

Language and cognitive skills domain



Key concepts

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



Connections to key documents

Early Years Learning Framework (EYLF)

Outcome 1: Children have a strong sense of identity

- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children respond to diversity with respect.

Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children transfer and adapt what they have learned from one context to another

Outcome 5: Children are effective communicators

- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work

National Quality Standard (NQS)

Quality area 1: Educational program and practice

- 1.1.1:** Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

Quality area 3: Physical environment

- 3.2.2:** Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning

Quality area 5: Relationships with children

- 5.2.1:** Children are supported to collaborate, learn from and help each other

Quality area 6: Collaborative partnership with families and communities

- 6.1.2:** The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
- 6.1.3:** Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
- 6.2.3:** The service builds relationships and engages with its community

Connections to key documents

WA Curriculum

English

Strand: Language

- Sub-strand: Expressing and developing ideas
- Sub-strand: Phonics and word knowledge

Strand: Literacy

- Sub-strand: Texts in context
- Sub-strand: Interpreting, analyzing, evaluation
- Sub-strand: Creating texts

Mathematics

Strand: Number and algebra

- Sub-strand: Number and place value
- Sub-strand: Patterns and algebra

Strand: Measurement and geometry

- Sub-strand: Using units of measurement
- Sub-strand: Shape

General Capability

Literacy

Element: Comprehending texts through listening, reading and viewing

- Sub-element: Listen and respond to learning area texts
- Sub-element: Navigate, read and view learning area texts

Element: Grammar knowledge

- Sub-element: Use knowledge of words and word groups

Element: Word knowledge

- Sub-element: Use spelling knowledge

Numeracy

Element: Estimating and calculating with whole numbers

- Sub-element: Understand and use numbers in context

Element: Recognising and using patterns and relationships

- Sub-element: Recognise and use patterns and relationships

Element: Using spatial reasoning

- Sub-element: Visualise 2D shapes and 3D objects

Element: Using measurement

- Sub-element: Operate with clocks, calendars and timetables

Aboriginal Cultural Standards Framework

Relationships

Leadership

Teaching

Learning Environment

Resources

Connections to key documents

Australian Professional Standards for Teachers (AITSL)	Standard 1: Know students and how they learn 1.1: Physical, social and intellectual development and characteristics of students 1.2: Understand how students learn 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6: Strategies to support full participation of students with disability Standard 2: Know the content and how to teach it 2.1: Content and teaching strategies of the teaching area 2.3: Curriculum, assessment and reporting 2.5: Literacy and numeracy strategies Standard 3: Plan for and implement effective teaching and learning 3.6: Evaluate and improve teaching programs 3.7: Engage parents/carers in the educative process Standard 4: Create and maintain supportive and safe learning environments 4.1: Support student participation Standard 5: Assess, provide feedback and report on student learning 5.1: Assess student learning 5.3: Make consistent and comparable judgements 5.4: Interpret student data Standard 6: Engage in professional learning 6.2: Engage in professional learning and improve practice 6.3: Engage with colleagues and improve practice 6.4: Apply professional learning and improve student learning Standard 7: Engage professionally with colleagues, parents/carers and the community 7.3: Engage with the parents/carers 7.4: Engage with professional teaching networks and broader communities
Australian Professional Standard for Principals (AITSL)	Leading teaching and learning Developing self and others Leading improvement, innovation and change Leading the management of the school Engaging and working with the community

The links between the AEDC domains and key documents are a guide only. Additional links can be explored and applied.

Find out more at www.aedc.gov.au and www.education.wa.edu.au/aedc-resources-for-educators

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