Thanks for downloading my FUN EYLF Posters for your place of early learning!

These posters are designed to visually represent what learning is happening throughout your year. The blank pages can be laminated and you can write your weekly focus or you can stick photos on these pages.

Photos are a fantastic way of communicating to parents what the EYLF means and how in practice you are implementing the principles in your class.

I would love to know how you use these posters so please drop me a line at info@starskills.com.au

Take Care
Ruthie
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of well being.
4. Children are confident and involved learners.
5. Children are effective communicators.
1. Children have a strong sense of identity.

- Feel safe, secure and supported.
- Develop emerging autonomy, interdependence, resilience & sense of agency.
- Develop knowledgeable and confident self identities.
- Learn to interact in relation with others with care, empathy and respect.
Children have a strong sense of identity.

Feel safe, secure and supported.

- Communicate their needs for comfort and assistance
- Seeks to participate in new experiences
- Respond to ideas and suggestions from others
- Initiate interactions and conversations with trusted educators
- Initiate and join in play
- Explore aspects of identity through role play
- Establish and maintain reciprocal, respectful relationships with other children and educators
Children have a strong sense of identity.

- Develop emerging autonomy, interdependence, resilience & sense of agency.
- Demonstrate increasing awareness of the needs and rights of others
- Is open to new challenges and taking considered risks
- Approaches new safe situations with confidence
- Beginning to initiate negotiating and sharing behaviours
- Engages in play independently
- Makes choices and decisions
- Persists when faced with challenges and when first attempts are not successful
1. Children have a strong sense of identity.

- Develop knowledgeable and confident self identities.
  - Explores different identities and points of view in dramatic play
  - Shares aspects of their culture with peers and educators
  - Celebrates and shares their contributions and achievements with others
  - Expresses opinions, thoughts and ideas with others
  - Expresses feelings appropriate to the situation
  - Demonstrates a positive self-image
  - Has a sense of who they are and shows pride in being part of their family, community place and cultural group
Children have a strong sense of identity.

- Learn to interact in relation with others with care, empathy and respect.
- Engages in and contributes to shared play experiences
- Expresses a range of emotions, thoughts and views constructively
- Displays awareness and respect of others’ perspectives
- Reflects on their actions and considers consequences for others
- Expresses empathy for others
- Recognises own and others emotions
- Shows interest in other children and being part of a group
Children are connected with and contribute to their world.

- Develop a sense of belonging to groups & communities & an emerging understanding of reciprocal rights and responsibilities.

- Children respond to diversity with respect.

- Become aware of fairness.

- Become socially responsible and show respect for the environment.
Children are connected with & contribute to their world.

- Develop a sense of belonging to groups & communities & an emerging understanding of reciprocal rights and responsibilities.
- Contributes to decision-making about matters that affect them
- Responds positively to others
- Attempts to resolve conflict
- Contributes to group experiences and projects
- Recognises familiar features in the immediate environment
- Recognises that there are rules that influence them
- Participates in routines/systems
- Takes turns and cooperates within a small group
- Investigates ideas, concepts & ethical issues that are relevant to their lives and their local communities
Children are connected with and contribute to their world.

- Children respond to diversity with respect.
- Begins to show concern for others
- Demonstrates positive attitudes towards differences
- Is developing an understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- Listen to others ideas and respect different ways of being and doing
- Notice and respond in positive ways to connections, similarities & differences between people.
- Is beginning to demonstrate inclusiveness, e.g. attempts to include a range of people in play and interactions
Children are connected with and contribute to their world.

- Become aware of fairness.
- Express empathy for others
- Takes action to assist other children to participate in social groups
- Begin to think critically about fair and unfair behaviour
- Makes choices and problem-solves to meet their needs
- Begins to understand and evaluate ways in which texts construct identities and create stereotypes
Children are connected with and contribute to their world.

- Become socially responsible and show respect for the environment.
- Demonstrate how to look after and use books appropriately
- Consider the importance of picking up own rubbish
- Demonstrates increasing knowledge of, and respect for natural and constructed environments
- Explores relationships with other living and non-living things and observe, notice and respond to change
- Develop an awareness of the impact of human activity on environments and the interdependence of living things
- Engages in daily sustainability routines with teacher support
- Demonstrates respect for plants, animals, places
- Takes responsibility for own actions
3 Children have a strong sense of well being.

- Become strong in their social and emotional well-being.
- Develop increasing responsibility for their own health and physical well-being.
3. Children have a strong sense of well being.

- Become strong in their social and emotional well-being.
  
  ★ Demonstrates trust and confidence
  ★ Increasingly co-operates and works collaboratively with others
  ★ Enjoys moments of solitude
  ★ Accepts affirmations
  ★ Asserts self in appropriate ways whilst demonstrating increasing awareness of the needs and rights of others
  ★ Builds and maintains positive relationships initiates interactions and responds positively to peers and adults
  ★ Uses teacher-modelled strategies to control reactions and manage disappointments,
Children have a strong sense of well being.

- Develop increasing responsibility for their own health & physical well-being.
- Demonstrates fine motor skills required for activities such as drawing, painting, cutting, use of computer mouse
- Holds pencil correctly and uses it effectively
- Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama
- Talks about what makes a healthy life
- Increasing independence in personal hygiene, care and safety for themselves and others
- Demonstrates self-help skills, such as organising own belongings
- Identifies and applies rules to keep themselves & others safe
- Fundamental Movement Skills
Children are confident and involved learners.

- Develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

- Develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating.

- Transfer and adapt what they have learned from one context to another.

- Resource their own learning through connecting with people, place, technologies and natural and processed materials.
Children are confident and involved learners.

- Develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Explores different ways of doing things
- Shows curiosity about events and experiences
- Shows curiosity, engagement and purpose in learning
- Perseveres when faced with challenges, making several attempts before seeking help.
- Express wonder and interest in their environments
- Uses play to investigate, imagine and explore ideas
- Participate in a variety of rich and meaningful inquiry-based experiences
- Responds to music, artworks, dance, drama and media and incorporates creative ideas in play
Children are confident and involved learners.

- Develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating.
- Engages in simple investigations and explorations
- Identifies cause and effect
- Explore safe environments using all senses
- Applies a wide range of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations
- Make predictions and generalizations about their daily activities, aspects of the natural world and environments
- Manipulates objects and experiments with cause and effect, trial and error and motion
- Uses reflective thinking to consider why things happen and what can be learned from these experiences
- Explains own thinking processes and makes justifications
- Utilises the senses to gain information when exploring the world around them
- Develops investigative skills through instructive play and experiential learning
- Asks questions when investigating topics of personal interest
Children are confident and involved learners.

- Transfer and adapt what they have learned from one context to another.

- Mirrors, repeats and practices the actions of others, either immediately or later.
- Makes connections between experiences, concepts and processes.
- Uses the processes of play, reflection and investigation to solve problems.
- Applies generalizations from one situation to another.
- Tries out strategies that were effective to solve problems in one situation in a new context.
- Transfers knowledge from one setting to another.
4 Children are confident and involved learners.

Resource their own learning through connecting with people, place, technologies and natural and processed materials.

- Uses and names a range of tools, resources and techniques in investigations
- Uses his/her senses to explore natural and built environments adapts materials for use in play situations, suggesting new ideas and ways to use resources
- Explores the purpose and function of a range of tools
- Manipulates resources to investigate, take apart, assemble, invent and construct
- Experiments with different technologies
- Explores ideas and theories using imagination, creativity and play
- Uses feedback from themselves and others to revise and build on an idea
Children are effective communicators.

- Interact verbally and non-verbally with others for a range of purposes.
- Engage with a range of texts and gain meaning from these texts.
- Express ideas and make meaning using a range of media.
- Begin to understand how symbols and pattern systems work.
- Use information and communications technologies to access information, investigate ideas and represent their thinking.
Children are effective communicators.

★ Interact verbally and non-verbally with others for a range of purposes

★ Develops use of Standard Australian English and home language to communicate effectively

★ Clearly articulates developmentally appropriate vowel and consonant sounds

★ Develops a range of simple sentence structures to convey meaning

★ Establishes use of a range of vocabulary, e.g. nouns, verbs, adjectives, simple conjunctions

★ Listens and participates in conversation e.g. eye contact, turn-taking

★ Communicates with peers & adults in a range of contexts, e.g. play setting, group situations, formal instruction

★ Uses language for a variety of social purposes, e.g. taking turns, expressing thinking and ideas, recounting, coordinating play

★ Listens and engages in conversation related to classroom activities

★ Uses vocabulary in familiar contexts related to everyday experiences and personal interests

★ Uses specific, subject or topic-related vocabulary, e.g. mathematical or scientific terms including number, size and quantity, spatial words, categories of items such as colours, animals, body parts or food

★ Uses oral language as a tool for reflective thinking, e.g. recounting, describing, reasoning, explaining, problem-solving

★ Uses oral language as a tool for analysing and organising, e.g. sorting, describing, comparing and categorising objects and experiences

★ Respond to and generate questions

★ Communicates with known adults and peers about personal experiences
Children are effective communicators.

Engage with a range of texts and gain meaning from these texts

- Engages with, listens to and responds to a variety of texts, e.g. fiction, non-fiction, poetry, multi-media texts, with familiarity and understanding of their format.
- Share, illustrate, re-enact or re-tell stories of different cultures.
- Sings and chants rhymes, jingles and songs.
- Attempts to ‘read’ and shares texts for personal purposes.
- Explores texts from a range of different perspectives and begin to analyse the meanings.
- Actively uses, engages with and shares his/her enjoyment of language and literature.
- Investigates words and word meanings.
- Engage in active construction of meaning from text with teacher support,
  - e.g. makes connections between text and own experiences and ideas, makes predictions.
- Recognises and recalls key details or literal information, e.g. who, what, where.
- Identify some elements of books and conventional texts, e.g. character, setting, title, beginning, ending.
- Engage in activities that involve representation of meaning in response to text,
  - e.g. re-telling, drawing, painting, music, sculpture, dance, symbolic play, role-play.
- Carry out simple 2 step instructions.
Children are effective communicators.

★ Engage with a range of texts and gain meaning from these texts

★ Recognise components of text, e.g. letters, words, sentence, pictures, page, title, author, illustrator

★ Explore early concepts of print including that print is constant, and text sequence, and directionality, e.g. text goes left-right and top-bottom, where to start reading, pictures on subsequent pages of text are related

★ Recognises own written name

★ Shows understanding of and uses appropriate comparative language related to quantity length, capacity, mass and time, such as: more than, less than, heavier, lighter, bigger, smaller, shorter, taller, longer

★ Shows understanding of and uses appropriate spatial and positional language such as on, under, through, behind, next to, on top of, over, in front, out, forwards, backwards, across, down, up

★ Responds to the ways in which aspects such as colour, line, shape and design are used to communicate ideas and create moods
Children are effective communicators.

Express ideas and make meaning using a range of media

- Explores representation of language, e.g. scribbles, shapes, pictures, letter-like symbols, letters, writing high-frequency words such as their own name.
- Experiments with representing texts in a variety of ways, e.g. oral retelling, role-play writing, imaginative play, drawing, drawn or written letter.
- Contributes to texts produced in collaborative or modelled writing context
- Explores use of literature language in oral texts and shared writing experiences, e.g. traditional story starters, “rich” descriptions
- Shares what they have written or created with another person
- Can write own first name using correct letter formation and capitalisation
- Role plays writing as part of play
- Initiates drawing or writing to communicate an idea
- Responds to a range of stimuli e.g. Music/artworks
- Experiments with ways of expressing ideas and meaning using a range of media
- Engages in dramatic play and music playing
- Uses resources and materials creatively
- Expresses and explores own ideas through 2 and 3 dimensional forms
- Creates simple representations of events, people, objects and feelings
Children are effective communicators.

- Begin to understand how symbols and pattern systems work

- Participates in innovation and play involving sound patterns, vocabulary and language
- Participates in literacy texts which have a predictable pattern based on rhyme or rhythm
- Demonstrates word awareness
- Recognises and suggests rhyming words
- Uses body percussion to represent the number of syllables in spoken words
- Demonstrates awareness of the initial sound in a spoken word
- Develops beginning knowledge of the alphabet, e.g. letters in own name
- Develops awareness of sound-symbol relationships
- Develops awareness of different letter forms, e.g. capital and lower case in name
- Finds numbers in the environment and talks about their purpose
- Recognises the difference between numerals and letters
- Counts orally forwards and backwards to 10
- When counting, knows that the last number said represents ‘how many’ (cardinal number), it does not describe the last object touched
Children are effective communicators.

★ Begin to understand how symbols and pattern systems work

★ Uses one-to-one correspondence when counting collections (touching each item exactly once)

★ Makes a set of up to 5 objects

★ Able to subsidise small collections at a glance (1 – 2 items)

★ Is beginning to develop an awareness of the correlation between numerals and small quantities, with teacher support

★ Demonstrates early awareness of simple ABAB patterns – copying and continuing these using colours, shapes, objects, pictures, actions, etc.

★ Identifies how things are the same and different

★ Begins to sort, categorise, order and compare collections and events and attributes of objects and materials

★ Describes and compares objects by the most obvious attribute (e.g. length, mass, area, capacity and time)

★ Is developing early awareness of the names of the days of the week

★ Can name some basic 2D shapes

★ Uses everyday language to talk about the properties of shapes
Children are effective communicators.

★ Use information and communications technologies to access information, investigate ideas and represent their

★ Recognises and uses specific vocabulary that is related to information and communication technology, e.g. screen, keyboard, mouse
★ Uses keyboard and mouse to operate simple computer programs, e.g. talking texts and games
★ Experiments with the use of the keyboard for role-play writing
★ Identifies the use of technologies in everyday life
★ Uses real or imaginary technologies as props in their play
★ Uses ICTs to access images and information
★ Uses ICTs as tools for designing, drawing, editing, reflecting and composing
★ Uses tools from a variety of cultures, including those of Aboriginal and Torres Strait Islanders
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Children are connected with and contribute to their world.
Children have a strong sense of well being.
4 Children are confident and involved learners.
Children are effective communicators.
Early Years Learning Framework

1. I have a strong sense of identity.
2. I am connected with and contribute to the world.
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4. I am a confident and involved learner.
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