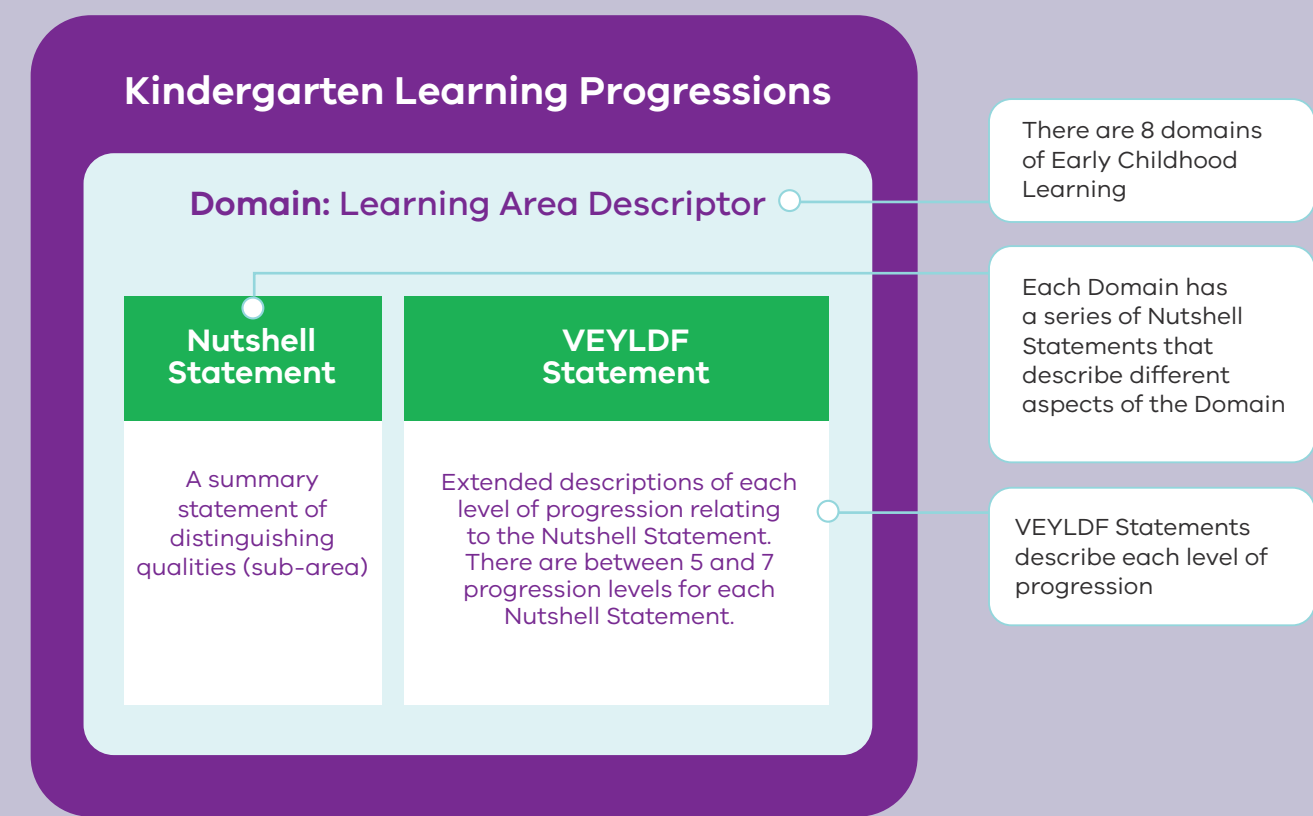


Learning Progression Domains and how
they map to the VEYLDF Learning and
Development Outcomes



Kindergarten Learning Progressions

Wellbeing – movement





Wellbeing – movement

This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – *Wellbeing - Children have a strong sense of wellbeing*

The Education State

VICTORIA

State Government

Department of Education

Nutshell	The child responds or reacts to the experience of movement and balance. They may show awareness of bodily needs, body movement and position, and react to people and sensory activities.	The child cooperates with familiar adults to participate in movement activities, and to transport or use routine items. They are learning to move in relation to space and obstacles, and to follow direct instructions to regulate involvement in activities.	The child achieves their movement goals with concentration or deliberate focus. They may practise simple movement sequences and vary strategies to obtain objects and achieve a component of equipment handling.	The child solves basic movement challenges with increasing confidence. They are learning to manage their own movement in shared space, use familiar materials with control, and maintain balance when attention is directed elsewhere.	The child manages their movement under demanding conditions. They move confidently and independently in shared space, or while attention is directed to other aspects of a task, or in response to the requirements of equipment or activities.	The child manages their movement under demanding conditions. For instance, they may adapt strategies in response to challenging settings and, with planning, achieve the maximum involvement possible within personal physical limits.
VEYLDF Statement	At this stage, children recognise their bodily needs (e.g. thirst, hunger, rest, comfort, physical activity). They use touch, sight, sound, taste, smell, and movement to explore and respond to their world to establish an awareness of their bodies in space and their own movement abilities. Children demonstrate spatial awareness and orient themselves when moved by others. They are happy, healthy, safe, and connected to others. As they build their skills and understanding, children may perform fundamental movement skills and explore basic movement challenges.	At this stage, children recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity). Children are beginning to engage in sensory-motor skills and movement sequences. For instance, they participate in easily achievable movement activities. They cooperate with adults to manipulate objects and manage tools with increasing competence and skill. Children demonstrate spatial awareness and orient themselves. As they build their skills and understandings, children may use touch, sight, sound, taste, smell and movement with increasing integration, skill, and purpose to explore and respond to their world. They may follow simple or familiar instructions when participating in movement activities.	At this stage, children are happy, healthy, safe, and connected to others. Children may engage in increasingly complex sensory-motor skills and movement sequences. Children may perform gross and fine motor movement and balance to achieve patterns of activity, including climbing and running or manipulating and managing materials or equipment. They develop and practise spatial awareness and orient themselves, moving around and through their environments confidently and safely. As they build their skills and understandings in familiar settings, children may use their senses (i.e. touch, sight, sound, taste, smell, and movement) with increasing integration, skill and purpose to explore and respond to their world. For instance, they may practise simple and familiar movements, or test possible solutions to movement challenges.	At this stage, children are happy, healthy, safe and are connected to others. Children move with increasing confidence and self-reliance. They are engaging in increasingly complex and strenuous sensory motor skills and movement sequences and demonstrate beginning understandings of basic hygiene and safety practices for themselves and others. Children use their senses (i.e. touch, sight, sound, taste, smell, and movement) with increasing integration, skill and purpose to explore and respond to their world. Children may demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely. They may combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. For instance, they maintain balance without conscious attention. As they build their skills and understanding, children may manipulate equipment and manage tools with increasing competence and skill by using appropriate strength, control, dexterity, and precision.	At this stage, children show increasing self-reliance and competence in basic hygiene and safety practices for themselves and others. They show enthusiasm for participating in physical play. For instance, they attempt new or challenging movement activities and negotiate play spaces safely. They move confidently and independently while attention is directed to other aspects of an activity or in a context that requires that they manage more than one demand at a time. Children are provided with opportunities to learn through movement. They combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. Children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely. As they build their skills and understanding, children may use their sensory capabilities and dispositions with increasing integration, skill, and purpose to explore and respond to their world. They manipulate equipment and manage tools with increasing competence and skill and use a range of movement strategies.	At this stage, children manipulate equipment and manage tools with increasing competence and skill. They use appropriate strength and control while attending to other aspects of a task and adjusting their position for efficiency. They use their senses with increasing integration, skill, and purpose to explore and respond to their world. They show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others. They may select, transfer, and apply simple movement skills and sequences individually or in groups. They show increasing self-reliance and competence in basic and safety practices for themselves and others. For instance, they manage their movement under demanding conditions or plan or adapt strategies for strenuous movement activities. As they build their skills and understanding, children combine gross and fine motor movement and balance to achieve increasingly complex sequences, including dance, creative movement, and drama.