

# Curriculum connections: QKLG 2024 and Australian Curriculum v9.0

## Supporting continuity of learning from kindergarten to Prep

The [Queensland kindergarten learning guideline \(QKLG 2024\)](#) aligned to the nationally approved [Early Years Learning Framework \(EYLF V2.0\)](#) supports teachers and educators to plan and implement quality child-centred kindergarten programs. The Prep Australian Curriculum v9.0 builds on learning and development and each child's prior knowledge and experiences from kindergarten.

As children transition to Prep, schools may support continuity of learning through a range of strategies including using information in kindergarten transition statements. This document identifies some of the key curriculum connections between the QKLG 2024 learning and development areas and the Prep Australian Curriculum v9.0 learning areas.

Schools may use transition statements and curriculum connections to support continuity of learning by considering:

- children's learning and development capabilities and understandings
- strategies and suggestions to support children's ongoing learning
- teaching, learning and environments that build on children's prior learning.

**Table 1: Connections between QKLG 2024 and selected Prep Australian Curriculum v9.0 learning areas**

QKLG 2024 learning and development			Opportunities to connect with Australian Curriculum v9.0 learning area strands and content descriptions
Area	Key focus	Significant learnings	
Identity	Building a sense of security and trust	shows confidence that others can provide support shows willingness to engage in new learning experiences	
	Acting with independence and perseverance	organises self and belongings to manage routines makes decisions about learning perseveres when trying challenges works toward goals, recognising effort and success	<b>Health and Physical Education</b> <ul style="list-style-type: none"><li>• Personal, social and community health<ul style="list-style-type: none"><li>– practise personal and social skills to interact respectfully with others <a href="#">AC9HPFP02</a></li></ul></li></ul>
	Building a confident self-identity	shares aspects of own cultural experiences recognises achievements and strengths and works to extend them	<b>Health and Physical Education</b> <ul style="list-style-type: none"><li>• Personal, social and community health<ul style="list-style-type: none"><li>– investigate who they are and the people in their world <a href="#">AC9HPFP01</a></li></ul></li></ul>
	Building positive relationships	engages with others develops skills in cooperating, sharing and turn-taking responds to others with care and concern builds awareness of rights and fairness understands responsibilities	<b>Health and Physical Education</b> <ul style="list-style-type: none"><li>• Personal, social and community health<ul style="list-style-type: none"><li>– practise personal and social skills to interact respectfully with others <a href="#">AC9HPFP02</a></li><li>– explore how to seek, give or deny permission respectfully when sharing possessions or personal space <a href="#">AC9HPFP04</a></li></ul></li></ul>
	Showing respect for diversity	shows respect for others develops awareness of stereotypes develops understanding of the cultural experiences of others develops understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country	<b>English</b> <ul style="list-style-type: none"><li>• Literature<ul style="list-style-type: none"><li>– share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different from their own by engaging with texts by First Nations Australians, and wide-ranging Australian and world authors and illustrators <a href="#">AC9EFLE01</a></li></ul></li></ul> <b>Health and Physical Education</b> <ul style="list-style-type: none"><li>• Personal, social and community health<ul style="list-style-type: none"><li>– investigate who they are and the people in their world <a href="#">AC9HPFP01</a></li></ul></li></ul>
Connectedness	Showing respect for environments	shows interest in the natural environment develops sustainable practices to care for the environment develops awareness of problems and actions to protect environments	<b>HASS</b> <ul style="list-style-type: none"><li>• Geography<ul style="list-style-type: none"><li>– the features of familiar places they belong to, why some places are special and how places can be looked after <a href="#">AC9HSFK03</a></li><li>– the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located <a href="#">AC9HSFK04</a></li></ul></li></ul> <b>Science</b> <ul style="list-style-type: none"><li>• Science as a human endeavour<ul style="list-style-type: none"><li>– explore the ways people make and use observations and questions to learn about the natural world <a href="#">AC9SFH01</a></li></ul></li></ul>

QKLG 2024 learning and development			Opportunities to connect with Australian Curriculum v9.0 learning area strands and content descriptions
Area	Key focus	Significant learnings	
Wellbeing	Building increasing autonomy and resilience	recognises and expresses feelings	<b>English</b> <ul style="list-style-type: none"><li>Language<ul style="list-style-type: none"><li>explore different ways of using language to express preferences, likes and dislikes <a href="#">AC9EFLA02</a></li></ul></li></ul>
		develops strategies to regulate emotions	<b>Health and Physical Education</b> <ul style="list-style-type: none"><li>Personal, social and community health<ul style="list-style-type: none"><li>express and describe emotions they experience <a href="#">AC9HPFP03</a></li></ul></li></ul>
		develops strategies to respond to change	
	Engaging with ways to be healthy and safe	recognises ways nutrition, physical activity, rest and relaxation contribute to being healthy	<b>Health and Physical Education</b> <ul style="list-style-type: none"><li>Personal, social and community health<ul style="list-style-type: none"><li>explore how to seek, give or deny permission respectfully when sharing possessions or personal space <a href="#">AC9HPFP04</a></li><li>demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe <a href="#">AC9HPFP05</a></li><li>identify health symbols, messages and strategies in their community that support their health and safety <a href="#">AC9HPFP06</a></li></ul></li></ul>
		manages self-care	
		develops awareness of body autonomy and personal space	
		develops awareness of safe and unsafe risks to make safe choices	
	Building physical wellbeing	develops gross motor skills	<b>Health and Physical Education</b> <ul style="list-style-type: none"><li>Movement and physical activity<ul style="list-style-type: none"><li>practise fundamental movement skills in minor game and play situations <a href="#">AC9HPFM01</a></li><li>experiment with different ways of moving their body safely and manipulating objects and space <a href="#">AC9HPFM02</a></li><li>participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active <a href="#">AC9HPFM03</a></li></ul></li></ul>
		develops fine motor skills	
		develops spatial awareness	
		uses senses for discovery	
Active learning	Building positive dispositions toward learning	shows curiosity and enthusiasm for learning	<b>The Arts — Dance, Drama, Media Arts, Music, Visual Arts</b> <ul style="list-style-type: none"><li>Exploring and responding<ul style="list-style-type: none"><li>explore how and why the arts are important for people and communities <a href="#">AC9ADAFE01</a>, <a href="#">AC9ADRFE01</a>, <a href="#">AC9AMAFE01</a>, <a href="#">AC9AMUFE01</a>, <a href="#">AC9AVAFE01</a></li></ul></li><li>Developing practices and skills<ul style="list-style-type: none"><li>use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas <a href="#">AC9ADAFD01</a>, <a href="#">AC9ADRFD01</a>, <a href="#">AC9AMAFD01</a>, <a href="#">AC9AMUFD01</a>, <a href="#">AC9AVAFD01</a></li></ul></li><li>Creating and making<ul style="list-style-type: none"><li>create arts works that communicate ideas <a href="#">AC9ADAFC01</a>, <a href="#">AC9ADRFC01</a>, <a href="#">AC9AMAFC01</a>, <a href="#">AC9AMUFC01</a>, <a href="#">AC9AVAFC01</a></li></ul></li><li>Presenting and performing<ul style="list-style-type: none"><li>share their arts works with audiences <a href="#">AC9ADAFP01</a>, <a href="#">AC9ADRFP01</a>, <a href="#">AC9AMAFP01</a>, <a href="#">AC9AMUFP01</a>, <a href="#">AC9AVAFP01</a></li></ul></li></ul>
		responds to the arts creatively and imaginatively	
		creates and communicates through the arts	
	Showing confidence and involvement in learning	plans and carries out learning projects	<b>Science</b> <ul style="list-style-type: none"><li>Science inquiry<ul style="list-style-type: none"><li>pose questions and make predictions based on experiences <a href="#">AC9SFI01</a></li><li>engage in investigations safely and make observations using their senses <a href="#">AC9SFI02</a></li></ul></li></ul>
		develops awareness of inquiry processes	
		builds problem-solving strategies	
		reflects on learning	
		shares ideas and discoveries	
Engaging with technologies for learning and communication	shows interest in technologies	Technologies	
		Digital systems	<ul style="list-style-type: none"><li>Digital systems<ul style="list-style-type: none"><li>recognise and explore digital systems (hardware and software) for a purpose <a href="#">AC9TDIFK01</a></li></ul></li></ul>
	uses technologies purposefully	Data representation	<ul style="list-style-type: none"><li>Data representation<ul style="list-style-type: none"><li>represent data as objects, pictures and symbols <a href="#">AC9TDIFK02</a></li></ul></li></ul>

QKLG 2024 learning and development			Opportunities to connect with Australian Curriculum v9.0 learning area strands and content descriptions
Area	Key focus	Significant learnings	
Communicating	Engaging with and expanding language	communicates verbally and nonverbally with others	<b>English</b> <ul style="list-style-type: none"> <li>Language <ul style="list-style-type: none"> <li>– recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school <a href="#">AC9EFLA08</a></li> </ul> </li> <li>Literature <ul style="list-style-type: none"> <li>– explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs <a href="#">AC9EFLE04</a></li> </ul> </li> <li>Literacy <ul style="list-style-type: none"> <li>– recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) <a href="#">AC9EFLY09</a></li> <li>– segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) <a href="#">AC9EFLY10</a></li> <li>– recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents <a href="#">AC9EFLY11</a></li> <li>– use knowledge of letters and sounds to spell words <a href="#">AC9EFLY13</a></li> <li>– understand that words are units of meaning and can be made of more than one meaningful part <a href="#">AC9EFLY15</a></li> </ul> </li> </ul>
		expands vocabulary	
		builds awareness of sounds and letters	
	Building literacy in personally meaningful ways	interacts by communicating and responding purposefully with others	<b>English</b> <ul style="list-style-type: none"> <li>Language <ul style="list-style-type: none"> <li>– explore how language is used differently at home and school depending on the relationships between people <a href="#">AC9EFLA01</a></li> <li>– understand that texts can take many forms such as signs, books and digital texts <a href="#">AC9EFLA03</a></li> <li>– explore the contribution of images and words to meaning in stories and informative texts <a href="#">AC9EFLA07</a></li> </ul> </li> <li>Literature <ul style="list-style-type: none"> <li>– share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different from their own by engaging with texts by First Nations Australians, and wide-ranging Australian and world authors and illustrators <a href="#">AC9EFLE01</a></li> <li>– respond to stories and share feelings and thoughts about their events and characters <a href="#">AC9EFLE02</a></li> <li>– recognise different types of literary texts and identify features including events, characters, and beginnings and endings <a href="#">AC9EFLE03</a></li> <li>– retell and adapt familiar literary texts through play, performance, images or writing <a href="#">AC9EFLE05</a></li> </ul> </li> <li>Literacy <ul style="list-style-type: none"> <li>– identify some familiar texts, such as stories and informative texts, and their purpose <a href="#">AC9EFLY01</a></li> <li>– interact in informal and structured situations by listening while others speak and using features of voice including volume levels <a href="#">AC9EFLY02</a></li> <li>– identify some differences between imaginative and informative texts <a href="#">AC9EFLY03</a></li> <li>– use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently <a href="#">AC9EFLY05</a></li> <li>– form most lower-case and upper-case letters using learnt letter formations <a href="#">AC9EFLY08</a></li> </ul> </li> </ul>
		engages with a range of texts for purpose and meaning	
		makes connections between texts and personal experiences	
		builds awareness of ways images add meaning to print	
		develops writing behaviours	
			<b>Health and Physical Education</b> <ul style="list-style-type: none"> <li>Personal, social and community health <ul style="list-style-type: none"> <li>– practise personal and social skills to interact respectfully with others <a href="#">AC9HPFP02</a></li> <li>– express and describe emotions they experience <a href="#">AC9HPFP03</a></li> <li>– identify health symbols, messages and strategies in their community that support their health and safety <a href="#">AC9HPFP06</a></li> </ul> </li> </ul>
	Building numeracy in personally meaningful ways	uses everyday language to describe measurement	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Measurement <ul style="list-style-type: none"> <li>– identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning <a href="#">AC9MFM01</a></li> <li>– sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions <a href="#">AC9MFM02</a></li> </ul> </li> </ul>
		uses everyday language to describe shapes and spatial relationships	
		develops awareness of number and counting	
		develops awareness of patterns	
		develops mathematical problem-solving skills	<ul style="list-style-type: none"> <li>Space <ul style="list-style-type: none"> <li>– sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons <a href="#">AC9MFSP01</a></li> <li>– describe the position and location of themselves and objects in relation to other people and objects within a familiar space <a href="#">AC9MFSP02</a></li> </ul> </li> <li>Number <ul style="list-style-type: none"> <li>– name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals <a href="#">AC9MFN01</a></li> <li>– recognise and name the number of objects within a collection up to 5 using subitising <a href="#">AC9MFN02</a></li> </ul> </li> <li>Algebra <ul style="list-style-type: none"> <li>– recognise, copy and continue repeating patterns represented in different ways <a href="#">AC9MFA01</a></li> </ul> </li> </ul>

## Reflection question

- What evidence of learning supports designing appropriate learning experiences to develop a student's knowledge, skills and dispositions in the Prep Australian Curriculum v9.0 learning areas?

## References

1. Australian Curriculum, Assessment and Reporting Authority. (2025). Australian Curriculum. F–10 Curriculum | Foundation Year
2. Australian Government Department of Education. (2022). ACECQA: *Approved learning frameworks*. ACECQA. [www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks](https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks)

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