



SIMPLIFY PLANNING SERIES

EYLF OUTCOMES EASY GUIDE

By Jodie Clarke - The Empowered Educator



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Jodie Clarke

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Early Years Learning Framework Outcomes - EYLF

| Outcome 1 | Children have a strong sense of identity |
|-----------|---|
| 1.1 | Children feel safe, secure and supported. |
| 1.2 | Children develop their emerging autonomy, interdependence, resilience and sense of agency. |
| 1.3 | Children develop knowledgeable and confident identities. |
| 1.4 | Children learn to interact in relation to others with care, empathy and respect. |
| Outcome 2 | Children are connected with and contribute to their world |
| 2.1 | Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation. |
| 2.2 | Children respond to diversity with respect. |
| 2.3 | Children become aware of fairness. |
| 2.4 | Children become socially responsible and show respect for the environment. |



Early Years Learning Framework Outcomes - EYLF

| Outcome 3 | Children have a strong sense of wellbeing |
|-----------|--|
| 3.1 | Children become strong in their social and emotional wellbeing. |
| 3.2 | Children take increasing responsibility for their own health. |
| Outcome 4 | Children are confident and involved learners |
| 4.1 | Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. |
| 4.2 | Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. |
| 4.3 | Children transfer and adapt what they have learned from one context to another. |
| 4.4 | Children resource their own learning through connecting with people, place, technologies and natural and processed materials. |



Early Years Learning Framework Outcomes - EYLF

| Outcome 5 | Children are effective communicators |
|-----------|--|
| 5.1 | Children interact verbally and non-verbally with others for a range of purposes. |
| 5.2 | Children engage with a range of texts and gain meaning from these texts. |
| 5.3 | Children express ideas and make meaning using a range of media. |
| 5.4 | Children begin to understand how symbols and pattern systems work. |
| 5.5 | Children use information and communication technologies to access information, investigate ideas and represent thinking. |



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 1 Children have a strong sense of identity

Corresponds to EE Learning Areas

If using the EE program template the boxes with the headings below will correspond to Outcome 1.

- Inviting Imagination In
- Let's get Moving
- Communication
- Identity & Independence

What might this mean for a child's learning journey?

- A child might explore their identity through dramatic play.
- Begin to work with others, negotiate and share.
- May express feelings, emotions, ideas, attachments with their educators.
- Will keep trying and take risks when facing challenges.
- Shows an increasing empathy & understanding of the needs of others.
- Shares parts of their own cultural identity.
- Is able to celebrate achievements with others.
- Engages in shared play experiences.
- Adapts to change & self regulates.



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 1 Children have a strong sense of identity

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Dramatic Play** – dress ups, role play props, home corner, real life tools and resources, cultural items, doll play, mirrors.
- **Outdoor Play** – obstacle courses, sand & mud play, gross motor, fine motor, gardening, messy play, natural materials, props & loose parts.
- **Music, Movement & Language** – stories, songs and dance incorporating culture, community, emotions and self, morning meetings, sharing and chat times, small group experiences, role play, celebrations.
- **Cooking** – food preparation, cleaning up, working together as a group , creating food for special celebrations.
- **Self Help Experiences** - activities and opportunities to show independence, packing away, following routines, toileting, washing hands, eating.
- **Block Construction & Manipulative Play** – group & independent play, communication & decision making opportunities, tools and props from cultural backgrounds.
- **Creative** – opportunities for self expression, exploring self and family, hand printing, sensory play, craft activities exploring the body & identity.

 **Your Ideas...**



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 2

Children are connected with & contribute to their world

Corresponds to EE Learning Areas

If using the EE program template the boxes with the headings below will correspond to Outcome 2.

- Exploring our World
- Creative & Sensory

What might this mean for a child's learning journey?

- Develops an awareness and understanding of sustainability, science, living creatures, plants, nature and environment around them.
- Cares and listens to others, engages in negotiation and collaboration.
- An awareness of similarities, differences, stereotypes and unfairness.
- Expresses opinions and makes choices.
- Explores new ideas through investigation.
- Feels a sense of belonging and level of comfort in their environment.
- Reacts positively and is willing to explore diversity and differences.
- Understanding of community roles.
- Awareness of responsibilities and roles.



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 2

Children are connected with & contribute to their world

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Dramatic Play** – dress ups, role play props, home corner, real life tools and resources, group and social play.
- **Outdoor Play** – obstacle courses, sand & mud play, gross motor, gardening, messy play, natural materials, nature hunts & projects, using recycled materials, fort and cubby building, environmental awareness projects, watering plants , looking after animals.
- **Cooking** – food preparation, cleaning up, where food comes from, how it comes to table and is grown.
- **Craft and Sensory Activities** –Inclusion of natural materials, recycled materials, watering plants, bathing dolls, nature tables, collage.
- **Language & Communication** - Music, movement, story and language activities incorporating community and cultural information, morning meetings, sharing & chat times, celebrations.
- **Construction and Block Play** - Loose parts play, problem solving & investigation, working together , constructing environments, turn taking, sharing, cars & trucks, use of natural materials.

 **Your Ideas...**



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 3

Children have a strong sense of wellbeing

Corresponds to EE Learning Areas

If using the EE program template the boxes with the headings below will correspond to Outcome 3.

- Fine Motor Fun
- Inviting Imagination In
- Let's get Moving
- Identity & Independence

What might this mean for a child's learning journey?

- An increasing capacity to recognise and communicate basic needs.
- Becoming aware of healthy lifestyles & eating.
- Shows independence and continuing development of personal hygiene and self care activities.
- Demonstrates spatial awareness and ability to move body around safely.
- Strengthens and challenges gross and fine motor skills to perform more complex physical tasks.
- Responds to music and stories through movement, dance and dramatic play.
- Makes own choices and is confident playing on own as well as creating collaborative spaces to just 'be'.
- Demonstrates trust and confidence and displays sense of humour.
- Increasingly able to manage change, conflict and frustration.



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 3

Children have a strong sense of wellbeing

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Music, Dance, Drama** – storytelling, feltboard, games, story props, access to different music and language genres, reading & quiet spaces.
- **Intentional** – Explore Emotions, hygiene, about me, body parts and functions, healthy food, body awareness activities, self help skills.
- **Dramatic & Role Play** – Use real tools, healthy food props, dentist, doctor, shop, mirrors, clothes with zips and buttons, baby doll care.
- **Manipulative Play** – Use a range of materials to challenge fine motor skills , props to extend current interests, puzzles, playdough, blocks, threading, scissors, magnets, trucks, cars, people, sorting activities, animals, tools, balls, drawing with different tools, craft activities.
- **Outdoor Play** – obstacle courses, sand play tools, mud kitchen play, bikes, push trolleys/prams, cross midline activities, swings, walks, yoga, trucks, blocks, cubbies & forts, loose parts, hats on, shoes on/off, looking after animals, slides, climbing, risky play opportunities.



Your Ideas...



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 4

Children are confident & involved learners

Corresponds to EE Learning Areas

If using the EE program template the boxes with the headings below will correspond to Outcome 4.

- Exploring our World
- Creative & Sensory
- Fine Motor Fun
- Inviting Imagination In
- Let's get Moving
- Communication
- Identity & Independence



What might this mean for a child's learning journey?

- Use of play based opportunities to investigate, imagine & explore.
- Uses the senses to explore life around them.
- Uses thinking strategies to figure out why things happen and solve problems.
- Will manipulate and experiment with objects and resources to explore cause and effect.
- Shows persistence & perseverance and tries to solve problems.
- Will enthusiastically show interest, curiosity and a sense of wonder in all around them.
- Ability to transfer knowledge gained from one situation to another.
- Begins to experiment with and use different technologies.
- Develops confidence and uses information from others to revise and build upon ideas.



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 4

Children are confident & involved learners

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Math & Science Play** - Activities incorporating counting, sorting, patterns, sequences, matching, shapes, blocks, cause and effect, volume, measurement, problem solving, spatial awareness, construct and take apart, math apps, magnets, weighing, experiments, memory.
- **Sensory Play** – Science table, access to science experiments, natural and processed materials, cooking, water, sand & mud play , gardening, exploring living & non living things, nature walks, bubbles, use of different paint mediums and experiences.
- **Manipulative Play** – Puzzles, fine motor experiences, construct and take apart, use real tools, loose parts, drawing, playdough.
- **Language & Drama** – Using different technology and exploring how everyday items work, sounds, media, role play with real props – shop/office/dentist/doctor/vet/hairstylist etc., doll play, dance, music, musical instruments, fixing with tools, books, puppets.

 **Your Ideas...**



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 5 Children are effective communicators

Corresponds to EE Learning Areas

If using the EE program template the boxes with the headings below will correspond to Outcome 5.

- Creative & Sensory
- Fine Motor Fun
- Inviting Imagination In
- Let's get Moving
- Communication, Identity & Independence

What might this mean for a child's learning journey?

- Uses technology for fun, to access information and to explore their world.
- Sorts, categorises, compares and orders.
- Understands relationship of print and language.
- Experiments with creative arts and different ways to express ideas.
- Able to construct messages with meaning and purpose.
- Beginning to understand key literacy and numeracy concepts and processes.
- Uses mathematical language.
- Interacts and responds verbally and non verbally during play and day to day experiences.
- Listens and participates in stories, songs, language activities, multimedia.
- Responds to texts with relevant questions and comments.
- Is an independent communicator using English and home language.
- Building upon pre reading skills.



EYLF Easy Guide – Breaking it Down

LEARNING OUTCOME 5

Children are effective communicators.

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Outside Play** – Real tools & resources, dramatic play opportunities, community experiences, excursions and community walks, water, sand, mud play, nature and environmental projects, dance, music.
- **Communication & Dramatic Play** – stories, rhymes, morning share/meetings, fingerplays, singing, quiet spaces, felt stories, dance, props, letters, multimedia access, symbols, books, internet research and videos. Role play, dress ups, loose parts to use, real life tools and materials, iPad and app use, shopping play, sorting, describing.
- **Science & Math Play** – science & nature tables, projects, using real tools, loose parts play, using language to explore counting, patterns, symbols, sorting, time, money, measurement, block play.
- **Creative Play** – paint, craft, sculpture, sensory, messy, drawing, building – providing opportunities to express self and use emerging vocabulary










Your Ideas...



Empowered Educator Program Learning Areas

How do they correspond to the EYLF outcomes?

| Empowered Educator Learning Area | EYLF Outcomes |
|--|--|
|  <p>Let's Get Moving</p> | <p>Children have a strong sense of identity Children have a strong sense of wellbeing Children are confident & involved learners Children are effective communicators</p> |
|  <p>Creative & Sensory Play</p> | <p>Children are connected with & contribute to their world Children are confident & involved learners Children are effective communicators</p> |
|  <p>Encouraging Identity & Independence</p> | <p>Children have a strong sense of identity Children have a strong sense of wellbeing Children are confident & involved learners Children are effective communicators</p> |
|  <p>Connecting through Communication</p> | <p>Children have a strong sense of identity Children are confident & involved learners Children are effective communicators</p> |
|  <p>Fine Motor/Manipulative</p> | <p>Children have a strong sense of wellbeing Children are confident & involved learners Children are effective communicators</p> |
|  <p>Inviting our Imagination In</p> | <p>Children have a strong sense of identity Children have a strong sense of wellbeing Children are confident & involved learners Children are effective communicators</p> |
|  <p>Exploring our World</p> | <p>Children are connected with & contribute to their world Children are confident & involved learners</p> |

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- You can also visit my [Blog](#) where I write about topics that are sure you to interest you as an educator!
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