Little Owls Kindergarten

KG Year 1 & KG Year 2

Curriculum

Aligned to National Curriculum Framework and the Learning Outcomes Framework

LITTLE OWLS
Kindergarten

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Setting	Little Owls Kindergarten
Age range	Children aged three to five years
Dates	Kindergarten programme: 1st October to 30th June, unless otherwise communicated in the school calendar
Daily running	Monday to Friday, 8:00am to 1:00pm. Morning Club: 7:00am to 8:00am. Dismissal begins at 12:45pm. Afternoon Club: 1:00pm to 2:00pm.
Language of instruction	Maltese and English, supported through songs, stories, conversations, routines, play and daily interactions
Curriculum orientation	Child-centred, emergent, play-based, inquiry-rich, sustainability-conscious and inclusive; informed by Nordic early childhood traditions, Reggio Emilia principles and selected Montessori-inspired practices

1. Curriculum Rationale

This curriculum sets out the planned and emergent educational programme for KG Year 1 and KG Year 2 at Little Owls Kindergarten. It provides a coherent early years experience while remaining responsive to children's interests, developmental needs, language backgrounds, family experiences and questions. It is intentionally not organised as a fixed subject syllabus. Play, relationships, routines, creative expression, movement, inquiry and engagement with the natural, material and social world support holistic development.

The curriculum draws directly on the Little Owls Kindergarten mission, which presents the setting as a safe, nurturing and home like environment where every child feels valued, respected, protected and included. It also reflects the kindergarten's commitment to meaningful play, positive relationships, creativity, exploration, active participation, independence, confidence, curiosity, communication, empathy and belonging.

A National Curriculum Framework for All (2012) identifies the Early Years Cycle as extending from KG1 to Year 2. The curriculum is further guided by the Learning Outcomes Framework for the Early Years Cycle and its Toolkit for the Early Years Cycle (0–7 years): Using a Learning Outcomes Approach – Educators' Guide for Pedagogy and Assessment, together with the Early Childhood Education and Care (0–7 years): National Policy Framework for Malta and Gozo (2021). The five Early Years Learning Outcomes provide the overall direction for pedagogy, planning and authentic assessment, while the national policy framework reinforces child participation, family partnership, authentic assessment and a whole-setting approach to sustainable and green practices.

2. Guiding Pedagogical Approach

- Play-based learning: children learn through free play, guided play, social play, sensory play, imaginative play, construction, movement and exploration.
- Emergent curriculum: educators observe children's interests and use these observations to plan meaningful experiences, projects and provocations.
- Nordic-informed values: practice emphasises the intrinsic value of play, children's agency and participation, democratic relationships, independence, well-being, responsible risk-taking, connection with place and sustainable everyday living. These values guide relationships, routines, choices, projects and the use of learning spaces rather than being confined to outdoor sessions.
- Nature connection across settings: children use the on-site outdoor area regularly for movement, planting, weather and seasonal observation, sensory investigation, natural loose parts and supervised challenge. Indoor spaces extend the same inquiry through plants, natural and reclaimed materials, seed, soil and water experiences, seasonal collections and documentation. Planned educational walks and visits provide additional encounters with suitable local green and community spaces.
- Sustainability in everyday life: environmental, social and emerging economic dimensions are made concrete through care for living things and shared spaces, reuse and repurposing, reducing waste, sorting and recycling where facilities permit, conserving water and materials, responsible use of resources, fairness, participation and shared responsibility.
- Environment as an active pedagogical resource, with Reggio Emilia influence: indoor and outdoor spaces are intentionally organised to invite choice, movement, collaboration, investigation and representation. Open-ended materials, natural and reclaimed resources, accessible child-height storage, flexible areas, plants, investigation tables and visible documentation help the environment respond to children's evolving interests and projects.
- Selected Montessori-inspired practices: children are supported to develop order, concentration, independence, care of self, care of the environment and practical life skills.
- Inclusive and responsive pedagogy: educators adapt materials, language, pace, grouping, environment, adult scaffolding and ways of participating so that children can engage meaningfully according to their strengths, interests, needs and developmental pathways. The curriculum remains emergent and LOF-guided rather than being reduced to fixed differentiated tasks.
- Bilingual exposure: Maltese and English are used meaningfully through routines, stories, songs, rhymes, conversations, labels, print, mark-making and play contexts.

- Partnership with parents/guardians: parents are recognised as children's first educators and are included through communication, meetings, feedback and transition support.
- Research basis: Nordic early childhood research supports a broad interpretation that extends beyond outdoor provision alone. Swedish research foregrounds play, children's agency, democratic participation and holistic sustainability (Borg & Pramling Samuelsson, 2022; Kahriman-Pamuk & Borg, 2025), while studies from Norway and Sweden show how space, materiality and everyday indoor and outdoor environments shape children's participation, meaning-making and engagement (Nordtømme, 2012; Åström et al., 2022). Research on Norwegian outdoor environments further supports the value of outdoor space as one pedagogical context within a wider early childhood environment (Moser & Martinsen, 2010). This interpretation is also locally relevant: Maltese research shows that young children can express meaningful ideas about environmental sustainability and environmental responsibility (Spiteri, 2022).

3. Learning Outcomes Framework (LOF): Early Years Learning Outcomes Used in this Curriculum

LO Number	Early Years Learning Outcome (NCF/LOF)	**Curriculum Interpretation at Little Owls**
LO1	Children develop a strong sense of identity	Safety, belonging, independence, autonomy, responsibility and resilience.
LO2	Children have a positive self-image	Confidence, self-belief, initiative, risk-taking and pride in effort and achievements.
LO3	Children are socially adept	Relationships, empathy, respect, fairness, collaboration, acceptance and community.
LO4	Children are effective communicators	Oral language, listening, print awareness, Maltese and English, symbols, early literacy, early numeracy, digital communication and representation of ideas.
LO5	Children nurture positive attitudes towards learning and become engaged and confident learners	Curiosity, questioning, concentration, perseverance, imagination, hypothesising, predicting, comparing, sequencing, grouping and use of information sources.

The five Early Years Learning Outcomes are used as a compass for pedagogy and assessment: they indicate broad directions for learning while allowing educators to build on children's interests, prior experiences and developmental pathways. They are not treated as a fixed syllabus or a checklist that every child must complete in the same sequence or at the same pace.

4. Curriculum Organisation

The curriculum is organised around integrated areas of experience. These areas support planning, observation and assessment but are not delivered as isolated subjects. Individual experiences routinely contribute to several Learning Outcomes at the same time.

Integrated Area	**Curriculum Focus**	LOF Reference
Well-being, identity and belonging	Daily welcome routines, emotional language, family links, self-care, settling-in, personal choices, recognition of each child's voice.	LO1, LO2
Personal, social and emotional development	Friendships, turn-taking, kindness, conflict resolution, empathy, rules for safety, group belonging, democratic participation.	LO1, LO2, LO3
Communication, language and early literacy	Stories, songs, rhymes, bilingual conversations, listening games, vocabulary development, mark-making, name recognition, print-rich environments.	LO4, LO5
Early mathematical thinking	Counting, matching, sorting, pattern, shape, size, measure, positional language, comparison, data handling through play and daily routines.	LO4, LO5
Understanding the world, sustainability and inquiry	Weather and seasonal observation, plants and living things, natural and reclaimed materials, water and soil inquiry, community and culture, responsible use of resources, simple investigations, problem-solving and discovery across indoor, outdoor and local environments.	LO3, LO4, LO5
Physical development and movement	Gross motor play, fine motor skills, balancing, dancing, mark-making tools, movement across indoor and outdoor spaces, hygiene and healthy routines.	LO1, LO2, LO5
Creative expression and the arts	Painting, drawing, collage, music, dance, drama, role play, loose parts, construction, imaginative storytelling and project work.	LO2, LO4, LO5
Practical life and independence	Care of self, care of shared spaces and living things, snack routines, dressing, tidying, pouring, carrying, choosing resources, reusing materials and taking responsibility for shared resources.	LO1, LO2, LO3
Digital awareness and documentation	Age-appropriate use of digital tools by educators and children to document learning, revisit experiences, communicate ideas and explore visual information.	LO4, LO5

5. KG Year 1 Curriculum

KG Year 1 supports children's transition into kindergarten life. The emphasis is on emotional security, routines, belonging, language-rich interactions, social confidence,

sensory exploration, movement, independence and curiosity. The educator's role is to build trust, observe children carefully and offer experiences that help children feel safe, interested and ready to participate.

KG Year 1 Area	Expected Developmental Focus	Examples of Experiences	LO
Well-being and identity	Children settle into the setting, recognise familiar adults and peers, begin to express needs, make simple choices and develop confidence in routines.	Welcome songs; visual routine; feelings board; family photos; "all about me" play; self-registration; choosing activity areas.	LO1, LO2
Independence and practical life	Children begin to care for personal belongings, wash hands, tidy resources, pour water with support, put on aprons and participate in snack routines.	Montessori-inspired trays; pouring and spooning; tidying songs; self-care prompts; simple classroom responsibilities.	LO1, LO2
Social relationships	Children begin to play alongside and with others, take turns with adult support, share space and develop early friendship skills.	Small-group games; puppet stories about kindness; turn-taking songs; pair activities; role-play home corner.	LO3
Communication and oral language	Children listen to short stories, join in songs and rhymes, use words or gestures to communicate needs and build vocabulary in Maltese and English.	Story basket; rhyme time; bilingual labels; picture cards; show-and-tell with objects; daily conversation circles.	LO4
Early literacy and mark-making	Children explore books, handle printed material, recognise own name visually, make marks for meaning and experiment with drawing and early writing tools.	Book corner; name cards; sensory writing trays; large paper mark-making; chalk outdoors; pretend writing in role play.	LO4, LO5
Early mathematical thinking	Children explore counting through songs and routines, sort familiar objects, match items, notice size and shape, and begin to use comparative language.	Counting children present; sorting natural objects; matching socks or lids; shape hunts; block towers; snack counting.	LO4, LO5

KG Year 1 Area	Expected Developmental Focus	Examples of Experiences	LO
Nature, sustainability and environmental inquiry	Children encounter the natural world through the on-site outdoor area and nature-rich indoor experiences, notice weather and seasonal change, care for plants, explore natural and reused materials and begin to take responsibility for shared resources.	On-site outdoor observation; container planting; leaf, seed and stone collections; water and soil exploration; weather chart; natural loose parts; simple reuse and sorting routines; supervised balancing and physical challenge.	LO1, LO2, LO5
Creative exploration	Children explore colour, texture, sound, movement and imaginative play using open-ended resources.	Finger painting; collage; play dough; loose parts; music and movement; dressing-up; construction blocks.	LO2, LO4, LO5
Physical development	Children develop gross and fine motor control through movement, outdoor play, dance, manipulation and sensory activities.	Obstacle paths; balls; scarves; threading; tweezers; play dough; large brushes; dancing and action rhymes.	LO1, LO2, LO5
Healthy routines	Children begin to understand basic hygiene, water drinking, safe movement and positive snack habits.	Handwashing routines; healthy snack talk; water reminders; stories about rest, movement and hygiene.	LO1, LO2

KG Year 1 End-of-Year Indicators

- The child separates from parents/guardians with increasing confidence and participates in familiar routines. (LO1, LO2)
- The child communicates needs, choices and interests using speech, gestures, signs, home language, Maltese or English as appropriate. (LO4)
- The child engages in sensory, creative, environmental, movement and imaginative play with increasing concentration. (LO5)
- The child begins to form relationships and shows early turn-taking, empathy and respect. (LO3)
- The child demonstrates growing independence in self-care, practical life and classroom routines. (LO1, LO2)
- The child shows curiosity about nature, stories, numbers, patterns, books, music, movement and materials. (LO4, LO5)

6. KG Year 2 Curriculum

KG Year 2 builds on the foundations established in KG Year 1. The curriculum continues to be play-based and child-centred, while providing more sustained opportunities for collaboration, project work, early literacy, mathematical thinking, independence, problem-solving, communication and transition readiness. The emphasis remains on holistic development rather than formal academic pressure.

KG Year 2 Area	Expected Developmental Focus	Examples of Experiences	LO
Identity, confidence and transition readiness	Children strengthen self-confidence, express preferences, reflect on achievements and prepare emotionally for the next stage of schooling.	Learning portfolios; "I can" displays; transition stories; classroom jobs; child-led sharing; visits/discussions about primary school.	LO1, LO2
Independence and responsibility	Children manage routines with less adult support, care for shared resources, follow visual instructions and take responsibility for classroom roles.	Daily helpers; preparing materials; self-registration; tidy-up teams; practical life challenges; caring for plants.	LO1, LO2, LO3
Social competence and collaboration	Children collaborate in pairs and small groups, negotiate roles in play, solve simple conflicts and show respect for different views and needs.	Group construction; project planning; problem-solving puppets; circle time; collaborative art; democratic voting for project choices.	LO3, LO5
Communication and bilingual language	Children use longer sentences, ask and answer questions, retell events, join in discussions and develop vocabulary in Maltese and English.	Dialogic story reading; news time; story sequencing; role-play conversations; songs/rhymes in both languages; project vocabulary walls.	LO4, LO5
Early literacy	Children recognise environmental print, understand that print carries meaning, identify some letters/sounds through play, write/draw for a purpose and handle books with confidence.	Name writing attempts; story maps; labels for projects; class books; letter hunts; sound games; menus, tickets and signs in role play.	LO4, LO5
Mathematical thinking	Children count with increasing accuracy, compare quantities, explore pattern, shape, measurement, simple data and problem-solving in practical contexts.	Number games; counting collections; graphing favourite fruits; measuring plants; block symmetry; pattern beads; cooking measures.	LO4, LO5

KG Year 2 Area	Expected Developmental Focus	Examples of Experiences	LO
Inquiry, sustainability and understanding the world	Children observe, question, predict, investigate and represent ideas about living things, materials, weather, resources, community, culture and the wider environment, and take increasing responsibility for caring for shared places and resources.	Longer inquiry projects; mini-beast or plant investigations; container planting; weather journals; comparing materials; reuse and repurposing challenges; simple waste or water investigations; classroom/community mapping; educational walks, visits and visitors.	LO3, LO4, LO5
Creative arts and representation	Children use art, music, movement, drama, construction and loose parts to represent ideas, feelings, stories and project discoveries.	Reggio-inspired project panels; mixed-media work; music-making; drama; clay; collaborative murals; construction challenges.	LO2, LO4, LO5
Physical development and healthy living	Children refine fine motor control, develop balance and coordination, follow safety expectations and make simple healthy choices.	Obstacle courses; yoga/stretching; cutting; threading; pencil grip games; dance; outdoor climbing; healthy food exploration.	LO1, LO2, LO5
Digital and visual communication	Children begin to revisit photographs and documentation, discuss their learning, and use educator-supported digital tools to represent ideas.	Viewing project photos; recording children's explanations; simple photo-based sequencing; digital microscope where available.	LO4, LO5

KG Year 2 End-of-Year Indicators

- The child demonstrates confidence, independence and a positive sense of identity within the kindergarten community. (LO1, LO2)
- The child builds friendships, collaborates with others and shows respect, empathy and fairness. (LO3)
- The child communicates ideas, feelings, questions and experiences through speech, play, art, movement, early writing, drawing and digital/visual documentation. (LO4)
- The child shows awareness of Maltese and English through songs, stories, conversations, print and daily routines. (LO4)
- The child uses early mathematical ideas such as counting, matching, sorting, sequencing, pattern, shape, measure and comparison during play and projects. (LO4, LO5)
- The child shows curiosity, perseverance, questioning, imagination and willingness to solve problems through hands-on learning. (LO5)

- The child demonstrates increasing readiness for transition to the next educational stage while still learning through play and concrete experiences. (LO1-LO5)

7. Suggested Yearly Curriculum Flow

Period	Possible Themes/Projects	Curriculum Emphasis	LO
Term 1: Belonging and Settling	Myself, my family, my classroom, routines, feelings, friendships, safety, autumn/nature observations.	Settling-in; self-care; class rules; family links; emotional security; bilingual songs and routines.	LO1, LO2, LO3, LO4
Term 2: Exploring and Connecting	Community, weather, animals, stories, movement, food, water, materials, simple investigations, reuse and collaborative play.	Project work; environmental observation; role play; turn-taking; early maths in daily routines; stories; expressive arts; caring for shared resources.	LO3, LO4, LO5
Term 3: Growing and Representing Learning	Plants, growth, change, sustainability, celebrations of learning, transition, confidence, documentation and child-led interests.	Container gardening and plant care; portfolios; child-led projects; reuse and repurposing; transition activities; representations through art, construction, mark-making and drama.	LO1, LO2, LO4, LO5

Themes are indicative only. Educators select, extend or replace them with emergent projects based on children's questions, interests, family experiences, local events, seasons and observed developmental needs while maintaining alignment with the five Learning Outcomes.

8. Daily Routine *(Example)*

Time	Routine	Curriculum Purpose
7:00 - 8:00	Morning Club	Calm arrival, free play, books, puzzles and quiet social interaction. Links mainly to LO1, LO2 and LO3.
8:00 - 8:30	Welcome and settling	Greeting, self-registration, informal parent communication, emotional check-in. LO1, LO2, LO4.
8:30 - 9:15	Free play / learning areas	Child-led play in construction, role play, books, creative area, sensory, practical life and investigation areas. LO1-LO5.
9:15 - 9:45	Circle, songs and language	Maltese and English songs, stories, rhymes, news, calendar/weather, project questions. LO3, LO4, LO5.
9:45 - 10:15	Snack and hygiene routines	Handwashing, healthy snack, social conversation, independence and practical life. LO1, LO2, LO3.
10:15 - 11:15	Environmental exploration, movement and inquiry	Regular use of the on-site outdoor area for movement, weather and seasonal observation, planting, natural-material inquiry, sensory exploration, imaginative play and supervised challenge. Indoor inquiry continues through plants, natural/reclaimed materials and investigation resources. LO1, LO2, LO5.
11:15 - 12:00	Small-group projects / focused provocations	Educator-guided play, project work, story retelling, maths games, creative representation or investigation. LO3, LO4, LO5.
12:00 - 12:30	Reflection, portfolios and quiet play	Review photographs/work, talk about learning, books, calming activities, music or drawing. LO2, LO4, LO5.
12:30 - 1:00	Preparation for dismissal	Tidying, personal belongings, closing song, positive transition home. LO1, LO2.
1:00 - 2:00	Afternoon Club	Relaxed care, quiet play, stories, social interaction and movement, with access to the outdoor learning area according to group needs, weather and safety. LO1-LO4.

9. Planning, Observation and Documentation

Planning is carried out through a combination of long-term curriculum mapping, medium-term project planning and short-term responsive planning. Educators use observations to decide how to extend children's learning while maintaining the kindergarten's child-centred approach.

- Long-term planning identifies the broad learning outcomes, curriculum areas, seasonal opportunities and transition points across KG Year 1 and KG Year 2.

- Medium-term planning identifies possible projects, learning provocations, environmental and sustainability experiences across indoor, outdoor and community contexts, resources and language opportunities.
- Short-term planning responds to children's interests, questions, observed needs, family contributions and current events.
- Documentation includes observations, photographs, children's work, educator reflections, learning stories and developmental portfolios.
- Displays and portfolios show learning processes, not only finished products, in line with the Reggio-inspired value placed on documentation.

10. Assessment Approach

Assessment is formative, observation-based, authentic and developmentally appropriate. There is no formal written assessment in KG Year 1 or KG Year 2. Authentic assessment takes place during ordinary play, routines, projects, conversations and interactions in familiar contexts. Educators use it to understand children's strengths, interests, learning dispositions, progress and support needs, and to plan meaningful next experiences.

Assessment Method	Purpose	LO
Authentic observation during play, routines, projects and interactions	Captures communication, relationships, well-being, independence, problem-solving, dispositions and learning in familiar contexts.	LO1-LO5
Developmental portfolio	Includes selected observations, photographs, work samples, learning stories, children's comments and evidence of learning over time.	LO1-LO5
Parent/guardian and child contributions	Used to discuss progress, well-being, interests, routines, strengths, needs and transition, and to include home perspectives and the child's own voice.	LO1-LO5
Educator reflection	Used to evaluate the quality, inclusiveness and impact of experiences and to decide how the environment, interaction or provision should respond next.	LO1-LO5
Transition profile	Prepared to support movement between KG Year 1 and KG Year 2, and towards the next educational stage.	LO1-LO5

Assessment evidence is interpreted in relation to the five Learning Outcomes in the Learning Outcomes Framework. The outcomes guide professional judgement and next-step planning rather than functioning as a prescriptive syllabus or deficit checklist. Children's voices and parents' or guardians' perspectives form part of the assessment picture, and progress is considered against each child's own prior learning and development.

11. Inclusion and Responsive Pedagogy

The curriculum is designed to be accessible, flexible and responsive to children's diverse strengths, interests and needs. Little Owls does not operate a fixed KG1 or KG2 syllabus: educators plan from observation and children's interests while the five Learning Outcomes provide broad direction. Inclusion is therefore achieved by adapting access, interaction, scaffolding, materials and the environment rather than by changing a fixed curriculum.

- Visual supports, gestures, modelling, repetition and predictable routines are used when they improve understanding and participation.
- Children communicate and represent learning through the modes that enable meaningful participation, including speech, home language, Maltese, English, signs, visuals, gestures, movement, drawing, play, construction and assistive means.
- Open-ended experiences provide different entry points and levels of challenge, allowing educators to extend learning from each child's current understanding without imposing a uniform pace or sequence.
- Kindergarten Educators lead inclusive pedagogy and adapt materials, language, pace, grouping, positioning, adult scaffolding and indoor or outdoor arrangements in response to children's interests, strengths and needs. Learning Support Educators form part of the classroom team and support the learning, participation, inclusion and well-being of all learners within the class. Their role is not limited to supporting one individual learner. They work collaboratively with the Kindergarten Educator to facilitate access to learning experiences, classroom routines, play, communication, social participation, independence and the overall learning process.
- Where one or more learners in the class have been formally granted support provision following assessment through the relevant process, the support provided within the classroom will also reflect the recommendations and level of provision identified in each learner's Statement of Needs. In such circumstances, the Learning Support Educator contributes to meeting the identified needs of the learner or learners while continuing to work within an inclusive classroom approach that promotes participation, belonging, independence and learning alongside peers.
- Parents and guardians, and relevant external professionals where required, are treated as essential partners in planning, reviewing support and maintaining continuity across contexts.

12. Parent/Guardian Partnership

Parents and guardians are key partners in children's learning. Information is shared through scheduled termly progress meetings, official kindergarten email and telephone contact, written development reports and portfolio-sharing, the parent handbook, official notices, open days and planned transition communication. Families are invited

to at least one parent-and-child learning activity each term and to relevant workshops or information sessions on play-based learning, communication and early literacy, early mathematical thinking through play, emotional well-being and positive behaviour, independence, transition and practical ways to support learning at home.

Families also contribute directly to the emergent curriculum by sharing children's interests, home experiences, languages, occupations, traditions, stories, objects, photographs and cultural knowledge. Educators use these contributions alongside observations of children to strengthen continuity between home and kindergarten and to shape meaningful projects.

13. Quality Assurance and Review

The curriculum forms part of the kindergarten's cyclical internal quality assurance process. The Head of School, LRP and educators review evidence from authentic assessment, children's engagement and progress, parent or guardian feedback, staff reflection, observations, inclusion needs, the learning environment and current national requirements. A thorough internal review identifies strengths and priority areas for development.

Following the internal review, agreed curriculum priorities are entered into the School Development Plan and SMART action plan with responsible persons, timeframes, resources and success criteria. Staff implement and monitor the actions, evaluate their impact at agreed review points, record findings and use the evaluation to inform the next cycle of curriculum planning and improvement. The curriculum is also revised whenever changes in national policy, the Learning Outcomes Framework, DQSE requirements or evidence from practice require an update.

14. Summary Mapping: KG Year 1 and KG Year 2 Progression

LOF Outcome	**KG Year 1 Progression**	**KG Year 2 Progression**
LO1: Strong sense of identity	Settles, trusts adults, follows routines, makes simple choices, begins self-care.	Shows autonomy, manages routines, takes responsibility, copes with change and prepares for transition.
LO2: Positive self-image	Develops confidence through praise, effort, sensory play and successful participation.	Recognises own progress, takes initiative, contributes ideas and shows pride in achievements.
LO3: Socially adept	Begins turn-taking, plays alongside others, joins group routines and shows early empathy.	Collaborates, negotiates roles, solves simple conflicts, respects difference and contributes to the group.

LOF Outcome	**KG Year 1 Progression**	**KG Year 2 Progression**
LO4: Effective communicator	Uses speech, gesture, play, songs, books and marks to communicate needs and ideas.	Uses richer vocabulary, retells experiences, explores print and symbols, represents ideas through multiple modes.
LO5: Engaged and confident learner	Explores through senses, movement, play and curiosity; begins sorting, matching and predicting.	Sustains attention, asks questions, investigates, compares, sequences, creates, problem-solves and reflects.