sense of wonder and awe towards nature, encouraging children to explore and discover the beauty and complexity of the	imaginative play scenarios set in natural environments, such as pretending to be animals in their habitats or exploring a pretend garden. b. Use natural materials, such as sticks, leaves, and stones, to build structures, create art, and invent games, fostering a connection to the environment. c. Explore the concept of sustainability through playful activities, such as sorting recyclables, creating nature-inspired	cooperative play activities that require collaboration and communication with peers, such as building structures together or participating in group games. b. Practice taking turns, sharing resources, and resolving conflicts peacefully during play interactions with peers, fostering empathy and mutual respect. c. Demonstrate empathy and understanding towards others' feelings and perspectives, recognizing the importance of kindness and inclusivity in
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understanding of sustainability concepts such as recycling, conserving resources, and reducing waste. b. Explore various natural materials and their properties through sensory experiences, fostering a connection to the environment. c. Participate in outdoor activities that encourage observation, inquiry, and reflection on the natural world, promoting a sense of being in harmony with	resilience and coping skills in response to environmental changes or challenges, such as weather fluctuations or encountering new natural environments. b. Explore feelings and emotions related to environmental issues, such as empathy towards animals or sadness about pollution, through storytelling, role-playing, and artistic expression. c. Develop mindfulness techniques, such as deep breathing or nature-based mindfulness practices, to	stewardship. Non-verbal Communication : a. Explore different forms of non-verbal communication in nature, such as body language, facial expressions, and gestures, to express feelings and intentions. b. Use visual aids such as drawings, diagrams, and photographs to communicate ideas and concepts related to sustainability, such as illustrating the life cycle of plants or	and art from different cultural backgrounds. b. Learn about and respect the traditions, customs, and languages of peers and families from diverse cultural backgrounds. c. Participate in collaborative projects and discussions that highlight the richness of diversity and promote empathy and understanding towards others. Understanding Australian First Nations: a. Explore the diverse cultures,	environment. Fostering Creativity: a. Provide open-ended materials and resources for children to engage in creative expression and imaginative play related to sustainability themes, such as recycled materials for art projects or natural objects for sensory exploration. b. Encourage children to think innovatively and creatively to solve environmental challenges, such as designing	crafts, or role-playing eco-friendly behaviors. Experimenting with Sustainable Practices: a. Provide opportunities for open-ended play with materials that promote sustainability, such as recycled or natural materials, allowing children to experiment with different ways of reusing and repurposing. b. Set up play stations focused on sustainable practices, such as a recycling sorting center or	building positive relationships. Building Relationships with Educators: a. Develop trust and rapport with educators through responsive and nurturing interactions, such as providing comfort and support during times of distress or uncertainty. b. Engage in meaningful conversations and shared experiences with educators about sustainability topics, fostering a sense of connection and shared purpose in environmental
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nature. Becoming: a. Develop skills to make environmentally friendly choices in daily routines, such as selecting sustainable materials and practicing energy conservation. b. Cultivate a curiosity-driven mindset towards sustainability issues, asking questions and seeking solutions to environmental challenges. c. Build confidence and independence in taking action towards	promote emotional regulation and stress reduction in connection with nature. Social Well-being: a. Participate in collaborative activities that promote teamwork and cooperation, such as community gardening projects or group clean-up activities. b. Develop empathy and compassion towards others, including animals and plants, through interactions in natural settings and learning about ecosystems and interdependence. c. Foster positive relationships with	animals. c. Participate in role-playing and dramatic play activities that encourage non-verbal communication and creative expression of sustainability concepts, such as acting out scenarios of caring for the environment or portraying the behaviors of animals in their habitats. Expressing Needs, Thoughts, and Feelings: a. Develop the ability to articulate personal needs and preferences	languages, and traditions of Australian First Nations peoples through storytelling, songs, and visual arts. b. Learn about the connection between Australian First Nations peoples and the land, including sustainable practices and environmental stewardship. c. Foster respect and appreciation for the knowledge, wisdom, and contributions of Australian First Nations peoples to the environment and society.	eco-friendly inventions or creating solutions for reducing waste. c. Support children in expressing their ideas, thoughts, and feelings about sustainability through various forms of creative expression, including drawing, painting, storytelling, and role-playing. Developing Problem-Solving Skills: a. Engage children in real-life environmental problems and challenges, such	a water conservation station, where children can engage in hands-on exploration and experimentation. c. Encourage role-playing scenarios related to sustainability, such as running a pretend farmer's market, composting food scraps, or caring for a pretend garden, allowing children to experience the benefits of sustainable living in a playful context. Making Sense of Environmental	stewardship. c. Seek guidance and support from educators in exploring sustainability concepts and engaging in hands-on learning experiences that promote environmental awareness and action. Strengthening Family Connections: a. Engage families in collaborative activities and projects related to sustainability, such as family nature walks, gardening at home, or participating in community
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sustainability goals, such as planting trees, creating compost, or participating in community clean-up activities.	peers and adults through shared experiences in outdoor play and environmental stewardship activities, promoting a sense of belonging and connection to the community and natural world	related to environmental experiences, such as expressing a desire to explore a certain natural habitat or participate in a specific outdoor activity. b. Practice expressing thoughts and feelings about sustainability issues, such as sharing concerns about pollution or excitement about helping to plant a garden. c. Explore a variety of communication tools and mediums, including storytelling, songs, and	Building Cultural Competence: a. Develop skills to communicate and interact respectfully with peers from diverse cultural backgrounds, including Australian First Nations. b. Reflect on personal biases and stereotypes and develop strategies to challenge and overcome them. c. Engage in collaborative activities that promote intercultural learning and cooperation, fostering a sense of unity and inclusion within	as water conservation or habitat restoration, and facilitate opportunities for collaborative problem-solving. b. Encourage critical thinking and experimentation by presenting children with open-ended scenarios and scenarios that require them to brainstorm solutions and test hypotheses. c. Provide scaffolding and support as children navigate through the problem-solving process, encouraging perseverance,	Concepts: a. Use storytelling, songs, and games to introduce children to basic environmental concepts, such as the importance of clean air and water, the life cycle of plants and animals, and the impact of human actions on the environment. b. Facilitate guided nature walks and outdoor scavenger hunts, encouraging children to observe and interact with their	clean-up events. b. Share children's learning experiences and achievements related to sustainability with families through regular communication channels, such as newsletters, parent-teacher meetings, or digital platforms. c. Encourage families to incorporate sustainable practices into daily routines at home, such as recycling, conserving energy and water, or choosing eco-friendly products, fostering a sense of shared responsibility for environmental
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		nature-based crafts, to express thoughts, feelings, and ideas about sustainability in creative ways.	the community.	resilience, and reflection on outcomes. Promoting Active Exploration: a. Create rich and stimulating learning environments both indoors and outdoors that invite children to actively explore and interact with their surroundings. b. Provide hands-on experiences with natural materials, living organisms, and sustainable practices, such as gardening, composting, and recycling, to deepen understanding	surroundings while making connections to sustainability concepts learned through play. c. Provide opportunities for reflective play experiences, such as journaling about nature observations or discussing the environmental themes of their play experiences with peers and educators, encouraging children to articulate their understanding of sustainability concepts. Promoting Collaborative	stewardship. Engaging with the Wider Community: a. Participate in community-based initiatives and events focused on sustainability, such as tree planting activities, environmental fairs, or visits to local parks and gardens. b. Collaborate with local organizations and community members to address environmental issues and promote sustainable practices, such as organizing neighborhood clean-up campaigns or
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				and engagement with sustainability concepts. c. Facilitate opportunities for child-led investigations and discoveries, allowing children to take ownership of their learning and pursue their interests in sustainability in meaningful ways.	Play: a. Foster opportunities for cooperative play with peers, such as building a sustainable community in a pretend village or working together to solve environmental challenges in a group setting. b. Encourage negotiation, problem-solving, and communication skills through collaborative play experiences, where children must work together to achieve common goals related to	advocating for green spaces. c. Foster a sense of belonging and connectedness to the wider community through meaningful interactions and contributions to collective efforts aimed at creating a more sustainable and resilient future.
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					sustainability. c. Provide supportive adult guidance and scaffolding to facilitate meaningful interactions and promote positive social dynamics during play, fostering a sense of belonging and community among children.	
Environmental Awareness	(SUS 2)					
Belonging , Becoming and Being	Wellbeing	Communication	Identity and Diversity	Active Learning	Play based Learning	Relationships
Belonging: a.Recognize and appreciate the natural world as	Physical Well-being: a.Engage in outdoor activities	Verbal Communication : a.Develop	Understanding Identity and Culture: a.Explore and	Fostering Curiosity: a.Encourage children to ask	Encouraging Exploration: a.Provide open-ended	Fostering Relationships with Peers: a.Encourage

part of their environment and their sense of belonging within it. b.Demonstrate an understanding of the interconnectedness between themselves, their families, communities, and the environment. c.Identify and name local plants, animals, and natural features, fostering a sense of belonging to their immediate surroundings. d.Participate in activities that promote caring for the environment, such as recycling or gardening, to strengthen their connection to their	that promote physical health, such as playing games, running, jumping, and climbing in natural environments. b.Develop an understanding of the importance of physical activity for their overall health and well-being. c.Demonstrate basic safety practices in outdoor settings, such as staying within designated areas and avoiding hazardous materials. d.Participate in activities that encourage healthy eating habits, such as gardening and preparing simple snacks using fresh,	vocabulary related to the natural world, including names of plants, animals, and natural features, through exploration, observation, and storytelling. b.Engage in conversations with peers and educators about their experiences in nature, expressing thoughts, observations, and questions related to the environment. c.Practice using descriptive language to communicate about sensory experiences in outdoor settings,	celebrate their own cultural identity, including connections to family, community, and cultural traditions related to the environment. b.Engage in activities that promote self-awareness and self-expression, such as storytelling or art, to explore their personal connection to the land and environment. c.Learn about the diverse cultural backgrounds of their peers and educators, fostering an appreciation for cultural diversity	questions and wonder about the natural world around them, promoting curiosity-driven exploration and inquiry. b.Provide opportunities for hands-on exploration of natural materials, such as rocks, leaves, and water, to stimulate curiosity and sensory engagement. c.Foster a sense of wonder and awe through exposure to natural phenomena, such as weather patterns, plant growth, and animal behavior,	materials and natural elements in outdoor play spaces to encourage children to explore and interact with their environment. b.Create opportunities for children to engage in unstructured play in natural settings, allowing them to discover and investigate the world around them at their own pace. c.Support children in using all their senses to explore the outdoor environment, including	collaborative play experiences in outdoor environments, such as building forts or exploring nature trails together, to promote teamwork and cooperation among peers. b.Provide opportunities for children to engage in group activities and games that encourage communication, sharing, and taking turns, fostering positive social interactions. c.Support children in developing empathy and understanding towards their peers, including respecting each other's ideas,
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community and the Earth. Being: a.Engage in exploratory and playful activities that foster curiosity about the environment and promote a sense of being an active participant in their learning. b.Demonstrate an eagerness to explore and investigate the natural world through sensory experiences, such as feeling different textures or observing changes in weather. c.Engage in imaginative play that involves	locally sourced ingredients. Emotional Well-being: a.Explore and express emotions related to their experiences in nature, such as joy, wonder, or calmness, fostering emotional awareness and regulation. b.Develop empathy and compassion for living beings in the environment, such as plants and animals, through observation and interaction. c.Engage in mindfulness activities in natural settings, such as listening to the sounds of birds or	such as describing the colors, textures, and sounds they encounter. d.Participate in group discussions and circle times focused on environmental topics, taking turns speaking and listening respectfully to others. Non-verbal Communication : a.Use body language and gestures to communicate needs, preferences, and emotions during outdoor activities, such as pointing to	within their learning environment. d.Engage with stories, songs, and symbols from First Nations cultures in Australia, promoting an understanding and respect for Indigenous perspectives on the environment. Respecting and Appreciating Diversity: a.Participate in activities that highlight the diversity of plants, animals, and ecosystems found in Australia, fostering an appreciation for biodiversity and ecological	sparking curiosity and inquiry. d.Support children in developing questioning skills and seeking answers to their inquiries through observation, investigation, and exploration of the environment. Promoting Creativity: a.Provide open-ended materials and resources for creative expression in outdoor environments, such as paint, clay, and natural loose parts, to inspire	touching, smelling, listening, and observing, fostering a deeper connection to nature. d.Encourage children to take risks and engage in adventurous play, such as climbing trees or balancing on logs, to develop physical skills and confidence in their abilities. Fostering Experimentation: a.Provide materials and resources for hands-on experimentation and sensory	perspectives, and personal boundaries during play-based learning experiences. d.Facilitate discussions and reflection on conflict resolution strategies, helping children develop skills for resolving conflicts peacefully and building positive relationships with their peers. Building Relationships with Educators: a.Create a supportive and nurturing learning environment where children feel comfortable seeking guidance and support from
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elements of the environment, such as pretending to be animals or plants, to develop a deeper connection to nature. d.Express emotions and feelings related to their experiences in nature, fostering a sense of being emotionally engaged with the environment. Becoming: a.Develop confidence in their ability to interact with and care for the environment, leading to becoming environmentally responsible individuals.	feeling the breeze, to promote emotional well-being and stress reduction. d.Participate in discussions and storytelling about the interconnectedness between humans and nature, promoting a sense of belonging and emotional connection to the environment. Social Well-being: a.Collaborate with peers in outdoor play and exploration, fostering social skills such as cooperation, communication, and problem-solving.	objects of interest or expressing excitement through facial expressions. b.Engage in non-verbal forms of communication with peers during collaborative outdoor play, such as taking turns, sharing materials, and cooperating in tasks. c.Demonstrate understanding of environmental cues and signals, such as interpreting animal behaviors or responding to changes in weather, through non-verbal	diversity. b.Learn about the significance of different cultural practices and traditions related to the environment, such as hunting, gathering, or land management techniques used by First Nations peoples. c.Engage in discussions and activities that promote empathy and understanding towards people from different cultural backgrounds, including First Nations communities, fostering respect and appreciation	imaginative play and artistic expression. b.Encourage children to use their imagination to transform natural materials into new creations, such as building structures with sticks and stones or creating nature-inspired artwork. c.Engage in storytelling and dramatic play set in natural environments, encouraging children to use their creativity to invent stories and characters inspired by the natural world. d.Foster a sense	exploration in outdoor play spaces, such as sand, water, mud, and natural loose parts. b.Encourage children to experiment with cause and effect relationships, such as observing how water flows or how seeds grow, through hands-on exploration and play. c.Support children in testing hypotheses and solving problems through trial and error, fostering critical thinking and scientific	educators during play-based activities. b.Encourage open communication between children and educators, providing opportunities for children to ask questions, share their thoughts, and express their feelings about the environment. c.Foster trusting relationships between children and educators through responsive and attentive interactions, including actively listening to children's interests and needs during outdoor play. d.Collaborate with
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b.Take initiative in identifying environmental issues or concerns within their community, demonstrating a sense of becoming socially responsible citizens. c.Demonstrate autonomy in making choices that positively impact the environment, such as choosing eco-friendly practices or participating in conservation efforts. d.Reflect on their experiences in nature to develop a sense of identity as stewards of the Earth, understanding	b.Engage in activities that promote teamwork and shared responsibility, such as caring for a class garden or participating in community clean-up efforts. c.Develop respect for diversity within nature and among people, celebrating differences and fostering inclusive attitudes towards others. d.Engage in cooperative storytelling or role-playing activities that highlight the importance of working together to protect the environment and promote social	communication. d.Use visual aids, such as pictures, diagrams, or nature journals, to enhance communication and understanding of environmental concepts and experiences. Expressing Needs, Thoughts, and Feelings: a.Develop confidence in expressing needs, thoughts, and feelings related to the environment, such as expressing curiosity, wonder, or concern about natural	for diversity. d.Explore the concept of reconciliation and the importance of acknowledging and respecting the rights, histories, and cultures of Australia's First Nations peoples in relation to the environment. First Nations Perspectives and Knowledge: a.Learn about the traditional ecological knowledge and sustainable practices of First Nations peoples in Australia, recognizing the deep connection between Indigenous cultures and the	of wonder and appreciation for the beauty and diversity of nature, inspiring creative expression through observation and exploration of the environment. Developing Problem-Solving Skills: a.Provide opportunities for children to engage in hands-on, real-world problem-solving challenges related to environmental issues, such as designing and building structures to protect against erosion or	inquiry skills. d.Create opportunities for children to engage in imaginative and creative play, such as building forts or creating pretend habitats for animals, to explore their ideas and express their creativity. Making Sense of the World: a.Facilitate discussions and reflections during and after play experiences to help children make connections between their observations and their	educators to co-create learning experiences that integrate environmental awareness with social and emotional development, fostering a sense of shared purpose and connection. Engaging Families and the Wider Community: a.Invite families to participate in outdoor excursions, nature walks, or gardening activities with their children, fostering opportunities for shared experiences and bonding in natural environments.
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their role in shaping a sustainable future.	harmony.	phenomena. b.Practice using language to articulate environmental concepts and experiences, such as describing the life cycle of plants or explaining the importance of conservation. c.Engage in role-playing and storytelling activities that encourage imaginative expression of environmental themes and concepts. d.Demonstrate active listening skills when engaging in discussions	land. b.Engage with stories, songs, and artwork from First Nations cultures that convey traditional ecological knowledge and perspectives on the environment. c.Participate in activities that incorporate Indigenous languages and cultural practices related to the environment, promoting an understanding of the significance of language and culture in shaping connections to the land. d.Foster relationships with local First Nations	creating solutions to reduce waste in the classroom. b.Encourage collaborative problem-solving activities that require children to work together to overcome obstacles and achieve common goals, fostering teamwork and communication skills. c.Support children in identifying problems or challenges in their local environment, such as litter or pollution, and brainstorming creative solutions to	understanding of the natural world. b.Encourage children to use language and communication skills to share their discoveries, observations, and ideas with peers and educators during play-based activities. c.Provide opportunities for children to engage in storytelling and role-playing activities that help them make sense of their experiences in nature and explore environmental	b.Provide resources and information to families about the importance of outdoor play and environmental awareness in early childhood development, encouraging them to explore nature with their children at home. c.Collaborate with local community organizations, environmental groups, or Indigenous elders to enrich children's learning experiences and promote a sense of connectedness to the wider community and the land. d.Facilitate opportunities for
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		about the environment, showing respect for diverse perspectives and ideas.	communities and Elders, providing opportunities for children to learn from and engage with Indigenous perspectives on environmental stewardship and sustainability.	address them. d.Foster a growth mindset by celebrating children's efforts and perseverance in solving environmental problems, emphasizing the importance of resilience and learning from mistakes.	concepts. d.Support children in developing a sense of wonder and appreciation for the beauty and complexity of the natural world through immersive and engaging play experiences.	children to contribute to community initiatives or environmental projects, such as participating in tree planting events or community clean-up activities, fostering a sense of responsibility and belonging to their local community.
Environmental Stewardship	(SUS 3)					
Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play based Learning	Relationships

Belonging: a. Recognize and appreciate the	Physical Well-being: a. Develop an	Verbal Communication Skills:	Understanding Personal Identity and Culture:	Cultivating Curiosity: a. Encourage	Encouraging Exploration and Discovery:	Establishing Positive Peer Relationships:
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interconnectedness between themselves, their family, community, and the environment. b. Identify and respect the roles and responsibilities of individuals within their community in preserving and protecting the environment. c. Develop a sense of empathy and responsibility towards living organisms and natural resources in their surroundings. Being: a. Engage actively in sensory experiences within nature, fostering curiosity and	understanding of the importance of physical activity for personal health and the health of the environment. b. Engage in outdoor play and exploration to promote gross motor skills, coordination, and spatial awareness. c. Demonstrate safe and respectful behavior towards natural environments and living organisms during physical activities. Emotional Well-being: a. Foster a sense of emotional connection to nature through sensory	a. Expand vocabulary related to environmental concepts such as nature, animals, plants, weather, and sustainability. b. Use descriptive language to communicate observations and experiences during outdoor exploration and nature walks. c. Engage in conversations with peers and educators about environmental topics, expressing ideas, questions, and reflections. Non-verbal Communication	a. Explore and celebrate aspects of personal identity, including family traditions, language, and cultural practices related to the environment. b. Engage in activities that highlight the connection between personal identity and the natural world, fostering a sense of belonging and cultural pride. c. Reflect on personal experiences and stories related to the environment, recognizing how cultural background shapes individual perspectives and	children to ask questions and wonder about the natural world, fostering a sense of curiosity and inquiry. b. Provide opportunities for hands-on exploration of natural materials, phenomena, and environments to stimulate curiosity and engagement. c. Support children in investigating their own inquiries and interests related to the environment, promoting a lifelong love of	a. Provide open-ended play materials and natural elements for children to explore and manipulate, fostering curiosity and investigation. b. Create opportunities for children to engage in unstructured outdoor play, allowing them to discover and interact with the natural environment. c. Support children in exploring environmental concepts such as plant growth, animal behavior, and weather phenomena	a. Encourage children to engage in cooperative play and collaborative activities with their peers in outdoor environments, fostering teamwork and mutual respect. b. Provide opportunities for children to communicate, share ideas, and problem-solve together during environmental exploration and stewardship projects. c. Foster a supportive classroom environment where children feel valued, accepted, and included, promoting positive
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wonder about the natural world. b. Participate in guided and unstructured play activities that promote exploration and understanding of environmental concepts such as biodiversity, ecosystems, and sustainability. c. Develop a sense of stewardship through hands-on experiences with environmental materials and phenomena, fostering a connection between self and nature. Becoming: a. Cultivate a	experiences such as feeling the texture of leaves, smelling flowers, and listening to bird songs. b. Express emotions and feelings in response to environmental experiences, fostering emotional literacy and self-awareness. c. Develop coping strategies for managing emotions such as stress or frustration through nature-based activities like mindfulness walks or outdoor quiet time. Social Well-being:	Skills: a. Develop awareness and appreciation for non-verbal cues in the environment, such as body language, facial expressions, and environmental sounds. b. Use gestures, facial expressions, and body movements to convey emotions, preferences, and intentions during outdoor activities. c. Interpret and respond to non-verbal cues from peers and educators during collaborative environmental	values. Respecting and Appreciating Diversity: a. Explore and celebrate cultural diversity within the classroom community, including different languages, traditions, and perspectives related to environmental stewardship. b. Engage in storytelling and learning experiences that highlight the diverse ways in which different cultures interact with and value the environment. c. Practice empathy and	learning. Stimulating Creativity: a. Provide open-ended materials and resources for creative expression inspired by nature, such as art materials, natural loose parts, and sensory experiences. b. Encourage children to use their imaginations to create stories, artwork, and designs inspired by their environmental explorations. c. Foster a supportive	through hands-on play experiences. Fostering Imagination and Creativity: a. Encourage imaginative play scenarios inspired by the natural world, such as pretending to be animals in their habitats or creating imaginary landscapes. b. Provide props, costumes, and storytelling materials to enhance children's imaginative play experiences related to environmental	social interactions and friendships. Developing Relationships with Educators: a. Build trusting and responsive relationships between children and educators through attentive listening, empathy, and understanding. b. Provide opportunities for one-on-one interactions and small group discussions with educators during outdoor play and learning experiences. c. Collaborate with educators to scaffold children's learning
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sense of agency and independence in making environmentally responsible choices in daily life, such as reducing waste, conserving resources, and caring for plants and animals. b. Develop critical thinking skills by observing and questioning environmental changes and phenomena, leading to an understanding of cause-and-effect relationships. c. Foster a sense of self-efficacy and confidence in contributing positively to the environment, recognizing their capacity to make a	a. Collaborate with peers in cooperative outdoor activities, fostering teamwork and communication skills. b. Practice empathy and compassion towards living beings in the environment, nurturing a sense of responsibility for the well-being of others. c. Participate in community-based environmental initiatives or projects, promoting a sense of belonging and connection to the wider community. Healthy Habits:	projects and activities. Expressing Needs, Thoughts, and Feelings: a. Practice expressing needs related to environmental experiences, such as thirst, hunger, discomfort, or curiosity about natural phenomena. b. Use language to articulate thoughts and ideas about environmental concepts, sharing personal interpretations and perspectives. c. Develop the	respect towards peers from diverse cultural backgrounds, fostering a sense of understanding and appreciation for the richness of cultural diversity. Learning from Australian First Nations: a. Explore the traditional ecological knowledge and sustainable practices of Australian First Nations peoples, recognizing their deep connection to and stewardship of the land. b. Engage in cultural learning experiences, such as storytelling, art,	environment where children feel empowered to experiment, take risks, and express themselves creatively through environmental activities. Developing Problem-Solving Skills: a. Present children with real-world environmental challenges and problems to solve, such as designing a bird feeder or building a shelter for a small animal. b. Support children in brainstorming solutions and testing ideas through trial and error, fostering	themes. c. Foster a supportive environment where children feel empowered to express themselves creatively and explore new ideas through play. Promoting Problem-Solving and Critical Thinking: a. Create play-based challenges and scenarios that require children to solve problems related to environmental stewardship, such as building a bridge over a pretend river or designing a	experiences, providing guidance, support, and encouragement as they explore environmental concepts and engage in stewardship activities. Engaging Families in Environmental Stewardship: a. Involve families in children's learning experiences related to environmental stewardship through take-home activities, newsletters, and family engagement events.
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difference through small actions and advocacy.	a. Explore and appreciate the nutritional value of fresh, locally sourced foods, fostering an understanding of the connection between food choices and environmental sustainability. b. Engage in gardening activities to cultivate an appreciation for fresh produce and the benefits of gardening for physical and mental health. c. Develop hygiene habits that promote personal and environmental health, such as handwashing after outdoor play and proper waste	ability to express feelings and emotions in response to environmental stimuli, fostering emotional literacy and self-expression. Effective Communication Strategies: a. Practice active listening skills during group discussions and storytelling sessions related to environmental themes. b. Use turn-taking and sharing strategies during collaborative environmental projects, allowing all	and music, that highlight the relationship between Australian First Nations cultures and the environment. c. Foster a sense of respect and appreciation for Australian First Nations cultures and perspectives, recognizing their contributions to environmental stewardship and sustainability. Understanding Land and Country: a. Develop an understanding of the concept of "Country" and its significance in Australian First Nations cultures,	critical thinking and problem-solving skills. c. Encourage collaborative problem-solving experiences where children work together to overcome obstacles and achieve shared goals related to environmental stewardship. Inquiry-Based Learning: a. Facilitate opportunities for children to engage in guided and self-directed inquiries about environmental concepts, such as plant growth, animal habitats, and weather	recycled art project. b. Encourage children to collaborate and communicate with peers to ideation solutions and test ideas through trial and error. c. Provide opportunities for reflection and discussion after play-based activities, prompting children to evaluate their strategies and learn from their experiences. Developing Social and Emotional Skills:	b. Encourage families to share their own cultural traditions, knowledge, and practices related to environmental sustainability, fostering a sense of shared ownership and responsibility. c. Establish open lines of communication between educators and families to exchange ideas, resources, and feedback on children's learning experiences and environmental initiatives. Connecting with the Wider Community: a. Collaborate with
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	disposal practices. Positive Self-esteem: a. Celebrate individual achievements and efforts in environmental stewardship activities, promoting a sense of competence and self-worth. b. Encourage self-expression and creativity through art and storytelling inspired by nature, fostering a positive self-image. c. Provide opportunities for children to take on leadership roles in environmental initiatives, fostering a sense of	children to contribute their ideas and perspectives. c. Develop effective communication strategies for resolving conflicts or misunderstandings during outdoor play and exploration. Language and Literacy Development: a. Engage in literacy activities inspired by nature, such as reading books about animals, plants, and ecosystems, and participating in nature-themed storytelling	emphasizing respect for the land and its natural resources. b. Engage in activities that promote a sense of responsibility towards caring for and preserving the land, in alignment with Australian First Nations values and principles. c. Foster connections to local environments and landscapes, encouraging children to develop a sense of stewardship and respect for the land on which they live and play. Promoting Reconciliation and Cultural	patterns. b. Provide access to a variety of resources, including books, videos, and outdoor experiences, to support children's inquiries and investigations. c. Foster a culture of inquiry by valuing children's questions, observations, and discoveries, and guiding them in making connections between their inquiries and broader environmental concepts. Promoting	a. Support the development of social skills such as cooperation, negotiation, and empathy through collaborative play experiences in natural settings. b. Provide opportunities for children to express and regulate their emotions during play, fostering emotional literacy and resilience. c. Promote positive peer interactions and conflict resolution strategies within play-based environments, emphasizing respect and	community organizations, local businesses, and environmental groups to provide children with opportunities for hands-on learning experiences and community-based environmental projects. b. Engage children in community events, such as tree plantings, beach clean-ups, or nature walks, to foster a sense of belonging and connectedness to the wider community. c. Encourage children to recognize their role as active citizens and stewards of their
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	empowerment and self-confidence.	sessions. b. Explore written language through environmental print found in signs, labels, and informational materials in outdoor settings. c. Foster a love for language and literacy by integrating environmental themes into rhymes, songs, and creative writing activities.	Awareness: a. Explore concept of respect for Australian First Nations peoples, recognizing the importance of working towards a shared future. b. Engage in activities that promote cultural awareness, understanding, and fostering empathy and a commitment to social justice. c. Encourage children to actively participate in initiatives that promote reconciliation and cultural understanding, both within the classroom and in the broader	Reflection and Documentation : a. Encourage children to reflect on their environmental experiences through discussions, journaling, or artistic expression. b. Provide opportunities for children to document their learning and discoveries through drawings, photographs, or multimedia presentations. c. Support children in making connections between their	inclusivity. Integrating Learning Across Curriculum Areas: a. Integrate environmental stewardship concepts into various areas of play, including sensory play, dramatic play, construction play, and outdoor exploration. b. Provide opportunities for children to make connections between their play experiences and broader learning goals related to literacy, numeracy,	local environment, promoting a sense of responsibility and pride in their community. Fostering a Sense of Belonging and Connectedness: a. Create a welcoming and inclusive environment where children feel a sense of belonging and connectedness to their peers, educators, families, and the wider community. b. Provide opportunities for children to share their thoughts, experiences, and cultural backgrounds related to
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			community.	own experiences and the broader concepts of environmental stewardship, fostering a deeper understanding of their role in caring for the environment.	science, and the arts. c. Foster a holistic approach to play-based learning that recognizes the interconnectedness of environmental stewardship with other curriculum areas and promotes a deeper understanding of the world around them.	environmental stewardship, fostering a sense of identity and pride. c. Celebrate and honour diversity within the classroom and community, promoting acceptance, empathy, and understanding across cultural, linguistic, and socio-economic differences.
Waste Management						
Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play based Learning	Relationships
Belonging:	Physical	Vocabulary	Self-Exploration and Identity	Curiosity and	Sensory	Collaborative

a.Recognize waste management as a collective responsibility within the family, community, and culture. b.Demonstrate an understanding of how waste management practices contribute to maintaining a clean and healthy environment, fostering a sense of belonging to the community and family. c.Participate in activities that promote shared responsibility for waste reduction and recycling within the family and community settings.	Well-being: a.Understand the importance of waste management for maintaining a clean and hygienic environment, promoting physical health and safety. b.Engage in physical activities related to waste management, such as sorting, lifting, and carrying recyclables, fostering gross motor skills and physical coordination. c.Develop healthy habits by participating in routines for waste reduction, such as proper handwashing after handling waste	Development: a.Learn and use vocabulary related to waste management, including words such as recycle, compost, landfill, trash, bin, sort, and reduce, expanding their language repertoire. b.Identify and label different types of waste materials, such as paper, plastic, glass, and organic waste, enhancing their understanding of environmental concepts through language. Communication Skills:	Development: a.Encourage children to explore and express aspects of their own identity, such as family background, traditions, and personal interests, through storytelling, artwork, and play. b.Foster a positive sense of self-esteem and confidence by validating and affirming children's individual identities and experiences. Cultural Awareness and Appreciation: a.Introduce children to a variety of cultural	Inquiry: a.Encourage children to ask questions and wonder about waste management practices, such as recycling, composting, and reducing waste, through open-ended discussions and exploration. b.Foster a sense of curiosity and exploration by providing hands-on experiences with waste materials, encouraging children to investigate their properties and potential uses.	Exploration: a.Provide sensory-rich play experiences with waste materials, such as sorting recyclables, exploring textures, colours, and shapes, to stimulate sensory development and promote understanding of waste management concepts. Imaginative Play: a.Create opportunities for imaginative play scenarios related to waste management, such as setting up a pretend recycling centre	Learning: a.Encourage children to work together with peers, educators, and families on waste management projects and activities, fostering cooperation, teamwork, and communication skills. Family Involvement: a.Engage families in discussions and activities related to waste management, encouraging them to share their knowledge, experiences, and practices with their children at home and in the
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Being: a. Engage in hands-on exploration and play activities related to waste management, fostering curiosity and interest in environmental sustainability. b. Develop a sense of responsibility towards waste through interactive experiences, such as sorting recyclables, composting organic waste, and reducing single-use items during play and daily routines. c. Understand the importance of being mindful of waste generation and its impact on the environment,	materials, promoting hygiene and disease prevention. Emotional Well-being: a. Recognize the emotional significance of caring for the environment through waste management, fostering a sense of empathy and connection with the natural world. b. Express feelings and emotions related to waste management experiences, such as joy in recycling efforts or concern for pollution, encouraging emotional literacy and	a. Engage in conversations with peers and adults about waste management practices, expressing ideas, opinions, and experiences related to recycling, composting, and reducing waste. b. Use descriptive language to explain the process of waste management, including sorting materials, separating recyclables, and disposing of waste properly, enhancing communication skills. c. Practice active	practices, traditions, and celebrations from different backgrounds, including those of First Nation Australians, through storytelling, music, and hands-on activities. b. Promote curiosity and respect for cultural diversity by encouraging children to ask questions, share experiences, and engage in discussions about different cultural perspectives. c. Understanding First Nation Australians' Culture and Heritage:	Creative Exploration: a. Provide opportunities for children to engage in creative activities using recycled materials, such as art projects, construction, and imaginative play, to explore the possibilities of reuse and repurposing. b. Support children in expressing their creativity and imagination through experimentation with different materials and techniques in waste management	or designing a composting garden, allowing children to role-play and make connections to real-world experiences. Problem-Solving Through Play: a. Encourage children to engage in open-ended play activities that involve problem-solving related to waste management challenges, such as building structures with recycled materials or designing eco-friendly inventions, fostering creativity and	community. Community Engagement: a. Foster connections with the wider community by organising visits to local recycling centres, waste management facilities, or community gardens, allowing children to learn firsthand about sustainable practices and environmental stewardship. Intergenerational Relationships: a. Facilitate opportunities for children to interact with older adults in the community, such as seniors or
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fostering a sense of care and stewardship for the world around them. Becoming: a.Develop confidence in their ability to make informed decisions regarding waste management practices, such as choosing reusable over disposable items and advocating for sustainable solutions. b.Acquire autonomy in implementing waste reduction strategies both independently and collaboratively with peers and adults, demonstrating initiative and problem-solving	self-expression. c.Develop resilience by learning to cope with challenges and setbacks in waste management practices, fostering emotional regulation and problem-solving skills. Social Well-being: a.Collaborate with peers and adults in waste management activities, fostering social connections and cooperative skills. b.Engage in discussions and storytelling about the impact of waste on	listening during group discussions and storytelling sessions about waste management, demonstrating comprehension and understanding through verbal responses. Sequencing and Retelling: a.Sequence the steps involved in waste management practices, such as sorting recyclables, composting organic waste, and reducing single-use items, promoting narrative skills and logical	d.Provide opportunities for children to learn about the rich cultural heritage and history of First Nation Australians, including their languages, art, Dreamtime stories, and connection to the land. E. Foster an understanding of the significance of First Nation Australians' contributions to Australian society and the importance of respecting their cultural traditions and perspectives. Empathy and Inclusion: a.Encourage	activities. Problem-Solving Skills: a.Facilitate problem-solving opportunities related to waste management challenges, such as sorting materials, designing recycling bins, or finding alternative uses for waste items, through hands-on activities and group discussions. b.Encourage children to brainstorm ideas, generate solutions, and test their hypotheses in collaborative	critical thinking skills. Cooperative Play: a.Facilitate cooperative play experiences where children work together to solve waste management tasks, such as collaboratively sorting materials or participating in clean-up activities, promoting teamwork, and social skills development. Outdoor Play and Exploration: a.Take learning outdoors by incorporating nature-based	Indigenous elders, who can share their wisdom, stories, and traditional knowledge about waste management and environmental conservation. Environmental Advocacy: a.Empower children to become advocates for environmental sustainability within their communities by participating in local clean-up events, recycling drives, or community garden projects, promoting a sense of responsibility and civic
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skills. c.Cultivate a mindset of lifelong learning and adaptation towards sustainable practices, preparing them to become environmentally-conscious citizens who contribute positively to their communities and society as a whole.	communities and ecosystems, promoting empathy and social awareness. c.Participate in community-based initiatives for waste reduction and recycling, fostering a sense of belonging and social responsibility. Development of Healthy Habits: a.Internalise routines for waste management, such as proper disposal of litter and recycling materials, promoting habits that contribute to a clean and sustainable environment. b.Learn about the	thinking. b.Retell stories or experiences related to waste management, using sequential language to describe the events and actions taken, developing narrative and storytelling abilities. Non-verbal Communication : a.Use gestures and facial expressions to communicate preferences and choices regarding waste management activities, such as indicating which bin to use for different	children to recognize and appreciate similarities and differences among themselves and their peers, promoting empathy, understanding, and acceptance of diversity. b.Create a supportive and inclusive environment where children feel valued and respected for who they are, regardless of their cultural background or identity. Celebrating Diversity: a.Celebrate cultural diversity within the early	problem-solving tasks, fostering critical thinking and decision-making skills. Environmental Awareness: a.Raise children's awareness of environmental issues related to waste management, such as pollution, resource depletion, and landfill overflow, through age-appropriate discussions and storytelling. b.Empower children to take action towards environmental sustainability by	play experiences that highlight the importance of environmental stewardship and waste reduction, such as exploring natural materials, gardening, or observing wildlife habitats. Reflective Play: a.Encourage reflective play experiences where children can process and make meaning of their waste management activities, such as discussing their observations, sharing ideas, and brainstorming solutions in a supportive and	engagement. Respectful Communication: a.Teach children to communicate respectfully and empathetic with others, including peers, educators, families, and community members, fostering positive relationships and a sense of belonging. Inclusive Practices: a.Create an inclusive learning environment where all children feel valued, respected, and supported, regardless of their background, abilities, or
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	nutritional benefits of composting organic waste and gardening with recycled materials, promoting healthy eating habits and environmental stewardship. c.Practice mindfulness techniques during waste management activities, fostering self-awareness and stress reduction, promoting overall well-being. Positive Self-esteem: a.Celebrate achievements and successes in waste management efforts, fostering a sense of	materials, enhancing non-verbal communication skills. b.Interpret visual cues, such as pictures, diagrams, and posters, related to waste management, demonstrating understanding and comprehension through non-verbal responses. Problem-solving and Critical Thinking: a.Engage in problem-solving activities related to waste management challenges, such as finding	childhood setting by incorporating diverse resources, materials, and experiences that reflect the backgrounds and identities of all children and families. b. Organise multicultural events, celebrations, and experiences that highlight the beauty and richness of cultural diversity, fostering a sense of belonging and pride among children. Promoting Respect and Social Justice: a.Model and teach children the importance of	exploring ways to reduce waste generation and minimise their ecological footprint in everyday activities. Sensory Exploration: a.Provide sensory-rich experiences with waste materials, such as exploring textures, colours, and smells of different types of waste, to stimulate sensory development and enhance learning experiences. b.Encourage children to	nurturing environment. Child-Led Learning: a.Foster child-led play experiences where children have the freedom to explore and experiment with waste materials at their own pace, allowing them to follow their interests, make discoveries, and construct their understanding of waste management concepts. Play-Based Learning Environment: a.Create an	experiences, promoting diversity and inclusivity in waste management efforts. Celebrating Achievements: a.Recognize and celebrate children's contributions to waste management initiatives, such as reducing waste, recycling, or composting, reinforcing positive behaviors and fostering a sense of pride and accomplishment. Reflection and Feedback: a.Provide opportunities for children to reflect
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	accomplishment and self-worth. b.Receive positive reinforcement and encouragement for participation in waste reduction practices, promoting confidence and self-esteem. c.Develop a positive self-concept as responsible stewards of the environment, fostering a sense of pride and purpose in contributing to a healthier planet.	alternative uses for recyclable materials or brainstorming ways to reduce waste generation, fostering creativity and innovation. b.Collaborate with peers to solve waste management-related puzzles or games, using verbal and non-verbal communication to exchange ideas and strategies, promoting teamwork and cooperation. Expressing Needs, Thoughts, and Feelings:	treating others with kindness, respect, and fairness, regardless of cultural background or identity. b.Engage children in discussions and activities that promote social justice, equity, and reconciliation, encouraging them to stand up against prejudice, discrimination, and injustice.	engage their senses in waste management activities, such as sorting, composting, and gardening, to deepen their understanding of environmental concepts. Reflective Practice: a.Encourage children to reflect on their experiences and learning outcomes in waste management activities, promoting self-awareness and metacognitive skills. b.Provide opportunities for	inclusive and supportive play-based learning environment that values children's interests, encourages exploration, and provides opportunities for hands-on engagement with waste management materials, promoting holistic development and lifelong learning.	on their experiences, share feedback, and discuss ways to improve waste management practices collaboratively, promoting critical thinking, self-awareness, and continuous learning.
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		a.Articulate personal preferences and choices regarding waste management practices, expressing needs, thoughts, and feelings effectively through verbal communication. b.Use language to express concerns or questions about waste management issues, such as environmental pollution or the importance of recycling, fostering critical thinking and advocacy skills.		children to share their reflections and insights with peers and educators, fostering communication skills and building a sense of community.		
Energy Conservation						

Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play based Learning	Relationships
Belonging: a.Recognize the connection between energy conservation and the well-being of their family, community, and cultural environment. b.Develop an understanding of the role energy plays in sustaining the places they belong to, such as home, school, and neighbourhood. c.Demonstrate care and responsibility towards shared energy resources within their	Physical Well-being: a.Understand the connection between energy conservation and personal health, including the importance of conserving energy for sustaining a healthy environment. b.Participate in physical activities that promote energy conservation, such as walking or biking instead of using motorised transportation, to enhance cardiovascular fitness and overall	Vocabulary Development: a.Expand vocabulary related to energy conservation, including terms such as renewable energy, energy efficiency, conservation, and sustainability. b.Use context-specific language during discussions, activities, and observations related to energy usage and conservation practices.	Cultural Awareness and Appreciation: a.Explore how energy conservation practices are influenced by cultural beliefs, traditions, and values, including those of First Nation Australians. b.Recognize and respect the diverse perspectives and practices related to energy usage and conservation within different cultural groups. c.Engage in	Curiosity and Exploration: a.Stimulate curiosity about energy sources, usage, and conservation through hands-on exploration and sensory experiences. b.Encourage children to ask questions, make observations, and seek answers through inquiry-based learning activities related to energy conservation. c.Provide	Playful Exploration of Energy Sources: a.Provide opportunities for children to engage in play-based activities that explore different sources of energy, such as sunlight, wind, water, and electricity. b.Set up play stations or learning centres where children can experiment with renewable energy technologies, such as solar	Collaborative Energy-Saving Projects: a.Encourage children to work together in small groups to plan and implement energy-saving projects within the classroom or school environment. b.Foster collaboration and communication skills as children collaborate with peers, educators, and families to identify energy-saving opportunities, set goals, and take action to conserve

community and cultural context. Being: a.Engage in experiential learning activities that foster curiosity and exploration about energy sources, usage, and conservation. b.Participate in hands-on experiences and play-based learning opportunities to discover the effects of energy use on their immediate environment. c.Foster a sense of wonder and appreciation for the natural world and its energy systems through playful exploration and	well-being. c.Develop healthy habits related to energy usage, such as turning off lights when leaving a room and engaging in outdoor play to reduce screen time and promote physical activity. Emotional Well-being: Recognize the emotional benefits of living in a sustainable environment, fostering a sense of pride and accomplishment in contributing to energy conservation efforts. Explore the concept of	c.Demonstrate understanding of energy-related concepts through the accurate use of vocabulary in both spoken and written communication. Communication Skills: a.Engage in discussions about energy conservation, expressing opinions, ideas, and questions verbally with peers and teachers. a.Practice active listening during conversations about energy usage and conservation efforts,	discussions and activities that highlight the contributions of diverse cultures to sustainable living practices and environmental stewardship. Connection to Indigenous Knowledge: a.Learn about traditional Indigenous ecological knowledge and sustainable practices related to energy use and conservation. b.Recognize the importance of respecting and learning from the wisdom of First Nation Australians regarding the interconnectednes	opportunities for open-ended exploration and discovery, allowing children to investigate energy-related concepts at their own pace and level of interest. Creativity and Innovation: a.Foster creativity by inviting children to imagine and design innovative solutions for conserving energy in everyday activities and environments. b.Encourage the use of creative expression, such as art, music, drama,	panels, wind turbines, and water wheels, through hands-on exploration and manipulation. c.Encourage imaginative play scenarios that involve using energy sources to power various devices or activities, allowing children to make connections between energy use and conservation in a playful context. Hands-On Experimentation with Energy Conservation: a.Design play-based learning	energy. c.Promote a sense of ownership and shared responsibility for energy conservation efforts, strengthening relationships and fostering a sense of belonging within the learning community. Family and Community Engagement: a.Involve families and the wider community in energy conservation initiatives by sharing information, resources, and activities that promote sustainable
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inquiry. Becoming: a.Cultivate the skills to make informed choices about energy consumption and conservation practices independently and confidently. b.Develop the ability to identify energy-saving opportunities and implement simple strategies within their daily routines. c.Build self-efficacy as autonomous learners by reflecting on personal energy usage habits and setting goals for conservation efforts.	mindfulness in relation to energy consumption, encouraging moments of reflection and gratitude for the resources available while cultivating a deeper connection to the natural world. Develop coping skills for addressing environmental concerns and anxieties related to energy conservation through creative expression, such as art, storytelling, or nature-based activities. Social Well-being: a.Engage in collaborative	demonstrating comprehension through appropriate responses and feedback. b.Use effective communication strategies, such as asking clarifying questions, providing explanations, and offering suggestions for energy-saving behaviours. Non-verbal Communication : a.Demonstrate understanding of energy-related concepts and practices through non-verbal communication	s of the natural world and human well-being. c.Engage with Indigenous stories, songs, and art that convey teachings about energy conservation and the importance of living in harmony with the environment. Self-Reflection and Identity: a.Reflect on personal connections to energy conservation practices based on individual identity, culture, and background. b.Explore how personal values, beliefs, and	or storytelling, to communicate ideas and messages about energy conservation. c.Promote divergent thinking by challenging children to brainstorm multiple approaches to energy-saving challenges and explore unconventional solutions. Problem-Solving Skills: a.Develop problem-solving skills by presenting real-world scenarios and challenges related to	experiences that invite children to experiment with energy conservation practices, such as turning off lights, unplugging electronics, and adjusting thermostat settings. b.Provide child-friendly tools and materials, such as energy metres, timers, and switches, for children to use in their play as they explore ways to reduce energy consumption and waste. c.Foster open-ended exploration and problem-solving	behaviours at home and in the community. b.Facilitate opportunities for children to discuss and share their energy-saving efforts with their families, encouraging open communication and collaboration between home and school. c.Organise community events, such as energy-saving workshops, neighbourhood clean-up days, or tree planting activities, to promote positive relationships and a sense of connectedness with the wider
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	learning experiences that promote teamwork and cooperation in identifying and implementing energy-saving practices within the classroom, school, and community. b.Foster empathy and respect for others' perspectives on energy conservation, recognizing that individual actions can have a collective impact on social well-being and environmental sustainability. c.Participate in community-based initiatives focused on energy conservation, such as neighbourhood	methods, such as gestures, facial expressions, and body language. b.Use visual aids, such as diagrams, charts, or drawings, to communicate ideas and concepts related to energy conservation effectively. c.Participate in activities that require the interpretation of non-verbal cues, such as role-playing scenarios or group projects focused on energy conservation. Language	experiences shape attitudes and behaviours towards energy usage and conservation. c.Develop a sense of pride and agency in contributing to energy conservation efforts that align with one's identity, culture, and values. Respect for Diversity: a.Foster empathy and understanding towards individuals and communities with different perspectives on energy conservation, recognizing the value of diversity	energy usage and conservation for children to solve collaboratively. b.Guide children through the process of identifying problems, generating potential solutions, evaluating alternatives, and implementing effective strategies for energy conservation. c.Provide opportunities for hands-on experimentation and trial-and-error learning, allowing children to test hypotheses,	by encouraging children to devise creative solutions for conserving energy in everyday activities and environments during play. Role-Playing Energy-Saving Scenarios: a.Encourage role-playing and pretend play scenarios that involve children taking on roles related to energy conservation, such as energy detectives, eco-friendly superheroes, or environmental scientists. b.Provide props and costumes	community. Peer Mentorship and Support: a.Provide opportunities for older children to mentor and support younger peers in learning about energy conservation and adopting sustainable behaviours. b.Foster positive peer relationships as children collaborate, problem-solve, and share ideas with one another in the context of energy-saving projects and activities. c.Encourage peer-to-peer communication
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	clean-up events or tree planting activities, to strengthen social connections and foster a sense of belonging to a larger community.	Integration: a. Integrate language skills into interdisciplinary activities related to energy conservation, such as writing persuasive essays, creating informational posters, or presenting research findings orally. b. Explore literature, poetry, or media related to energy conservation, discussing themes, characters, and messages to deepen understanding and language development.	in addressing environmental challenges. b. Engage in cross-cultural communication and collaboration to explore shared goals and strategies for promoting sustainable energy practices. c. Cultivate a sense of responsibility for creating inclusive and equitable environments that honour and celebrate diversity in energy conservation initiatives	learn from mistakes, and refine their problem-solving techniques. Inquiry-Based Learning Experiences: a. Design inquiry-based learning experiences that encourage children to investigate energy-related phenomena, such as light, heat, sound, and motion, using age-appropriate tools and materials. b. Promote critical thinking by guiding children to analyse data,	that represent energy-saving behaviours and technologies, such as recycling bins, energy-efficient appliances, and reusable water bottles, to enhance children's imaginative play experiences. c. Facilitate group play activities that promote collaboration and communication as children work together to solve energy-related challenges and implement conservation strategies in their pretend play scenarios. Outdoor Play-Based	and cooperation, promoting a supportive and inclusive learning environment where children feel valued and respected by their peers. Celebrating Achievements and Progress: a. Recognize and celebrate children's achievements and progress in energy conservation efforts through praise, encouragement, and acknowledgment of their contributions. b. Create opportunities for children to share their successes
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		c.Collaborate with peers in language-rich environments, engaging in cooperative learning tasks that promote discussion, problem-solving, and reflection on energy conservation topics.		draw conclusions, and communicate findings from their investigations into energy conservation. c.Scaffold learning experiences to gradually increase complexity and challenge, building children's confidence and competence in exploring and understanding energy concepts through inquiry.	Learning Environments: a.Create outdoor play spaces that incorporate elements of energy conservation, such as nature-based materials, passive solar design features, and renewable energy installations, to provide real-world examples for children to explore. b.Facilitate unstructured outdoor play opportunities that allow children to interact with natural elements and observe	and experiences with their peers, educators, and families, fostering a sense of pride and accomplishment. c.Promote a culture of appreciation and gratitude by expressing thanks and recognition to individuals and groups who contribute to energy conservation initiatives, reinforcing positive relationships and a sense of connectedness within the learning community.
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					energy conservation practices in action, such as using solar-powered lights or harvesting rainwater for gardening. c.Foster a sense of wonder and curiosity about energy and the environment by encouraging children to engage in outdoor exploration, experimentation, and discovery during play-based learning experiences.	
Biodiversity and Ecosystems						

Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play based Learning	Relationships
Belonging: a.Recognize the interconnectedness between themselves, their family, community, and the natural environment, including various ecosystems. b.Develop an appreciation for the diversity of life forms within their local ecosystem and understand their role within the broader biosphere. c.Foster a sense of responsibility and care towards preserving and protecting the	Physical Well-being: a.Understand the importance of biodiversity and healthy ecosystems in supporting physical health, including access to clean air, water, and nutritious food. b.Engage in outdoor activities that promote physical exercise and connection with nature, such as nature walks, gardening, or habitat restoration projects. c.Develop healthy	Vocabulary Expansion: a.Expand vocabulary related to biodiversity and ecosystems, including terms such as habitat, species, ecosystem, biodiversity, and conservation. b.Use context-specific language during discussions, observations, and activities related to biodiversity, ecosystems, and environmental	Cultural Exploration and Appreciation: a.Explore how biodiversity and ecosystems are interconnected with cultural identity, traditions, and practices, including those of First Nation Australians. b.Recognize and respect the diverse ways in which different cultural groups interact with and value the natural world and its biodiversity. c.Engage in	Active Exploration and Observation: a.Encourage active exploration of biodiversity and ecosystems through hands-on experiences, such as nature walks, outdoor scavenger hunts, and habitat exploration. b.Provide opportunities for children to observe and interact with living organisms	Nature-Based Play Experiences: a.Provide opportunities for children to engage in nature-based play experiences that allow them to explore and interact with the biodiversity and ecosystems in their local environment. b.Create outdoor play spaces that incorporate natural elements, such as plants, rocks, and water features, to	Collaborative Exploration of Biodiversity: a.Encourage children to work together in groups to explore and investigate biodiversity and ecosystems in their local environment. b.Foster collaboration and communication skills as children collaborate with peers, educators, and families to observe, document, and discuss the diversity of life forms and

natural habitats that they belong to as members of their community and culture. Being: a. Engage in hands-on exploration and play-based learning experiences to discover the characteristics and functions of different ecosystems, such as forests, oceans, and deserts. b. Participate in outdoor activities that promote direct interaction with nature, fostering curiosity and wonder about living organisms and their environments.	habits related to environmental stewardship, such as reducing waste, conserving resources, and engaging in sustainable practices that support biodiversity. Emotional Well-being: a. Develop a sense of wonder and appreciation for the diversity of life forms within ecosystems, fostering a sense of belonging and connection to the natural world. b. Recognize the intrinsic value of biodiversity and ecosystems in promoting emotional	conservation. c. Demonstrate understanding of biodiversity concepts through the accurate use of vocabulary in both verbal and written communication. Oral Communication Skills: a. Engage in discussions about biodiversity and ecosystems, expressing ideas, observations, and questions verbally with peers and educators. b. Practice active listening during	activities that highlight the cultural significance of native plants, animals, and landscapes, fostering appreciation for the diversity of life and cultural heritage. Indigenous Knowledge and Perspectives: a. Learn about traditional Indigenous ecological knowledge and stewardship practices related to biodiversity and ecosystems. b. Understand the importance of respecting and	in their natural habitats, fostering curiosity about the diversity of life and ecological relationships. c. Support children in making connections between their observations and broader ecological concepts, such as food webs, habitats, and interdependence. Curiosity and Inquiry: a. Stimulate curiosity about biodiversity and ecosystems by posing open-ended	encourage imaginative play and hands-on exploration of the natural world. c. Support children in using their senses to observe, touch, smell, and listen to the sounds of nature, fostering a deeper connection with biodiversity and ecosystems through playful exploration. Role-Playing and Pretend Play: a. Encourage role-playing and pretend play scenarios related to biodiversity and ecosystems, such as	habitats. c. Promote a sense of teamwork and shared responsibility for protecting and preserving biodiversity, strengthening relationships and fostering a sense of belonging within the learning community. Family and Community Engagement: a. Involve families and the wider community in biodiversity and ecosystem exploration by organising nature walks, wildlife observation outings, or community gardening
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c.Develop observational skills through sensory experiences, encouraging children to notice and appreciate the beauty and complexity of the natural world. Becoming: a.Cultivate an understanding of the importance of biodiversity and the delicate balance within ecosystems, laying the foundation for environmental stewardship. b.Develop critical thinking skills by investigating the impacts of human activities on ecosystems and exploring sustainable	well-being, including opportunities for relaxation, stress relief, and emotional renewal found in natural settings. c.Cultivate empathy and compassion towards living organisms and their habitats, understanding the importance of protecting and preserving biodiversity for the well-being of present and future generations. Social Well-being: a.Engage in collaborative learning experiences that promote teamwork	conversations about biodiversity and ecosystems, responding appropriately and contributing to group discussions. c.Use effective communication strategies, such as providing explanations, asking questions, and elaborating on ideas, to express thoughts and feelings about biodiversity and ecosystems. Non-verbal Communication : a.Demonstrate understanding of biodiversity and ecosystem	learning from the wisdom of First Nation Australians regarding the interconnectedness of all living beings and the land. c.Engage with Indigenous storytelling, art, and ceremonies that convey teachings about the importance of preserving biodiversity and living in harmony with nature. Self-Reflection and Identity: a.Reflect on personal connections to biodiversity and ecosystems based on individual identity, culture,	questions and encouraging children to wonder, ask questions, and seek answers through inquiry-based learning. b.Design learning experiences that invite children to investigate ecological phenomena, such as plant growth, animal behaviour, and seasonal changes, using age-appropriate tools and resources. c.Foster a sense of wonder and awe for the natural world, inspiring children to	pretending to be animals in their habitats, acting out plant growth cycles, or creating imaginary ecosystems. b.Provide props and materials, such as costumes, puppets, and toy animals, to enhance children's imaginative play experiences and encourage them to take on different roles and perspectives. c.Facilitate group play activities that promote collaboration and communication, allowing children to work together	projects. b.Facilitate opportunities for children to share their experiences and discoveries with their families, encouraging open communication and collaboration between home and school. c.Organise community events, such as biodiversity festivals, habitat restoration projects, or guest speaker presentations, to promote positive relationships and a sense of connectedness with the wider community. Peer Learning
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practices for preserving biodiversity. c.Build confidence and autonomy in exploring and interacting with nature, empowering children to become responsible caretakers of the environment as they grow and develop.	and cooperation in exploring and protecting local ecosystems, fostering a sense of community and shared responsibility. b.Participate in community-based conservation efforts, such as volunteering for habitat restoration projects or participating in citizen science initiatives, to promote social connections and a sense of collective action. c.Develop communication skills to share knowledge and advocate for biodiversity conservation within their peer group,	concepts through non-verbal communication methods, such as gestures, facial expressions, and visual aids. b.Use visual representations, such as drawings, diagrams, or charts, to convey information about biodiversity and ecosystems effectively. c.Participate in activities that require the interpretation of non-verbal cues, such as role-playing scenarios or group projects focused on	and background. b.Explore how personal experiences and cultural perspectives influence attitudes and behaviours towards the environment and conservation efforts. c.Develop a sense of pride and responsibility in protecting biodiversity and ecosystems that align with one's identity, culture, and values. Respect for Diversity: Foster empathy and understanding towards diverse perspectives on biodiversity and	explore and discover the beauty and complexity of biodiversity through inquiry and exploration. Creativity and Expression: a.Cultivate creativity by providing opportunities for children to express their understanding of biodiversity and ecosystems through various forms of creative expression, such as art, music, drama, and storytelling. b.Encourage children to use their imagination and artistic skills to represent	to create and enact stories about biodiversity and ecosystems. Sensory Exploration and Experimentation: a.Offer sensory-rich experiences that invite children to explore the textures, colors, and smells of different natural materials found in ecosystems, such as leaves, soil, and flowers. b.Provide opportunities for hands-on experimentation and discovery, such as planting seeds, observing plant growth,	and Support: a.Provide opportunities for children to learn from and support one another in exploring and understanding biodiversity and ecosystems. b.Foster positive peer relationships as children share knowledge, ideas, and experiences with one another, both in the classroom and during outdoor exploration activities. c.Encourage peer-to-peer collaboration and cooperation, promoting a supportive and inclusive learning environment
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	family, and wider community, empowering students to become environmental stewards and agents of positive change.	biodiversity conservation. Integrated Language Activities: Integrate language skills into interdisciplinary activities related to biodiversity and ecosystems, such as writing reports, creating presentations, or participating in debates. Explore literature, poetry, or media related to biodiversity and ecosystems, discussing themes, characters, and messages to deepen understanding and language	ecosystems, including those of Indigenous peoples and other cultural groups. Engage in cross-cultural dialogue and collaboration to explore shared values and goals for conserving biodiversity and protecting natural habitats. Cultivate a sense of stewardship for the environment and a commitment to promoting inclusive and equitable approaches to biodiversity conservation	ecological concepts, habitats, and wildlife in their artwork and creative projects. c.Promote environmental stewardship by inviting children to brainstorm creative solutions for protecting and preserving biodiversity in their local community and beyond. Problem-Solving and Critical Thinking: a.Develop problem-solving skills by presenting real-world challenges	and caring for a classroom garden, to promote sensory exploration and scientific inquiry. c.Support children in using their senses to make observations, ask questions, and test hypotheses about the living organisms and environmental factors that contribute to biodiversity in ecosystems. Outdoor Play-Based Learning Environments: a.Design outdoor play spaces that are conducive to exploration,	where children feel valued and respected by their peers. Celebrating Nature and Conservation Efforts: a.Recognize and celebrate children's efforts and achievements in exploring and protecting biodiversity through praise, encouragement, and acknowledgment of their contributions. b.Create opportunities for children to share their nature-inspired artwork, observations, and conservation
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		development. Collaborate with peers in language-rich environments, engaging in cooperative learning tasks that promote discussion, problem-solving, and reflection on biodiversity and ecosystem topics.		related to biodiversity conservation and ecosystem management for children to investigate and solve collaboratively. b. Guide children through the process of identifying problems, generating potential solutions, evaluating alternatives, and implementing strategies for protecting and restoring ecosystems. c. Provide opportunities for hands-on experimentation and inquiry-based	experimentation, and discovery, with features such as nature trails, wildlife observation areas, and interactive learning stations. b. Facilitate unstructured play opportunities in natural settings, allowing children to freely explore and engage with the biodiversity and ecosystems in their surroundings. c. Foster a sense of wonder and curiosity about the natural world by encouraging children to use their imaginations and creativity to	projects with their peers, educators, and families. c. Promote a culture of appreciation and stewardship for the natural world by expressing thanks and recognition to individuals and groups who contribute to biodiversity conservation efforts, reinforcing positive relationships and a sense of connectedness within the learning community.
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				learning, allowing children to explore ecological concepts, test hypotheses, and develop critical thinking skills through inquiry and exploration.	make sense of the diverse life forms and habitats they encounter during outdoor play.	
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Climate Change and Adaptation (SUS7)						
Belonging / Becoming and Being	Wellbeing communication	Communication	Identity and diversity	Active Learning	Play Based Learning	Relationships
Belonging: a.Recognize and appreciate the interconnectedness between the natural world,	Physical Well-being: a.Identify basic elements of weather such as sun, rain, wind,	Verbal Communication Skills: a.Recognize and name basic weather	Understanding Climate Change: a.Define climate change in simple terms	Curiosity and Awareness Development: a.Develop curiosity about the natural world,	Climate Change Awareness: a..Recognise basic concepts of climate	Developing Awareness: a.Recognize basic concepts of climate change, such as

family, community, and culture. b.Understand the concept of stewardship and responsibility towards the environment, including caring for plants, animals, and natural resources. c.Identify ways in which climate change impacts their local environment and community, fostering a sense of belonging and ownership in mitigating these impacts. Being: a.Engage in age-appropriate exploration and play activities that	and clouds. b.Recognize changes in the environment due to weather patterns. c.Participate in simple outdoor activities that promote physical health, such as gardening or exploring nature trails. Emotional Well-being: a.Express feelings and emotions related to changes in weather and environment, such as joy on a sunny day or sadness .during a storm. b.Develop coping strategies to	phenomena (e.g., rain, sunshine, wind). b.Describe changes in weather patterns and temperatures. c.Express observations about seasonal changes. d.Use appropriate vocabulary to discuss climate-related concepts (e.g., drought, flood, greenhouse effect). Non-verbal Communication Skills: a.Demonstrate understanding of climate-related	appropriate for early years. b.Identify basic causes and effects of climate change in their local environment. c.Recognize simple ways in which climate change impacts their daily lives and surroundings. Recognizing Diversity and Cultural Identity: a.Explore and celebrate the diversity of cultures within their community and nation. b.Recognize and respect	including weather patterns and changes in the environment. b.Recognize basic changes in the environment, such as seasons and weather variations. c.Show awareness of the impact of human actions on the environment, such as littering or planting trees. Observation and Inquiry Skills: a.Develop observational skills by exploring the immediate environment and noticing changes. b.Ask questions about weather	change, such as changes in weather patterns and environmental impacts. b.Understand the importance of caring for the environment and the role individuals play in mitigating climate change. Adaptation and Resilience: a.Identify different ways living beings adapt to changes in their environment. b.Explore and discuss strategies for adapting to environmental changes, such	changes in weather patterns, seasons, and the environment. b.Identify simple indicators of climate change in familiar surroundings, like changes in temperature or rainfall. Empathy and Understanding: a.Demonstrate empathy towards living beings affected by climate change, such as animals, plants, and people in different parts of the world. b.Understand that actions can have
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promote understanding of climate change concepts, such as weather patterns, seasons, and environmental changes. b.Develop curiosity and wonder about the natural world, encouraging questioning and investigation into climate-related phenomena. c.Participate in hands-on experiences that promote resilience and adaptability in the face of changing environmental conditions, fostering a sense of agency and empowerment.	manage feelings of uncertainty or fear related to climate change, such as talking to a trusted adult or engaging in calming activities like deep breathing. Social Well-being: a.Collaborate with peers in activities that promote environmental awareness, such as recycling or planting trees. b.Demonstrate empathy towards animals and plants affected by changes in their habitats due to climate change. c.Engage in discussions about	emotions (e.g., happiness in sunny weather, discomfort in extreme heat). b.Use gestures and facial expressions to convey feelings related to weather changes. c.Interpret non-verbal cues from others to understand their reactions to weather and climate events. Expressing Needs and Preferences: a.Communicate preferences for certain weather conditions (e.g., "I like sunny days because I can	differences in cultural practices, languages, and traditions. c.Share personal experiences and stories related to their own cultural background and identity. Appreciating First Nations Cultures: a.Learn about the diverse cultures, languages, and traditions of First Nations peoples in Australia. b.Understand the deep connection between First Nations cultures and the land, including environmental	phenomena, such as rain, wind, or temperature changes. c.Engage in simple inquiries about the causes and effects of environmental changes. Creative Expression: a.Express ideas and feelings about the environment through art, storytelling, or role-playing b.Create drawings or models of natural elements like trees, animals, or water bodies. c.Use imagination to envision	as planting trees, saving water, and recycling. Understanding Seasons and Weather: a..Describe the characteristics of different seasons and types of weather. b.Recognize how weather patterns can change and affect daily life. Exploring Natural Environments: a.Engage in hands-on experiences in natural settings to observe and interact with the	consequences for the environment and others, fostering a sense of responsibility and stewardship. Building Positive Relationships: a.Engage in cooperative play and group activities centred around environmental themes, encouraging teamwork and collaboration. b.Communicate thoughts and feelings about climate-related topics with peers, educators, and families in a respectful and
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Becoming: a. Develop communication skills to express thoughts and feelings about climate change and adaptation strategies, including sharing ideas with peers and adults. b. Cultivate critical thinking skills by exploring different perspectives on climate-related issues and considering the impact of human actions on the environment. c. Foster a sense of environmental responsibility and citizenship, encouraging children to take proactive steps	how individual actions can contribute to protecting the environment and mitigating climate change. Healthy Habits: a. Practise basic habits for environmental sustainability, such as turning off lights when not in use or using reusable containers for snacks. b. Explore healthy eating habits by learning about foods that are good for the planet and our bodies, such as fruits and vegetables. c. Participate in regular physical	play outside."). b. Express basic needs related to weather and climate (e.g., "I need a jacket because it's cold outside."). c. Articulate safety concerns and precautions during extreme weather events (e.g., "We should stay indoors during a thunderstorm."). Sharing Thoughts and Opinions: a. Engage in group discussions about climate-related topics (e.g., "What do you think causes a	stewardship practices. c. Appreciate the importance of preserving and respecting First Nations cultures and traditions. Developing Environmental Awareness and Responsibility: a. Engage in age-appropriate activities to understand the importance of environmental conservation and sustainability. b. Learn about the impact of human activities on the environment and ways to minimise negative effects.	solutions to environmental challenges, like recycling or planting gardens. Problem-Solving and Critical Thinking: a. Identify simple problems related to the environment, such as a lack of water for plants. b. Brainstorm possible solutions to environmental challenges, like conserving water or reducing waste. c. Participate in simple hands-on activities that demonstrate solutions, such as planting seeds or recycling	environment. b. Develop an appreciation for the beauty and diversity of nature. Critical Thinking and Problem-Solving: a. Pose questions about environmental changes and explore possible solutions. b. Collaborate with peers to brainstorm ideas for addressing environmental challenges. Play-Based Learning: a. Understand the importance	inclusive manner. Cultivating Connection with Nature: a. Explore and appreciate the natural world through sensory experiences, such as observing changes in the weather, feeling different types of soil, or listening to sounds of nature. b. Develop a sense of wonder and curiosity about the environment, fostering a lifelong connection with nature. Practical Skills
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towards sustainability and resilience in their everyday lives.	activities that promote strength, balance, and coordination, such as yoga or dancing. Positive Self-esteem: a.Celebrate individual contributions to environmental conservation efforts, fostering a sense of accomplishment and pride. b.Engage in activities that encourage self-expression and creativity, such as drawing or storytelling about ways to protect the environment. c.Develop a sense	drought?"). b.Express opinions on environmental conservation and sustainability practices (e.g., "We should recycle to help the Earth."). c.Share personal experiences related to weather and climate changes. Understanding Adaptation Strategies: a.Identify ways people and animals adapt to different weather conditions (e.g., wearing warm clothes in winter, hibernation). b.Discuss	c.Begin to develop a sense of responsibility towards protecting the environment for future generations. Promoting Empathy and Respect: a.Foster empathy towards individuals and communities affected by climate change, including First Nations peoples. b. Encourage respectful communication and interaction with peers from diverse backgrounds. c.Engage in activities that	materials. Empathy and Environmental Stewardship: a.Develop empathy towards living things, including animals and plants, by caring for them. b.Understand the importance of taking care of the environment for the well-being of all living things. c.Participate in activities that promote environmental stewardship, such as cleaning up litter or caring for a class garden. Communication and	of play in learning and development. b.Engage in imaginative and creative play scenarios related to environmental themes, such as pretending to be animals adapting to climate change or planting a garden. Social and Emotional Development: a.Develop empathy and compassion for living beings affected by environmental changes. b.Express feelings and	for Adaptation: a.Participate in age-appropriate activities that promote environmental sustainability, such as recycling, saving water, or planting trees. b.Demonstrate basic understanding of how simple actions can contribute to mitigating climate change and adapting to its effects. Community Engagement: a.Engage with families and the wider community through activities that promote
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	of agency and responsibility towards caring for the planet, fostering a positive self-image as stewards of the environment. Understanding Climate Change and Adaptation: a.Begin to understand the concept of climate change through simple explanations and age-appropriate visuals. b.Explore how animals and plants adapt to changes in their environment, introducing concepts of resilience and adaptation.	changes in daily routines due to weather variations (e.g., indoor activities on rainy days). c.Explore cultural practices related to weather adaptation (e.g., traditional clothing in different climates). Developing Empathy and Perspective-taking: a.Recognize how climate changes impact different communities and environments (e.g., effects of bushfires on wildlife and habitats). b.Express	promote cooperation, understanding, and appreciation of differences. Encouraging Critical Thinking and Problem-Solving: a.Stimulate curiosity about climate change and its impacts through hands-on exploration and inquiry-based learning. b.Encourage children to ask questions and seek solutions to environmental challenges in their local context. c.Foster creative	Collaboration: a.Share observations and ideas about the environment with peers and educators. b.Collaborate with classmates on simple projects related to environmental awareness and action. c.Engage in discussions about ways to protect the environment and adapt to climate change. Hands-On Exploration: a.Engage in sensory activities related to weather and the environment,	emotions related to environmental issues through art, storytelling, and role-playing activities. Communication Skills: a.Use language to describe observations and experiences related to nature and climate. b.Communicate ideas and feelings about environmental topics with peers and educators. Sustainability Practices: a.Practise simple sustainability habits, such as turning off lights	environmental awareness and action, such as community clean-up events or gardening projects. b.Develop positive relationships with community members involved in environmental initiatives, fostering a sense of belonging and shared responsibility. Critical Thinking and Problem-Solving: a.Ask questions and express curiosity about climate-related phenomena, encouraging
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	c.Engage in hands-on activities that demonstrate the impact of climate change on the environment, such as observing changes in weather patterns or exploring habitats affected by rising temperatures.	empathy towards individuals and communities affected by extreme weather events. c.Consider the needs and perspectives of others when discussing climate-related issues (e.g., understanding the importance of water conservation for everyone). Creativity and Imagination: a.Engage in imaginative play related to weather and climate scenarios (e.g., pretending to be animals adapting to different	thinking and innovation in finding ways to adapt to and mitigate the effects of climate change. Promoting Active Participation and Advocacy: a.Empower children to take action in their communities to address environmental issues and promote sustainability. b.Encourage involvement in age-appropriate advocacy efforts, such as raising awareness or participating in eco-friendly	such as feeling different textures or temperatures. b.Explore natural materials like leaves, rocks, or water in hands-on sensory experiences. c.Participate in outdoor activities that allow for direct interaction with the environment, such as nature walks or gardening. Reflection and Evaluation: a.Reflect on personal experiences with the environment and changes observed over time.	when not in use and using reusable materials. Participate in activities that promote environmental stewardship, such as caring for plants or cleaning up litter in the playground. Cultural Perspectives and Indigenous Knowledge: a.Explore Indigenous perspectives on environmental stewardship and sustainability. b.Learn about traditional practices for living in	inquiry-based learning and critical thinking skills. b.Participate in age-appropriate discussions and activities that promote problem-solving and creative thinking in relation to climate change adaptation. Cultural and Indigenous Perspectives: a.Explore Indigenous perspectives on the environment and traditional ecological knowledge, fostering respect for diverse cultural viewpoints and
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		climates). b.Create artwork or stories inspired by weather and environmental themes. c.Invent and describe imaginary solutions to climate challenges (e.g., a magic umbrella that can control the weather). Critical Thinking and Problem-solving : a.Ask questions to explore causes and effects of climate change (e.g., "Why is the ice melting?" or "How can we protect the	initiatives. c.. Instil a sense of agency and responsibility in contributing to positive change for the environment and society.	b.Evaluate the effectiveness of simple actions taken to address environmental challenges. c.Share thoughts and feelings about the importance of caring for the environment with peers and educators.	harmony with nature and respect for the land	ways of knowing. b.Engage with local Indigenous communities and their connections to the land, deepening understanding and appreciation for their relationship with nature. Celebrating Diversity: a.Recognize and celebrate the diversity of life forms and ecosystems, promoting respect for all living beings and their interconnectedness. b.Appreciate the beauty and uniqueness of
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		environment?"). c.Ideation ideas for mitigating climate change and promoting sustainability (e.g., planting trees, reducing waste). a.Evaluate the effectiveness of different adaptation strategies and environmental initiatives.				different environments and cultures, fostering a sense of global citizenship and interconnectedness. Reflection and Action: a.Reflect on personal experiences and observations related to climate change and adaptation, encouraging self-awareness and critical reflection. b.Take small, age-appropriate actions to address climate change and promote sustainability, empowering
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						children to become agents of positive change in their communities.
Food and Agriculture (SUS8)						
Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Activity Learning	Play Based Learning	Relationships
Belonging: a. Recognise the role of food in family, community, and cultural traditions, fostering a sense of belonging and connection to heritage.	Physical Well-being: a. Identify different types of fruits, vegetables, grains, and proteins. b. Participate in hands-on activities such as planting	Verbal Communication Skills: a. Identify and name common fruits, vegetables, grains, and other food items. b. Describe different tastes,	Exploring Food and Agriculture: a. Develop an awareness of where food comes from, including farms, gardens, and natural sources.	Curiosity and Awareness Development: a. Develop curiosity about different types of foods, where they come from, and how they grow. b. Recognize	Understanding Food Sources: a. Identify various sources of food, including plants, animals, and processed foods. b. Explore	Understanding Food Sources: a. Identify basic sources of food, such as plants and animals, and understand where food comes from, fostering an appreciation for the role of

b.Understand the importance of agriculture in providing food and sustaining livelihoods within local communities. c.Explore the diversity of foods grown, produced, and consumed in different cultural contexts, celebrating cultural identity and diversity. Being: a.Engage in hands-on exploration and play activities related to food and agriculture, such as gardening, cooking, and role-playing farm activities. b.Develop sensory	seeds, watering plants, and harvesting fruits and vegetables in a garden or indoor pots. c.Engage in sensory experiences with food, exploring textures, tastes, and smells of various fruits and vegetables. Emotional Well-being: a.Develop positive associations with food by exploring and tasting a variety of healthy foods. b.Express preferences and dislikes for different foods in a supportive	textures, and smells of food. c.Express preferences for certain foods and explain reasons for likes and dislikes. d.Use food-related vocabulary to discuss meals, ingredients, and cooking processes. Non-verbal Communication Skills: a.Demonstrate understanding of hunger and satiety cues through body language (e.g., rubbing the stomach when hungry).	b.Understand basic concepts related to agriculture, such as planting, growing, harvesting, and processing food. c.Identify different types of foods and their nutritional benefits. Celebrating Cultural Diversity in Food: a.Explore and appreciate the diversity of food cultures within their community and nation. b.Learn about traditional foods and cooking practices from various cultural	basic agricultural concepts such as seeds, plants, and animals used for food. c.Show awareness of the connection between food and everyday life, including meals and snacks. Observation and Inquiry Skills: a.Develop observational skills by exploring different types of fruits, vegetables, grains, and animals. b.Ask questions about the origins of food items, such as "Where does milk come from?" or "How	different types of foods and their origins, such as fruits, vegetables, grains, and dairy products. Exploring Growing Processes: a.Learn about the life cycle of plants, from seed to harvest. b.Participate in hands-on activities, such as planting seeds, watering plants, and observing growth over time. Discovering Farm Animals: a.Recognize common farm	agriculture in providing nourishment. Exploring Food Diversity: b.Explore a variety of foods from different cultural backgrounds, promoting acceptance of diversity and multiculturalism. c.Express preferences and dislikes for different foods, while also understanding the importance of trying new foods and having a balanced diet. Engaging in Food Preparation:
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awareness by exploring different tastes, textures, and smells of foods, encouraging healthy eating habits and appreciation for fresh, locally grown produce. c.Participate in age-appropriate activities that promote understanding of the food production process, including planting seeds, caring for plants, and harvesting crops. Becoming: a.Build communication skills by discussing food-related topics, such as where food comes from, the importance of	environment. c.Learn about where food comes from and the importance of farmers and agriculture in providing nourishment. Social Well-being: a.Engage in collaborative activities such as preparing simple snacks or meals with peers, promoting teamwork and cooperation. b.Practice sharing and taking turns during group activities related to food and agriculture. c.Learn about	b.Use facial expressions to convey enjoyment or distaste for food. c.Interpret non-verbal cues from others to understand their food preferences and reactions. Expressing Needs and Preferences: a.Communicate hunger, thirst, and other basic needs related to food and nutrition. b.Express food preferences and dietary restrictions (e.g., allergies, cultural dietary practices). c.Articulate	backgrounds. c.Share personal experiences and stories related to food and cultural identity. Respecting Traditional Indigenous Food Practices: a.Discover the importance of traditional Indigenous food practices in Australia. b.Understand the connection between food, culture, and land for First Nations peoples. c.Respect and value the knowledge and traditions of Indigenous	do plants grow?" c.Engage in simple inquiries about the processes involved in food production, such as planting seeds or caring for animals. Creative Expression: a.Express ideas and feelings about food and agriculture through art, such as drawing or painting pictures of fruits, vegetables, or farm animals. b.Create simple recipes or food-related stories using imagination and	animals and their role in food production, such as cows for milk and chickens for eggs. b.Engage in pretend play scenarios involving caring for farm animals and understanding their basic needs. Healthy Eating Habits: a.Learn about the importance of eating a balanced diet for overall health and well-being. b.Explore different food groups and their nutritional benefits through	a.Participate in simple food preparation activities, such as washing fruits and vegetables, stirring ingredients, or setting the table, fostering independence and life skills. b.Follow basic hygiene practices during food preparation and mealtime, promoting health and safety awareness. Learning About Seasons and Growing Cycles: a.Understand the concept of seasons and how they affect
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nutrition, and the role of farmers in food production. b.Develop critical thinking skills by exploring concepts of sustainability and food security, considering the impact of food choices on the environment and society. c.Cultivate independence and self-confidence through participation in food-related tasks, such as meal preparation, grocery shopping, and food-related crafts.	cultural diversity through exploration of different cuisines and traditional farming practices. Healthy Habits: a.Learn about the importance of balanced nutrition and the food groups through interactive games and activities. c.Practice proper handwashing techniques before handling food to prevent the spread of germs. Explore the concept of moderation in eating, recognizing when they are full and stopping eating.	feelings about different food experiences (e.g., excitement to try a new food, disappointment if a favourite food is unavailable). Sharing Thoughts and Opinions: a.Engage in group discussions about food sources, farming, and cooking practices. b.Express opinions on food-related topics (e.g., "I think vegetables are yummy." or "I don't like spicy food because it's too hot."). c.Share personal	communities regarding food sourcing, preparation, and consumption. Promoting Healthy Eating Habits: a.Learn about the importance of balanced nutrition for overall health and well-being. b.Explore different types of foods from various food groups and their role in a healthy diet. c.Participate in age-appropriate activities that promote healthy eating habits, such as food preparation and	creativity. c.Use play-based activities to role-play farming, gardening, or cooking scenarios. Problem-Solving and Critical Thinking: a.Identify simple problems related to food and agriculture, such as how to water plants or feed animals. b.Ideation possible solutions to food-related challenges, such as how to make a garden grow or what animals need to stay healthy. c.Participate in	interactive games and activities. Cultural and Culinary Diversity: a.Explore a variety of foods from different cultures and cuisines. b.Engage in sensory experiences, such as tasting and smelling different spices and ingredients from around the world. Environmental Awareness in Agriculture: a.Understand the importance of sustainable farming	the availability of different foods, fostering an awareness of seasonal eating and local food production. b.Explore the lifecycle of plants and animals involved in food production, such as seeds sprouting into plants or chicks hatching from eggs, promoting an understanding of natural processes. Cultivating Connection with Nature: a.Engage in hands-on gardening activities, such as planting
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	Positive Self-esteem: a. Celebrate individual efforts in growing and preparing food, fostering a sense of accomplishment and pride. b. Engage in activities that promote independence and self-reliance, such as helping to set the table or making simple snacks. c. Develop a positive self-image by recognizing their role in caring for plants and animals and contributing to the family or community's food supply.	experiences related to food and mealtime routines at home and in their communities. Understanding Food Production and Agriculture: a. Identify basic food sources (e.g., plants, animals) and their role in providing nutrition. b. Recognize different types of farms (e.g., vegetable farms, dairy farms, orchards) and the foods they produce. c. Discuss the concept of farm-to-table and	tasting sessions. Fostering Respect for Food Sources and Environment: a. Develop an understanding of the environmental impact of food production and consumption. b. Learn about sustainable farming practices and their importance for preserving natural resources. c. Cultivate respect for the environment and the interconnectedness between food, agriculture, and	hands-on activities that demonstrate problem-solving skills, such as sorting seeds or building a mini-garden. Empathy and Sustainability: a. Develop empathy towards animals and plants used in food production by caring for them. b. Understand the importance of sustainable practices in agriculture, such as recycling food scraps or conserving water. c. Participate in activities that promote	practices for preserving the environment. b. Explore concepts such as composting, organic farming, and reducing food waste through interactive activities. Problem-Solving in Agriculture: a. Engage in activities that simulate real-life agricultural challenges, such as pest control and weather fluctuations. b. Collaborate with peers to brainstorm solutions and make decisions	seeds, watering plants, or harvesting vegetables, fostering a connection to nature and the food-growing process. b. Explore the role of bees and other pollinators in food production, promoting an understanding of ecosystems and biodiversity. Promoting Healthy Eating Habits: a. Learn about the importance of eating a variety of foods for health and wellbeing, promoting the development of
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	Understanding Food and Agriculture: a.Explore basic concepts of where food comes from, such as plants growing in the ground or animals on a farm. b.Learn about the lifecycle of plants and animals, from seed or egg to harvest or consumption. c.Gain an awareness of the seasonal nature of food production and how it affects availability and variety.	the journey food takes from farm to plate. Developing Empathy and Appreciation: a.Recognize the efforts of farmers and food producers in providing food for communities. b.Express gratitude for the food they have access to and an understanding of food scarcity in some parts of the world. c.Consider the needs and perspectives of others when discussing food choices and access to	ecosystems. Encouraging Cultural Exchange and Sharing: a.Encourage sharing and exchanging food-related experiences and traditions among peers from diverse cultural backgrounds. b.Participate in multicultural food events or celebrations that promote sharing and appreciation of diverse cuisines. c.Foster a sense of unity and connection through the sharing of food and cultural	sustainable living, such as composting or reducing food waste. Communication and Collaboration: a.Share observations and ideas about food and agriculture with peers and educators. b.Collaborate with classmates on simple projects related to gardening, cooking, or caring for animals. c.Engage in discussions about where food comes from and the importance of healthy eating.	to address agricultural problems. Creativity and Innovation in Food: a.Experiment with food combinations and flavours in cooking and food preparation activities. b.Use imagination and creativity to design new dishes or explore alternative uses for familiar ingredients. Community Connections: a.Learn about the role of farmers and	healthy eating habits from a young age. b.Explore the concept of moderation and balance in food choices, understanding that some foods are for everyday consumption while others are occasional treats. Sharing Food Experiences: a.Participate in shared mealtimes and snack times with peers, educators, and families, promoting social interaction and communication skills.
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		nutritious meals. Creativity and Imagination: a.Engage in imaginative play related to food and cooking (e.g., pretend cooking in a toy kitchen, hosting a pretend picnic). b.Create artwork or stories inspired by food and farming themes. c.Invent and describe imaginary food creations or recipes. Critical Thinking and Problem-solving : a.Ask questions to explore where	experiences. Promoting Food Literacy and Skills: a.Develop basic food literacy skills, such as recognizing different types of fruits, vegetables, and grains. b.Engage in simple food-related activities, such as planting seeds, preparing snacks, or setting a table. c.Encourage curiosity and experimentation with new foods and flavours in a supportive environment.	Hands-On Exploration: a.Engage in sensory activities related to food and agriculture, such as touching and smelling different fruits and vegetables. b.Explore gardening by planting seeds, watering plants, and observing their growth. c.Participate in cooking activities using simple ingredients to make snacks or meals. Reflection and Evaluation: a.Reflect on personal experiences with	food producers in the local community. b.Engage in activities that promote appreciation and respect for those who work in the food and agriculture industry. Communication and Language Development: a.Use vocabulary related to food, farming, and agriculture in conversations and play activities. b.Engage in storytelling and role-playing to express ideas	b.Engage in discussions about food preferences, cultural traditions, and mealtime etiquette, fostering respect for different ways of eating and sharing food. Community Connections: a.Explore local food systems and learn about the roles of farmers, producers, and food distributors in the community, fostering an understanding of interconnectedness and interdependence .
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		food comes from and how it is produced (e.g., "How do vegetables grow?" or "Why do we need to wash our hands before eating?"). b.Brainstorm ideas for reducing food waste and conserving resources (e.g., using leftovers, composting food scraps). c.Discuss the importance of balanced nutrition and making healthy food choices.	Empowering Responsible Food Choices: a.Foster an understanding of the journey of food from farm to table and the importance of making ethical and sustainable food choices. b.Encourage critical thinking about food packaging, waste, and the environmental impact of food consumption. c.Empower children to make informed food choices that support their health, cultural values, and environmental	food and agriculture, including what they have learned and enjoyed. b.Evaluate the outcomes of gardening or cooking activities, such as the taste of fruits and vegetables grown or the success of a recipe. c.Share thoughts and feelings about the importance of healthy eating and sustainable agriculture with peers and educators.	and experiences related to food and agriculture.	b.Engage with local food initiatives, such as farmers' markets or community gardens, promoting connections with the wider community and appreciation for locally grown foods. Exploring Food Waste and Sustainability: a.Learn about the importance of reducing food waste and recycling food scraps, fostering environmental awareness and responsibility. b.Participate in activities that
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			sustainability.			promote sustainable food practices, such as composting or using reusable containers, encouraging stewardship of natural resources. Celebrating Food and Culture: a.Celebrate food as an integral part of cultural identity and heritage, exploring traditional recipes, customs, and celebrations from diverse cultural backgrounds. b.Engage in multicultural food experiences, such as cooking
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						demonstrations or tasting sessions, promoting respect for cultural diversity and fostering a sense of belonging and inclusivity.
Water Conservation (SUS9)						
Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play Based Learning	Relationships
Belonging: a.Recognise the importance of water as a vital resource for life, belonging to family, community, and cultural practices. b.Understand the	Physical Well-being: a.Understand the importance of staying hydrated and drinking water for overall health. b.Engage in hands-on activities	Verbal Communication Skills: a.Recognize and name different sources of water (e.g., rivers, lakes, oceans, rain).	Understanding the Importance of Water: a.Recognize water as a vital resource for life and ecosystems. b.Identify sources of water,	Curiosity and Awareness Development: a.Develop curiosity about water, its sources, and its importance in everyday life.	Understanding the Importance of Water: a.Recognize water as a precious resource essential for life. b.Explore the	Understanding the Importance of Water: a.Recognise water as a precious resource essential for life, understanding its importance for

significance of water in local ecosystems and the role of waterways in connecting communities. c.Explore cultural perspectives and practices related to water conservation, fostering a sense of belonging and cultural identity. Being: a.Engage in hands-on exploration and play activities that promote understanding of the water cycle, including evaporation, condensation, and precipitation. b.Develop sensory awareness by	that demonstrate the uses of water for drinking, washing, and growing plants. c.Participate in simple water-saving practices, such as turning off taps tightly and not wasting water during play activities. Emotional Well-being: a.Develop an appreciation for the natural beauty and value of water in the environment, such as rivers, oceans, and rainbows. b.Express feelings and emotions related to water conservation	b.Describe the importance of water for living things and daily activities. c.Use water-related vocabulary to discuss conservation practices and water-saving techniques. d.Express understanding of basic water cycle concepts (e.g., evaporation, condensation, precipitation). Non-verbal Communication Skills: a.Demonstrate understanding of thirst and hydration needs through	such as rivers, lakes, oceans, and rainfall. c.Understand basic concepts related to water conservation and why it is important for the environment and communities. Exploring Cultural Connections to Water: a.Explore cultural connections to water within their own community and nation. b.Learn about the significance of water in different cultural traditions, ceremonies, and	b.Recognize basic concepts related to water conservation, such as saving water and keeping it clean. c.Show awareness of the impact of water usage on the environment and living things. Observation and Inquiry Skills: a.Develop observational skills by exploring water sources like taps, rivers, and rain. b.Ask questions about where water comes from, how it is used, and what happens to it	various ways water is used in daily life and the environment. Exploring the Water Cycle: a.Learn about the water cycle and how water moves through different states (liquid, solid, gas). b.Engage in hands-on activities to observe and explore the different stages of the water cycle. Conserving Water at Home: a.Identify simple ways to conserve water at home, such	drinking, bathing, growing plants, and supporting wildlife. b.Identify basic sources of water, such as rain, rivers, lakes, and taps, fostering an understanding of where water comes from and how it is used. Exploring Water Conservation Practices: a.Learn simple water-saving habits, such as turning off taps when not in use, taking shorter showers, and using a cup to water plants instead of a hose. b.Participate in
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exploring different forms of water, such as liquid, ice, and steam, and understanding their properties. c..Participate in water-related activities, such as water play, gardening with recycled water, and observing wildlife in water habitats. Becoming: a.Build communication skills by discussing the importance of water conservation and ways to reduce water waste with peers and adults. b.Develop problem-solving skills by exploring strategies for conserving water in	efforts, such as empathy for animals affected by water scarcity or joy in helping to save water. Social Well-being: a.Collaborate with peers in activities that promote water conservation, such as ideation ways to reduce water waste at home or in the classroom. a. Practice sharing water-related resources and taking turns during water play activities, promoting cooperation and social skills. b.Learn about the global importance of water	non-verbal cues (e.g., reaching for a water bottle when thirsty). b.Use gestures and body language to communicate the need for water or indicate water-related activities (e.g., swimming motions). c.Interpret non-verbal cues from others to understand their attitudes towards water conservation. Expressing Needs and Preferences: a.Communicate the importance of water for drinking, bathing,	practices. c.Share personal stories and experiences related to water and cultural identity. Respecting Indigenous Perspectives on Water: a.Understand the deep cultural and spiritual significance of water for First Nations peoples in Australia. b.Learn about Indigenous water management practices and traditional ecological knowledge. c.Respect and value Indigenous	after use. c.Engage in simple inquiries about ways to conserve water, such as turning off taps or using less water when bathing. Creative Expression: a.Express ideas and feelings about water conservation through art, such as painting pictures of water-saving practices or creating posters with water-saving messages. b.Create simple stories or songs about the importance of saving water and	as turning off taps while brushing teeth and fixing leaking faucets. b.Participate in role-playing scenarios that simulate water-saving practices in everyday situations. Understanding Water Sources: a.Learn about different sources of water, including rivers, lakes, oceans, and groundwater. b.Explore the importance of protecting and preserving water sources for future	activities that demonstrate the importance of conserving water, such as experiments showing how much water is used for different daily tasks. Cultivating Connection with Nature: a.Explore water in its natural environment through sensory experiences, such as playing with water in puddles, streams, or ponds, fostering a connection to nature. b.Learn about the water cycle and how water moves through
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everyday activities, such as turning off taps when not in use and fixing leaks. c.Cultivate a sense of responsibility and stewardship towards water resources, encouraging children to take action to protect and preserve water for future generations.	conservation and how individuals can make a difference in preserving this precious resource. Healthy Habits: a.Learn about the importance of hygiene practices such as handwashing and teeth brushing, and how conserving water plays a role in these habits. b.Explore ways to stay cool and hydrated in hot weather without wasting water, such as using spray bottles or playing in shaded areas. a.Practice responsible water	and hygiene. b.Express personal preferences for water-related activities (e.g., playing with water toys, watering plants). c.Articulate feelings about water scarcity and the need to conserve water resources. Sharing Thoughts and Opinions: a.Engage in group discussions about the importance of water conservation for the environment and future	perspectives on water conservation and stewardship. Promoting Responsible Water Use: a.Learn about the importance of conserving water and reducing water waste in daily activities. b.Identify simple ways to save water at home, school, and in the community. c.Participate in water-saving activities, such as turning off taps when not in use or using water wisely in outdoor play.	protecting water sources. c.Use play-based activities to role-play scenarios related to water conservation, such as pretending to be water detectives or superheroes who save water. Problem-Solving and Critical Thinking: a.Identify simple problems related to water conservation, such as water wastage or pollution. b.Ideation possible solutions to water-related challenges, such as using a bucket	generations. Exploring Water Habitats: a.Investigate aquatic habitats, such as ponds, streams, and oceans, and the plants and animals that depend on them. b.Engage in sensory experiences, such as water play tables or aquariums, to observe aquatic life up close. Water Conservation in Nature: a.Understand the role of ecosystems in regulating the	the environment, understanding the interconnectedness of water systems. Promoting Responsible Water Use: a.Understand the concept of sharing water resources with others, promoting empathy and consideration for others' needs. b.Explore ways to reduce water waste at home, such as fixing leaky taps or using a bucket to collect rainwater for watering plants. Engaging in
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	use during mealtime and snack time, such as only filling cups with the amount of water needed. Positive Self-esteem: a.Celebrate individual contributions to water conservation efforts, fostering a sense of responsibility and pride in caring for the environment. b.Engage in activities that promote self-efficacy, such as turning off taps or reporting leaks to adults. c.Develop a positive self-image as stewards of the	generations. b.Express opinions on water-saving practices (e.g., "I think we should turn off the tap while brushing our teeth."). c.Share personal experiences related to water conservation efforts at home and in their communities. Understanding Water Sources and Usage: a.Identify where water comes from and how it reaches homes and communities (e.g., water pipes, reservoirs).	Understanding the Water Cycle: a.Explore the water cycle and how water moves through the environment. b.Learn about the importance of rainfall, evaporation, condensation, and precipitation in maintaining water balance. c.Engage in hands-on activities to observe and learn about different stages of the water cycle. Fostering Appreciation for Water-based	to collect rainwater or fixing leaks. c.Participate in hands-on activities that demonstrate water-saving techniques, such as using a water metre to measure usage or creating DIY water-saving devices. Empathy and Environmental Stewardship: a.Develop empathy towards living things that rely on water, such as plants, animals, and people. b.Understand the importance of taking care of water sources for	water cycle and maintaining water quality. b.Explore the impact of human activities on natural water systems and the importance of conservation efforts. Problem-Solving in Water Conservation: a.Engage in hands-on activities to explore water-related challenges, such as drought and pollution. b.Collaborate with peers to brainstorm solutions and implement water-saving	Water Play Activities: a.Participate in water play activities that promote learning about water properties, such as floating and sinking, pouring, and measuring. b.Explore the concept of water conservation through imaginative play scenarios, such as pretending to be a raindrop or a water-saving superhero. Community Connections: a.Learn about local water sources and the importance of protecting them,
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	environment by understanding the impact of their actions on water conservation. Understanding Water Conservation: a.Explore basic concepts of where water comes from, such as rain, rivers, and underground sources. b.Learn about the water cycle and how it replenishes our water supply. c.Gain awareness of everyday actions that can conserve water, such as taking shorter showers or using a bucket to collect rainwater	b.Recognize the role of natural habitats in maintaining clean water sources (e.g., wetlands, forests). c.Discuss ways to reduce water wastage in daily activities (e.g., taking shorter showers, fixing leaks). Developing Empathy and Stewardship: a.Recognize the impact of water scarcity on plants, animals, and ecosystems. b.Express concern for water-related environmental issues (e.g., pollution,	Environments: Develop an appreciation for water-based environments, such as rivers, oceans, and wetlands. Learn about the diverse ecosystems supported by water and the importance of preserving aquatic habitats. Participate in activities that promote caring for waterways and protecting the animals and plants that depend on them. Encouraging Community Involvement in Water	the well-being of all living things. c.Participate in activities that promote environmental stewardship, such as cleaning up litter around waterways or planting water-wise gardens. Communication and Collaboration: a.Share observations and ideas about water conservation with peers and educators. b.Collaborate with classmates on simple projects related to water-saving practices, such	strategies in simulated scenarios. Creativity and Innovation in Water Conservation: a.Use creativity to design and construct models demonstrating water-saving technologies, such as rainwater harvesting systems or drip irrigation. b.Explore alternative uses for water, such as art projects or sensory play activities. Community Connections:	fostering a sense of connection to the local environment. b.Engage with the wider community through water conservation initiatives, such as participating in community clean-up events or visiting water treatment facilities. Building Positive Relationships: a.Engage in cooperative water-related activities with peers, educators, and families, such as working together to build a mini water-saving
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	for plants.	drought). c.Consider the needs of future generations and the importance of preserving water resources. Creativity and Imagination: a.Engage in imaginative play related to water conservation (e.g., pretending to be water-saving superheroes). b.Create artwork or stories inspired by water-related themes (e.g., the adventures of a water droplet). c.Invent and describe imaginary solutions to water	Conservation: a.Explore ways in which communities can work together to conserve water resources. b.Learn about local water conservation initiatives and projects. c.Participate in community-based activities aimed at raising awareness about water conservation and promoting sustainable water practices. Empowering Advocacy for Water Conservation: a.Develop a	as creating a class water-saving plan or designing water-themed artwork. c.Engage in discussions about why water conservation is important and how everyone can contribute to saving water. Hands-On Exploration: a.Engage in sensory activities related to water, such as feeling different temperatures or textures of water. b.Explore water conservation techniques through hands-on experiences,	a.Learn about community initiatives and programs aimed at water conservation and environmental stewardship. b..Engage in activities that promote active participation in local conservation efforts, such as community clean-up events or planting native vegetation near waterways. Communication and Language Development: a.Use vocabulary related to water	garden or creating artwork inspired by water conservation. b.Communicate thoughts and feelings about water conservation with others in a respectful and inclusive manner, fostering empathy and understanding. Learning Through Storytelling and Songs: a.Listen to stories and songs about water conservation, promoting understanding and appreciation of the
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		conservation challenges (e.g., a magical water-saving device). Critical Thinking and Problem-solving : a.Ask questions to explore ways to save water in different situations (e.g., "How can we use less water when watering plants?" or "Why is it important to fix leaking taps?"). b..ideation -ideas for conserving water at home, school, and in the community (e.g., collecting rainwater, using water-efficient	sense of responsibility towards protecting water resources for future generations. b.Encourage children to share their knowledge about water conservation with peers, families, and community members. c.Empower children to take action in advocating for water conservation and stewardship within their community.	such as using water-saving devices or participating in water-themed experiments. c.Participate in outdoor activities that highlight the importance of water conservation, such as observing local water sources or planting water-efficient plants. Reflection and Evaluation: a.Reflect on personal experiences with water conservation activities, including what they have learned	conservation and environmental sustainability in conversations and play activities. b.Engage in storytelling and role-playing to express ideas and experiences related to water conservation and its importance.	importance of saving water. b.Participate in creative activities inspired by stories and songs, such as drawing pictures or acting out water conservation-the med scenarios. Practical Skills for Water Conservation: a.Develop practical skills for water conservation, such as using a watering can instead of a hose or turning off taps tightly to prevent leaks. b.Demonstrate understanding of water-saving
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		appliances). c.Discuss the consequences of water wastage and the benefits of water conservation for the environment and future generations.		and enjoyed. b.Evaluate the effectiveness of water-saving techniques practised in the classroom or at home. c.Share thoughts and feelings about the importance of saving water and protecting water sources with peers and educators.		practices by independently implementing them in daily routines at home and in early childhood settings. Celebrating Achievements and Progress: a.Celebrate achievements in water conservation efforts, such as reducing water usage or implementing water-saving practices at home or in the early childhood setting. b.Reflect on progress made in water conservation and set goals for
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						ongoing efforts to save water, fostering a sense of accomplishment and responsibility for caring for the environment.
Sustainable Transport and Urban Planning						
Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Activity Learning	Play Based Learning	Relationships
Belonging: a.Recognize the role of transportation in connecting family, community, and cultural activities, fostering a sense of belonging and connectivity. b.Understand the	Physical Well-being: a.Identify different modes of transportation, such as walking, cycling, and using public transport. b.Participate in physical activities that promote	Verbal Communication Skills: a.Identify and name different modes of transportation (e.g., cars, buses, bicycles). b.Describe the concept of	Understanding Sustainable Transport: a.Recognize different modes of transportation, such as walking, cycling, public transport, and carpooling. b.Understand the	Curiosity and Awareness Development: a.Cultivate curiosity about different modes of transport, such as walking, cycling, buses, and trains. a.Recognize basic concepts of	Understanding Sustainable Transport: a.Recognize different modes of sustainable transport, such as walking, cycling, and public transportation.	Understanding Transport and Mobility: a.Recognize different modes of transport, such as cars, buses, bicycles, and walking, and understand their roles in moving people and goods.

importance of sustainable transport options, such as walking, cycling, and public transportation, in reducing environmental impact and promoting community well-being. c.Explore cultural perspectives and practices related to transportation and urban planning, highlighting diversity and inclusion in transport choices. Being: a.Engage in hands-on exploration and play activities that promote understanding of different modes of	active transportation, such as walking or cycling in safe environments. c.Explore outdoor spaces in their community, such as parks and playgrounds, accessible by sustainable modes of transport. Emotional Well-being: a.Develop a sense of adventure and curiosity about exploring their surroundings through sustainable transportation methods. b.Express feelings of excitement and independence when walking or	sustainable transport and its benefits for the environment. c.Use transportation-related vocabulary to discuss modes of travel and their impact on communities. d.Express understanding of basic urban planning concepts (e.g., streets, parks, public transportation). Non-verbal Communication Skills: a.Demonstrate understanding of movement and transportation through gestures and body	concept of sustainable transport and its benefits for the environment and communities. c.Identify simple ways to reduce reliance on fossil fuel-based transportation. Exploring Cultural Perspectives on Transport: a.Explore cultural perspectives on transportation within their own community and nation. b.Learn about traditional modes of transportation used by different cultural groups.	urban environments, including streets, buildings, and parks. c.Show awareness of the impact of transportation choices on the environment and community. Observation and Inquiry Skills: a.Develop observational skills by exploring different forms of transportation in the local community. b.Ask questions about how people move around in cities and towns and why certain transport options	b.Explore the benefits of sustainable transport for the environment and community. Exploring Urban Environments: a.Learn about the characteristics of urban areas, including buildings, streets, and public spaces. b.Engage in imaginative play scenarios that involve exploring and interacting with urban environments. Identifying Transportation Systems:	b.Explore basic concepts of distance and direction through activities related to movement and transportation. Exploring Sustainable Transport: a.Learn about sustainable modes of transport, such as walking, cycling, or using public transport, and understand their benefits for the environment and health. b.Participate in activities that promote sustainable transport, such as walking or
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transportation, including vehicles, bicycles, and pedestrians. b.Develop spatial awareness by exploring maps, models, and play scenarios related to urban environments and transportation systems. c.Participate in imaginative play activities that simulate different transportation scenarios, encouraging creativity and problem-solving skills. Becoming: a.Build communication skills by discussing the benefits of	biking to different places. c.Learn about the importance of sustainable transportation for reducing pollution and improving air quality, fostering a sense of environmental stewardship. Social Well-being: a.Engage in collaborative activities that promote sustainable transport, such as organising walking or biking events with peers and caregivers. b.Practice sharing and taking turns during group outings using	language (e.g., mimicking driving a car or riding a bicycle). b.Use facial expressions to convey feelings about different modes of transportation (e.g., excitement about a train ride, concern about traffic congestion). c.Interpret non-verbal cues from others to understand their attitudes towards sustainable transport and urban planning. Expressing Needs and Preferences: a.Communicate preferences for	c.Share personal stories and experiences related to transportation and cultural identity. Respecting Indigenous Perspectives on Land and Mobility: a.Understand the importance of land and mobility for First Nations peoples in Australia. b.Learn about Indigenous modes of transportation, such as walking, canoes, and animal transport. c.Respect and value Indigenous perspectives on	are chosen. c.Engage in simple inquiries about the benefits of sustainable transport, such as reducing pollution or promoting health. Creative Expression: a.Express ideas and feelings about sustainable transport and urban planning through art, such as drawing pictures of buses, trains, or cityscapes with green spaces. b.Create simple stories or songs about using eco-friendly modes of transport and	A.Identify common vehicles and modes of transportation found in urban areas, such as cars, buses, trains, and bicycles. B.Explore the roles of transportation systems in connecting people and goods within communities. Understanding Traffic Safety: a.Learn about basic traffic rules and safety measures for pedestrians, cyclists, and passengers. b.Engage in	cycling trips in the local community or role-playing scenarios related to public transport. Cultivating Connection with the Local Environment: a.Explore the local neighbourhood and observe different types of transport infrastructure, such as roads, footpaths, bike lanes, and public transport stops. b.. Learn about the importance of safe and accessible transport options for everyone in the community,
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sustainable transport options and the importance of urban planning with peers and adults. b.Develop critical thinking skills by exploring the impact of transportation choices on the environment, health, and community livability. c.Cultivate a sense of agency and responsibility towards sustainable transport and urban planning, encouraging children to advocate for pedestrian-friendly neighbourhoods, safe cycling infrastructure, and	sustainable modes of transport, promoting cooperation and social skills. c.Learn about the benefits of sustainable transportation for communities, such as reducing traffic congestion and creating safer streets for pedestrians and cyclists. Healthy Habits: a.Learn about the health benefits of active transportation, such as walking or biking, for physical fitness and well-being. b.Practice road safety skills, such as looking both	certain modes of transportation (e.g., "I like riding my bike because it's fun."). b.Express needs related to transportation (e.g., "I need to go to the park. Can we walk or take a bus?"). c.Articulate feelings about traffic congestion and the importance of sustainable transport options. Sharing Thoughts and Opinions: a.Engage in group discussions about the benefits of sustainable	sustainable land use and transportation. Promoting Active and Healthy Travel: a.Learn about the benefits of active travel, such as walking and cycling, for health and well-being. b.Identify safe routes for walking and cycling in their local area. c.Participate in activities that promote active travel, such as walking or cycling excursions. Understanding Urban Planning	designing cities with nature in mind. c.Use play-based activities to role-play scenarios related to transportation, such as pretending to be bus drivers or city planners. Problem-Solving and Critical Thinking: a.Identify simple problems related to transportation and urban planning, such as traffic congestion or lack of safe sidewalks. b.Ideation possible solutions to transportation challenges, such as walking or	pretend play activities that simulate safe transportation practices, such as using crosswalks and wearing seatbelts. Exploring Alternative Transportation: a.Investigate alternative forms of transportation, such as electric vehicles and carpooling - idea of sharing . b.Engage in creative activities, such as building models of eco-friendly vehicles or designing sustainable	including pedestrians, cyclists, and people with mobility challenges. Promoting Active Travel: a.Encourage participation in active travel activities, such as walking or cycling to nearby destinations like parks, libraries, or early childhood centres, promoting physical activity and reducing carbon emissions. b.Engage in discussions about the benefits of active travel for health,
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accessible public transportation.	ways before crossing the street and wearing a helmet while cycling. c.Explore the concept of sustainable living, including how transportation choices can contribute to a healthier lifestyle and environment. Positive Self-esteem: a.Celebrate individual achievements in using sustainable transportation methods, fostering a sense of pride and accomplishment. b.Engage in activities that promote	transportation for the environment and community well-being. b.Express opinions on urban planning features (e.g., bike lanes, pedestrian-friendly streets). c.Share personal experiences related to transportation and urban environments. Understanding Sustainable Transport and Urban Planning: a.Identify environmentally friendly modes of transportation (e.g., walking, cycling, public	and Design: a.Explore basic concepts of urban planning and design, such as pedestrian-friendly streets and green spaces. b.Learn about the importance of accessible and inclusive urban environments for all community members. c.Engage in activities to understand how urban design can impact transportation choices and quality of life. Fostering Appreciation for Public	biking instead of driving short distances. c.Participate in hands-on activities that demonstrate sustainable transport practices, such as creating mini-models of eco-friendly vehicles or designing pedestrian-friendly streets. Empathy and Community Engagement: a.Develop empathy towards people who rely on different modes of transportation, such as pedestrians, cyclists, or public	transportation solutions. Understanding Urban Planning: C. Learn about the principles of urban planning and design, including the layout of streets, parks, and buildings. b.Explore the concept of sustainable urban development and its importance for creating livable communities. Problem-Solving in Urban Planning: a.Engage in hands-on	wellbeing, and the environment, fostering a sense of responsibility for personal and community health. Engaging in Urban Planning Activities: a.Participate in creative activities related to urban planning, such as building with blocks or drawing maps of imaginary communities, fostering creativity and spatial awareness. b.Explore concepts of community design and land use, such as parks,
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	self-confidence, such as learning how to ride a bike or walking independently to familiar places. c.Develop a positive self-image as contributors to a more sustainable future by making eco-friendly transportation choices. Understanding Sustainable Transport and Urban Planning: a.Explore basic concepts of transportation and urban planning, such as pedestrian-friendly streets and bike lanes. b.Learn about the	transit). b.Recognize features of sustainable urban planning (e.g., green spaces, bike paths, accessible public transportation). c.Discuss the importance of reducing air pollution and greenhouse gas emissions through sustainable transport options. Developing Empathy and Community Awareness: a.Recognize the impact of transportation choices on air quality and the	Spaces: a.Develop an appreciation for public spaces, parks, and community gathering areas. b.Learn about the role of public transportation hubs in connecting communities and reducing congestion. c.Participate in activities that promote care and respect for public spaces and shared transportation infrastructure. Encouraging Sustainable Travel Choices: a.Explore	transport users. b.Understand the importance of designing cities and transportation systems that are accessible to everyone, including people with disabilities. c.Participate in activities that promote community engagement, such as neighbourhood walks to observe transportation infrastructure and discuss improvements. Communication and Collaboration: a.Share observations and	activities to solve urban planning challenges, such as designing a pedestrian-friendly street or creating a green space in a neighbourhood. b.Collaborate with peers to brainstorm solutions and communicate ideas through play-based activities. Promoting Active Transportation: a.Understand the benefits of active transportation, such as walking and cycling, for physical and	playgrounds, and pedestrian-friendly spaces, promoting understanding of how urban environments affect quality of life. Community Connections: a.Learn about local community initiatives and projects related to sustainable transport and urban planning, fostering a sense of connection and belonging to the wider community. b.Engage with local leaders, planners, and community members involved in
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	importance of reducing carbon emissions from vehicles and promoting alternative modes of transport for a cleaner environment. c.Gain awareness of the role of city planners and policymakers in creating cities that are accessible and sustainable for all residents.	environment. b.Express concern for the well-being of others affected by traffic congestion and pollution. c.Consider the needs of pedestrians, cyclists, and people with disabilities in urban planning and transportation decisions. Creativity and Imagination: a.Engage in imaginative play related to transportation and urban environments (e.g., pretending to drive a bus, building a city	alternative transportation options, such as public transport, carpooling, and electric vehicles. b.Learn about the environmental benefits of reducing car dependency and promoting sustainable travel choices. a.Participate in activities that promote responsible transportation behaviours, such as using public transport or participating in car-free days. Empowering Advocacy for Sustainable	ideas about sustainable transport and urban planning with peers and educators. b.Collaborate with classmates on simple projects related to designing eco-friendly cities or promoting walking and cycling. c.Engage in discussions about why sustainable transport is important for the environment and community well-being. Hands-On Exploration: a.Engage in sensory activities related to	mental health. b.Participate in games and activities that encourage active modes of transportation, such as relay races and obstacle courses. Community Connections: a.Learn about community initiatives and projects aimed at promoting sustainable transport and urban planning. b.Engage in activities that promote awareness and participation in local transportation	sustainable transport initiatives, promoting positive relationships and civic engagement. Building Positive Relationships: a.Collaborate with peers, educators, and families on projects related to sustainable transport and urban planning, such as designing a model city or creating posters promoting walking and cycling. b.Communicate thoughts and ideas about
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		with blocks). b.Create artwork or stories inspired by sustainable transport and urban planning themes. c.Invent and describe imaginary modes of sustainable transportation or urban design features. Critical Thinking and Problem-solving : a.Ask questions to explore ways to make transportation more sustainable (e.g., "How can we reduce traffic congestion in our neighbourhood?" or "Why is it	Transport: a.Develop a sense of responsibility towards promoting sustainable transportation practices in their community. b.Encourage children to share their knowledge about sustainable transport with peers, families, and community members. c.Empower children to take action in advocating for sustainable transport solutions within their community.	transportation, such as exploring different types of vehicles or feeling different road surfaces. b.Explore urban environments through hands-on experiences, such as visiting local parks or community gardens. c.Participate in outdoor activities that highlight the benefits of walking, cycling, and using public transport, such as nature walks or bike rides. Reflection and Evaluation: a.Reflect on personal experiences with	and planning efforts, such as community clean-up events or neighbourhood walks. Communication and Language Development: a.Use vocabulary related to sustainable transport and urban planning in conversations and play activities. b.Engage in storytelling and role-playing to express ideas and experiences related to transportation and urban	sustainable transport with others in a respectful and inclusive manner, fostering empathy and understanding. Learning Through Play and Exploration: a.Engage in imaginative play activities related to transport and urban planning, such as pretending to be bus drivers, traffic controllers, or city planners. b.Explore outdoor environments and natural spaces through play-based
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		important to use public transportation?"). b.Ideation ideas for improving urban environments and making cities more accessible and livable for everyone. c.Discuss the benefits of active transportation and the role of individuals in promoting sustainable transport options.		sustainable transport activities, including what they have learned and enjoyed. b.Evaluate the effectiveness of eco-friendly transportation choices practised in the classroom or at home. c.Share thoughts and feelings about the importance of sustainable transport and urban planning with peers and educators.	environments.	activities that promote learning about sustainable transport and the importance of green spaces in urban areas. Practical Skills for Sustainable Transport: a.Develop practical skills for using sustainable modes of transport safely, such as learning to walk and cross roads safely or riding a bicycle with supervision. b.Demonstrate understanding of basic road safety rules and practices when walking or
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						cycling in the local community. Celebrating Sustainable Transport Initiatives: a.Celebrate achievements and progress in promoting sustainable transport initiatives, such as participating in car-free days or walking school bus programs. b.Reflect on personal experiences and contributions to sustainable transport efforts, fostering a sense of accomplishment and responsibility for creating positive
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						change in the community.
Citizenship / Global Responsibility and Sustainable Development (SUS11)						
Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play Based Learning	Relationships
Belonging: a.Recognize the interconnectedness between individuals, communities, and the global community, fostering a sense of belonging and responsibility towards humanity. b.Understand the importance of respecting and	Physical Well-being: a.Engage in physical activities that promote health and well-being, such as active play and outdoor exploration. b.Learn about the importance of nutritious food and regular exercise for growing strong	Verbal Communication Skills: a.Identify and name basic concepts related to Sustainable Development Goals (SDGs) such as poverty, education, and environmental conservation. b.Describe the importance of	Understanding Citizenship and Global Responsibility: a.Define citizenship as being a member of a community and having rights, responsibilities, and roles within that community. b.Explore the concept of global	Curiosity and Awareness Development: a.Cultivate curiosity about different cultures, communities, and the world around them. b.Recognize basic concepts of fairness, kindness, and helping others.	Understanding Citizenship: a.Recognize the concept of citizenship and what it means to be a member of a community. b.Explore the rights and responsibilities of individuals within a community	Understanding Citizenship and Community: a.Recognize basic concepts of citizenship, such as belonging to a community, respecting others, and following rules. b.Identify roles and responsibilities

valuing diversity in all its forms, including cultural, linguistic, and socio-economic diversity. c.Explore the concept of global citizenship and the role of individuals in contributing to positive change in the world. Being: a.Engage in age-appropriate exploration and play activities that promote understanding of global issues, such as poverty, inequality, and environmental sustainability. b..Develop empathy and compassion	and healthy bodies. c.Practise personal hygiene habits, such as washing hands before meals and after using the restroom/ bathroom , to prevent illness and promote well-being. Emotional Well-being: a.Express emotions and feelings in a safe and supportive environment, learning to recognize and manage different emotions. b.Develop empathy and compassion for others,	global citizenship and responsibilities towards others around the world. c.Use age-appropriate vocabulary to discuss issues related to global responsibility and sustainable development. d.Express understanding of basic global concepts such as diversity, equality, and justice. Non-verbal Communication Skills: a.Demonstrate empathy and understanding of global issues through gestures and facial	responsibility and the idea that everyone has a role to play in making the world a better place. c.Begin to develop empathy and concern for the well-being of others beyond their immediate community. Exploring Cultural Identity and Diversity: a.Recognize and appreciate the diversity of cultures within their community and nation. b.Explore and celebrate their own cultural identity, traditions, and	c.Show awareness of the importance of caring for the environment and helping those in need. Observation and Inquiry Skills: a.Develop observational skills by exploring different aspects of their local community and the wider world. b.Ask questions about why people may live differently in different parts of the world and what can be done to help others. c.Engage in simple inquiries about ways to contribute	through play-based activities. Developing Empathy and Compassion: a.Foster empathy and understanding towards others, including people from different backgrounds and cultures. b.Engage in role-playing scenarios that promote kindness, cooperation, and inclusion. Exploring Global Diversity: a.Learn about different cultures,	within the family, early childhood setting, and wider community, fostering a sense of belonging and contribution. Exploring Diversity and Inclusion: a.Celebrate diversity within the classroom and wider community, exploring differences in culture, language, and background. b.Learn about the importance of treating everyone with kindness and respect, regardless of differences,
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towards others by exploring different perspectives and experiences related to social justice and human rights. c.Participate in collaborative learning experiences that encourage cooperation, teamwork, and problem-solving skills in addressing global challenges. Becoming: a.Build communication skills by discussing the importance of citizenship and the United Nations Sustainable Development Goals (SDGs) with peers and adults.	understanding that everyone has feelings and needs. c.Explore activities that promote relaxation and stress relief, such as deep breathing exercises and mindfulness techniques. Social Well-being: a.Engage in cooperative play and group activities that promote teamwork, sharing, and communication. b.Learn about diversity and inclusion, celebrating differences and treating others	expressions. b.Use body language to convey emotions related to global events or challenges. c.Interpret non-verbal cues from others to understand their attitudes towards global responsibility and citizenship. Expressing Needs and Preferences: a.Communicate basic needs and desires related to global issues (e.g., "I wish all children could go to school"). b.Express feelings of	heritage. c.Learn about the cultures and traditions of others, including First Nations peoples, and show respect and appreciation for their differences. Understanding Sustainable Development Goals (SDGs): a.Introduce the concept of the United Nations Sustainable Development Goals (SDGs) in simple terms. b.Identify basic goals related to ending poverty, promoting education, protecting the	positively to their community and the global community. Creative Expression: a.Express ideas and feelings about citizenship and global responsibility through art, such as drawing pictures of people helping each other or creating collages of diverse cultures. b.Create simple stories or songs about being a good citizen and making a positive difference in the world. c.Use play-based activities to role-play	languages, and traditions from around the world. b.Engage in activities that celebrate diversity, such as cultural festivals, storytelling, and music and dance. Understanding Global Issues: a.Introduce basic concepts of global issues, such as poverty, hunger, and environmental sustainability, in age-appropriate ways. b.Explore how these issues impact people and	fostering empathy and understanding. Learning about Global Responsibility: Understand the concept of global responsibility and the interconnectedness of people and communities around the world. Explore simple ideas of helping others and making a positive difference in the world, fostering a sense of empathy and compassion for those in need. Introduction to Sustainable
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b.Develop critical thinking skills by exploring real-life examples of global issues and considering the impact of individual and collective actions on achieving the SDGs. c.Cultivate a sense of agency and responsibility towards promoting social justice, equity, and sustainability, encouraging children to take action in their local and global communities.	with respect and kindness. C. Practice conflict resolution skills, such as taking turns and using words to express feelings and resolve disagreements peacefully. Healthy Habits: a.Learn about the importance of a balanced diet, including fruits, vegetables, grains, and proteins, for overall health and well-being. b.Practice making healthy food choices and trying new foods in a supportive and encouraging	empathy and compassion towards those facing challenges in different parts of the world. c.Articulate personal desires to make a positive impact globally (e.g., "I want to help take care of the planet"). Sharing Thoughts and Opinions: a.Engage in group discussions about SDGs and global citizenship concepts (e.g., "Why is it important to share with others?" or "What can we do to help protect the	environment, and achieving equality. c.Begin to understand the interconnectedness of global issues and the importance of working together to achieve the SDGs. Promoting Empathy and Respect for Others: a.Foster empathy towards individuals and communities facing challenges such as poverty, hunger, or discrimination. b.Encourage respectful communication	scenarios related to helping others and being responsible global citizens. Problem-Solving and Critical Thinking: a.Identify simple problems related to fairness, equality, and environmental sustainability, such as littering or unfairness in sharing toys. b.Ideation possible solutions to community and global challenges, such as picking up litter or sharing resources with others. c.Participate in hands-on	communities worldwide through play-based exploration and discussion. Introduction to the Sustainable Development Goals (SDGs): a.Introduce the 17 SDGs and their importance for creating a better and more sustainable world for all. b.Engage in activities that highlight the goals, such as sorting games or creating artwork inspired by the SDGs. Promoting Responsible	Development Goals (SDGs): a.Learn about the United Nations Sustainable Development Goals (SDGs) in age-appropriate language, focusing on basic concepts such as ending poverty, protecting the environment, and promoting equality. b.Explore how individual actions can contribute to achieving the SDGs, fostering a sense of agency and empowerment. Promoting Kindness and Cooperation:
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	environment. c.Explore the benefits of regular physical activity for physical and mental health, such as increased energy and improved mood. Positive Self-esteem: a.Celebrate individual strengths and accomplishments, fostering a sense of confidence and self-worth. b.Engage in activities that promote self-expression and creativity, such as art, music, drama and storytelling. c.Develop a	environment?"). b.Express opinions on global issues such as poverty, hunger, and environmental conservation. Share personal experiences or observations related to global responsibility and citizenship. Understanding SDGs, Citizenship, and Global Responsibility: Identify and discuss specific SDGs (e.g., zero hunger, quality education) in simple terms. Recognize the interconnectedne	and interaction with peers from diverse backgrounds. c.Engage in activities that promote cooperation, understanding, and appreciation of differences. Encouraging Active Participation and Civic Engagement: a.Encourage children to participate in age-appropriate activities that contribute to their community's well-being. b.Promote the idea of being an active citizen by	activities that demonstrate ways to help others and protect the environment, such as planting trees or donating toys to those in need. Empathy and Compassion: a.Develop empathy towards people from different backgrounds and those facing challenges. b.Understand the importance of being kind and helping others, both locally and globally. c.Participate in activities that promote	Behaviour: a.Foster a sense of responsibility towards the environment and the well-being of others. b.Engage in activities that encourage sustainable practices, such as recycling, conserving energy, and caring for nature through play-based experiences. Encouraging Active Citizenship: a.Explore ways children can contribute positively to their communities, both locally and	a.Participate in activities that promote kindness, sharing, and cooperation with peers, educators, and family members. b.Engage in collaborative projects that demonstrate the importance of working together to achieve common goals, fostering a sense of teamwork and community spirit. Cultivating Empathy and Caring for Others: a.Learn about the feelings and needs of others, practising
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	positive self-image by recognising personal worth and unique contributions to the world. Understanding SDGs, Global Responsibility, and Citizenship: a.Explore basic concepts of global citizenship, such as caring for others and the planet, and taking action to make the world a better place. b.Learn about the United Nations Sustainable Development Goals (SDGs) through age-appropriate stories, songs, and activities.	ss of global issues and individual actions. Discuss the importance of cooperation and collaboration among countries to achieve sustainable development goals. Developing Empathy and Compassion: a.Recognize and understand the experiences and perspectives of children from different cultures and backgrounds. b.Express concern for people facing adversity around	helping others, caring for the environment, and participating in community events. c.Foster a sense of responsibility towards making positive contributions to society, both locally and globally. Fostering Environmental Stewardship: a.Learn about the importance of protecting the environment and natural resources for future generations. b.Explore simple ways to reduce waste, conserve	compassion and understanding, such as sharing stories about different cultures or learning about animals in need of protection. Communication and Collaboration: a.Share observations and ideas about citizenship and global responsibility with peers and educators. b.Collaborate with classmates on simple projects related to community service or environmental conservation. c.Engage in	globally. b.Engage in role-playing scenarios that involve taking on roles of community helpers, such as firefighters, doctors, or environmental activists. Critical Thinking and Problem-Solving: a.Encourage critical thinking about global issues and challenges. b.Engage in problem-solving activities that encourage children to come up with creative solutions to	empathy through storytelling, role-playing, and discussions. b.Engage in activities that promote caring for others, such as making cards for sick or elderly community members, fostering a sense of compassion and altruism. Building Positive Relationships: a.Foster positive relationships with peers, educators, families, and the wider community through activities that promote communication, cooperation, and mutual respect.
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	c. Gain awareness of the interconnectedness of people and the planet, understanding that small actions can have a big impact on the world around them.	the world. c. Consider the impact of individual actions on global communities and the environment. Creativity and Imagination: a. Engage in imaginative play related to global themes (e.g., pretending to be a superhero helping people in need around the world). b. Create artwork or stories inspired by SDGs and global citizenship concepts. c. Invent and describe imaginary solutions to	energy, and care for the environment in their daily lives. c. Engage in activities that promote environmental stewardship, such as planting trees or cleaning up litter. Promoting Peace, Justice, and Equality: a. Explore concepts of fairness, justice, and equality in age-appropriate contexts. b. Learn about the importance of resolving conflicts peacefully and treating others with kindness	discussions about why it's important to work together to make the world a better place for everyone. Hands-On Exploration: a. Engage in sensory activities related to different cultures and environments, such as exploring music and foods from around the world. b. Explore community and global issues through hands-on experiences, such as participating in community clean-up events or caring for	real-world problems, such as access to clean water or reducing pollution. Promoting Peace and Conflict Resolution: a. Foster skills for peaceful conflict resolution and cooperation with others. b. Engage in activities that promote understanding, communication, and empathy to resolve conflicts peacefully. Communication and Advocacy:	b. Engage in inclusive practices that ensure everyone feels valued and included, fostering a sense of belonging and connectedness. Exploring Environmental Stewardship: a. Learn about the importance of caring for the environment and protecting natural resources for future generations. b. Participate in activities that promote environmental stewardship, such as recycling,
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		global challenges (e.g., a magical tool to clean up pollution). Critical Thinking and Problem-solving : a. Ask questions to explore ways to contribute to global goals and make a positive impact (e.g., "How can we help children who don't have access to education?" or "What can we do to reduce waste and protect the environment?"). b. Brainstorm ideas for taking action locally to support global initiatives (e.g., fundraising for a	and respect. c. Participate in activities that promote social justice, equality, and inclusion within their community. Empowering Advocacy for Positive Change: a. Empower children to speak up for causes they believe in and advocate for positive change. b. Provide opportunities for children to express their ideas and opinions on issues that affect them and their community.	plants. c. Participate in outdoor activities that highlight the importance of nature and sustainability, such as nature walks or gardening. Reflection and Evaluation: a. Reflect on personal experiences with citizenship and global responsibility activities, including what they have learned and how they have helped others. b. Evaluate the impact of their actions on their community and	a. Develop communication skills to express ideas, feelings, and concerns about global issues. b. Engage in storytelling, role-playing, and artwork to advocate for positive change and raise awareness about issues such as environmental conservation, poverty, and equality.	gardening, or learning about local flora and fauna. Engaging with the Wider Community: a. Explore the roles of different community members, such as firefighters, police officers, and healthcare workers, in keeping the community safe and healthy. b. Participate in community events and initiatives that promote civic engagement and social responsibility, fostering connections with the wider
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		charity, participating in community clean-up events). c.Discuss the importance of fairness, equality, and respect for diversity in global citizenship and responsibility.	c.Support children in taking action to address issues related to citizenship, global responsibility, and the SDGs, both locally and globally.	the environment. c.Share thoughts and feelings about the importance of being responsible global citizens and working towards achieving the Sustainable Development Goals with peers and educators.		community. Celebrating Diversity and Contributions: a.Celebrate cultural diversity and individual contributions within the classroom and wider community through storytelling, music, art, and food. a.Recognize and appreciate the unique talents and qualities of each individual, fostering a culture of inclusivity, respect, and celebration of diversity.
Outdoor Learning and Connection to Nature (SUS12)						

Belonging / Becoming and Being	Wellbeing	Communication	Identity and diversity	Active Learning	Play Based Learning	Relationships
Belonging: a.Recognize the interconnectedness between themselves, their families, communities, and the natural world, fostering a sense of belonging and kinship with nature. b.Understand the cultural significance of the environment and natural landscapes in shaping identity and heritage, celebrating cultural connections to the land. c.Explore indigenous	Physical Well-being: a.Engage in outdoor play and exploration, promoting physical fitness, strength, and coordination. b.Participate in nature-based activities that encourage movement, such as hiking, climbing, and balancing on natural obstacles. c.Learn about the importance of staying active and spending time outdoors for overall health and	Verbal Communication Skills: a.Identify and name elements of nature encountered during outdoor activities (e.g., trees, flowers, insects). b.Describe observations and experiences while exploring outdoor environments. c.Use nature-related vocabulary to express thoughts and feelings about outdoor	Exploring Outdoor Environments: a.Develop a sense of curiosity and wonder about the natural world and outdoor environments. b.Identify and explore different outdoor spaces, such as parks, gardens, and natural habitats. c.Learn to appreciate the beauty and diversity of nature in their local	Curiosity and Exploration: a.Cultivate curiosity about the natural world and outdoor environments. b.Explore the outdoors with a sense of wonder and excitement, engaging with natural elements such as plants, animals, and weather phenomena. c.Show interest in discovering new things and asking questions about their	Understanding the Natural Environment: a.Develop an appreciation for the natural world and its beauty. b.Explore the characteristics of different outdoor environments, such as parks, gardens, forests, and beaches. Exploring Biodiversity: a.Learn about the diversity of plant and animal life in outdoor	Exploring Nature and the Outdoors: a.Develop a sense of wonder and curiosity about the natural world through outdoor exploration and sensory experiences. b.Identify and observe different elements of nature, such as plants, animals, weather patterns, and seasonal changes. Understanding Sustainability:

perspectives and practices related to nature and land stewardship, honouring traditional knowledge and custodianship of the land. Being: a. Engage in hands-on exploration and play activities in natural outdoor settings, such as parks, gardens, and natural reserves, fostering a sense of wonder and curiosity about the natural world. b. Develop sensory awareness by observing and interacting with different elements of nature, such as plants, animals,	well-being. Emotional Well-being: a. Develop a sense of wonder and awe for the natural world, fostering emotional connections with plants, animals, and landscapes. b. Express feelings of joy, calmness, and excitement while engaging in outdoor activities and experiencing nature firsthand. c. Learn to regulate emotions and manage stress through mindfulness practices and sensory experiences in nature.	experiences. d. Engage in simple conversations with peers and educators about nature and sustainability. Non-verbal Communication Skills: a. Demonstrate curiosity and interest in nature through body language (e.g., pointing at flowers, touching leaves). b. Use facial expressions to convey emotions and reactions to outdoor experiences (e.g., smiling while playing in	environment. Connecting with Cultural Identity in Nature: a. Explore cultural connections to the land and nature within their own community and nation. b. Learn about traditional Indigenous perspectives on the environment and the importance of caring for the land. c. Share personal stories and experiences related to nature and cultural	surroundings. Observation and Sensory Development: a. Develop observational skills by noticing details in the environment, such as different types of leaves, textures of soil, or sounds of birds. b. Engage senses through hands-on exploration of natural materials, such as feeling the bark of trees or smelling flowers. c. Recognize changes in the outdoor environment over time, such as seasonal variations or	environments. b. Engage in activities that promote observation and identification of different species, such as birdwatching or nature walks. Understanding Ecosystems: a. Explore the interconnectedness of living organisms and their environments. b. Investigate different ecosystems, such as forests, wetlands, and deserts, through hands-on exploration and play-based	a. Learn about basic concepts of sustainability, such as caring for the environment, reducing waste, and using resources wisely. b. Explore how human actions can impact the environment and ways to live in harmony with nature. Engaging in Outdoor Play and Discovery: a. Participate in outdoor play activities that promote physical activity, creativity, and imagination, such as building forts, digging in the soil, or
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rocks, and water, stimulating the senses and promoting holistic development. c.Participate in outdoor activities that encourage physical activity, risk-taking, and resilience, promoting health and well-being through outdoor play. Becoming: a.Build communication skills by describing and sharing experiences in nature with peers and adults, fostering language development and communication confidence. b.Develop inquiry	Social Well-being: a.Collaborate with peers in outdoor learning experiences, promoting teamwork, cooperation, and communication skills. b.Practice empathy and respect for nature and all living beings, understanding the importance of caring for the environment and each other. c.Engage in cooperative games and group activities that foster a sense of belonging and inclusion in	the grass). c.Interpret non-verbal cues from peers and educators to understand their feelings and experiences in nature. Expressing Needs and Preferences: a.Communicate preferences for outdoor activities and environments (e.g., "I want to play in the sandpit."). b.Express basic needs related to outdoor exploration (e.g., "I need a drink of water."). c.Articulate	identity. Respecting and Appreciating Diversity in Nature: a.Recognize and appreciate the diversity of plants, animals, and ecosystems in outdoor environments. b.Learn about the interconnectedness of living things and the importance of biodiversity. c.Foster empathy and respect for all living beings and their habitats. Understanding Traditional Indigenous	weather patterns. Creativity and Imagination: a.Express creativity through outdoor art activities, such as painting with natural pigments or making sculptures with found objects. b.Use imagination to invent games and stories inspired by the outdoor environment, incorporating elements like trees, rocks, and animals. c.Engage in imaginative play outdoors, such as pretending to be explorers or animals in their	activities. Promoting Sustainability Practices: a.Learn about sustainable practices for caring for the environment, such as recycling, composting, and conserving energy and water. b.Engage in activities that promote stewardship of natural resources and respect for the environment. Developing Outdoor Skills: a.Develop basic outdoor skills,	creating nature art. b.Foster a sense of adventure and exploration through activities that encourage children to observe, touch, smell, and listen to their natural surroundings. Learning through Gardening and Growing: a.Engage in hands-on gardening activities, such as planting seeds, watering plants, and harvesting fruits and vegetables. b.Learn about the lifecycle of plants and the
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and investigation skills by asking questions, making observations, and exploring natural phenomena, promoting curiosity and scientific inquiry. c.Cultivate a sense of environmental stewardship and responsibility towards nature, encouraging children to take care of the environment and advocate for its protection and conservation.	outdoor settings. Healthy Habits: a.Learn about the benefits of spending time in nature for physical and mental health, including improved mood, reduced stress, and enhanced creativity. b.Explore healthy eating habits by learning about edible plants and seasonal fruits and vegetables found in nature. c.Practice sun safety and environmental awareness, such as wearing sunscreen and respecting wildlife habitats during outdoor	feelings of enjoyment and connection with nature during outdoor learning experiences. Sharing Thoughts and Opinions: a.Engage in group discussions about the importance of nature and sustainability. b.Express opinions on outdoor activities and environmental topics (e.g., "I like planting seeds because it helps the plants grow."). c.Share personal experiences and	Knowledge: a.Learn about traditional Indigenous knowledge and practices related to land stewardship and sustainability. b.Understand the importance of respecting and preserving Indigenous cultural heritage and wisdom. c.Engage in activities that incorporate Indigenous perspectives on outdoor learning and environmental stewardship. Promoting Outdoor Exploration and	natural habitat. Problem-Solving and Critical Thinking: a.Identify simple problems encountered outdoors, such as finding a way across a stream or building a shelter from the sun. b.Brainstorm possible solutions to outdoor challenges, using resources available in the environment. c.Engage in hands-on activities that require problem-solving skills, such as constructing a bridge with sticks	such as navigating natural spaces, identifying plants and animals, and staying safe outdoors. b.Engage in activities that promote physical activity and coordination, such as climbing, balancing, and running in natural settings. Promoting Creativity and Imagination: a.Use natural materials found outdoors for creative expression, such as building forts, creating art with leaves	importance of caring for living things, fostering a sense of responsibility and stewardship. Promoting Environmental Awareness: a.Learn about the importance of protecting natural habitats and biodiversity through age-appropriate stories, songs, and discussions. b.Explore the impact of litter and pollution on the environment and ways to reduce waste and keep outdoor spaces clean. Building
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	adventures. Positive Self-esteem: a.Celebrate personal achievements and discoveries in nature, fostering a sense of confidence and self-worth. b.Engage in creative expression through outdoor art activities, such as nature-inspired crafts and storytelling. c.Develop a positive self-image as stewards of the environment, understanding the importance of their role in preserving and protecting	stories related to nature exploration and outdoor play. Understanding Sustainability and Connecting with Nature: a.Identify and discuss basic concepts of sustainability (e.g., recycling, conservation) in the context of outdoor learning. b.Recognize the interconnectedness of humans and nature, and the importance of caring for the environment. c.Discuss the benefits of spending time outdoors for physical,	Inquiry: a.Encourage children to explore and investigate outdoor environments through sensory experiences. b.Foster a sense of wonder and curiosity about the natural world through observation and exploration. c.Provide opportunities for children to ask questions, make observations, and engage in hands-on learning experiences outdoors. Developing Environmental	or navigating a nature trail. Physical Development and Risk Management: a.Develop gross motor skills through active outdoor play, such as running, jumping, climbing, and balancing. b.Learn to assess and manage risks in the outdoor environment, such as understanding safe boundaries and recognizing potential hazards. c.Engage in activities that promote physical coordination and spatial	and sticks, or making nature-inspired crafts. b.Engage in imaginative play scenarios inspired by outdoor environments, such as pretending to be animals in the forest or explorers in the jungle. Fostering Emotional Well-being: a.Develop a sense of calmness and well-being through outdoor experiences. b.Engage in activities that promote	Positive Relationships with Nature: a.Develop a sense of connection and respect for nature through regular outdoor experiences and interactions with plants, animals, and the elements. b.Foster empathy and compassion for living things by observing and caring for plants, insects, birds, and other wildlife. Collaborative Outdoor Projects: a.Collaborate with peers,
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	nature. Understanding Sustainability, Outdoor Layering, and Connection with Nature: a.Explore basic concepts of sustainability, such as reducing waste, conserving resources, and living in harmony with nature. b.Learn about the layers of the outdoor environment, including soil, plants, animals, and weather patterns, through hands-on exploration and observation. c.Gain an appreciation for	emotional, and cognitive development. Developing Empathy and Appreciation: a.Demonstrate empathy towards plants and animals encountered in outdoor environments. b.Express appreciation for the beauty and diversity of nature. c.Consider the needs of living things and the importance of protecting natural habitats. Creativity and Imagination:	Awareness and Responsibility: a.Learn about the importance of caring for the environment and protecting natural resources. b.Explore simple ways to reduce waste, conserve energy, and care for nature in outdoor spaces. c.Engage in activities that promote environmental stewardship, such as gardening, composting, or wildlife observation. Promoting Outdoor Play and Physical	awareness, such as navigating obstacle courses or playing outdoor games. Connection to Nature and Environmental Stewardship: a.Foster a sense of connection to nature and appreciation for the outdoors. b.Understand the importance of caring for the environment and protecting natural habitats. c.Participate in activities that promote environmental stewardship, such as planting trees, picking up litter, or creating	mindfulness and relaxation, such as nature-based sensory experiences or guided meditation outdoors. Building Connections with the Land and Traditional Knowledge: a.Learn about the cultural significance of the land and traditional practices for living in harmony with nature. b.Engage in activities that celebrate Indigenous culture and traditions, such as storytelling,	educators, and families on outdoor projects that promote sustainability, such as creating a compost bin, building a birdhouse, or designing a nature-inspired art installation. b.Practice teamwork, communication, and problem-solving skills while working together to achieve common goals. Connecting with Indigenous Perspectives: a.Learn about Indigenous perspectives on the environment and traditional
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	the interconnectedness of all living things and the natural cycles that sustain life on Earth.	a. Engage in imaginative play inspired by nature (e.g., pretending to be animals, building forts with natural materials). b. Create artwork or stories inspired by outdoor experiences and nature themes. c. Invent and describe imaginary adventures in nature (e.g., exploring a magical forest). Critical Thinking and Problem-solving : a. Ask questions to explore natural phenomena and outdoor	Activity: a. Recognize the importance of outdoor play and physical activity for health and well-being. b. Explore different types of outdoor play experiences, such as climbing, running, and exploring nature. c. Foster a love for being active outdoors and enjoying the benefits of fresh air and sunshine. Empowering Environmental Advocacy and Action: a. Empower children to take action to protect	wildlife habitats. Collaboration and Social Skills: a. Collaborate with peers in outdoor activities, such as building forts or exploring nature trails together. b. Practice communication and teamwork skills while engaging in group projects or games outdoors. c. Develop empathy and cooperation through shared outdoor experiences, such as helping each other overcome obstacles or	music, and dance inspired by Aboriginal and Torres Strait Islander perspectives. Encouraging Exploration and Discovery: a. Foster curiosity and a sense of wonder through exploration of outdoor environments. b. Engage in activities that promote discovery and inquiry, such as scavenger hunts, nature journals, and sensory exploration of natural materials.	ecological knowledge through storytelling, cultural activities, and visits to local Indigenous sites. b. Foster respect for Indigenous cultures and ways of knowing, recognizing the importance of their relationship with the land and natural resources. Engaging with the Wider Community: a. Participate in outdoor community events and initiatives, such as tree planting days, nature walks, or community
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		observations (e.g., "Why do leaves change colour in the fall?" or "How can we help the plants grow?"). b.Brainstorm ideas for promoting sustainability and caring for the environment in outdoor settings (e.g., planting native species, reducing litter). c.Discuss the importance of stewardship and responsible behaviour in outdoor environments.	the environment and advocate for positive change. b.Provide opportunities for children to participate in environmental projects, such as tree planting or habitat restoration. c.Support children in becoming stewards of the environment and making a positive impact on their community and the world.	working together to achieve common goals. Reflection and Appreciation: a.Reflect on outdoor experiences, discussing what they enjoyed, learned, and discovered. b.Appreciate the beauty and diversity of the natural world, expressing gratitude for outdoor adventures and encounters with plants and animals. c.Develop a sense of responsibility towards preserving and	Promoting Environmental Advocacy: a.Develop a sense of responsibility for caring for the environment and advocating for positive change. b..Engage in activities that promote environmental awareness and action, such as participating in community clean-up events or planting trees and native plants.	clean-up events. b.Develop positive relationships with community members, organisations, and local environmental groups involved in outdoor sustainability efforts. Reflection and Action for Sustainability: a.Reflect on personal experiences and observations in nature, discussing feelings, questions, and discoveries with peers, educators, and families.
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				enjoying outdoor spaces for future generations.		b.Take action to promote sustainability and environmental stewardship in everyday life, such as conserving water, reducing energy usage, or advocating for green spaces in the community.
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