

Early childhood learning trajectories

Reflection activity

The table on the [following page](#) shows examples of how each domain in the Early Childhood Learning Trajectories contributes to the holistic outcomes of the Early Years Learning Framework V2.0 (EYLF). The phrases in quotation marks come from the relevant learning trajectory.

Example table

When reading the [example table](#), try these tips:

- **Choose a phrase** from one of the indicators (boxes) that describes what you might see children doing.
- **Reflect** on how this phrase relates to the EYLF V2.0 Learning Outcomes. Many phrases may relate to more than one outcome.
- **Repeat** this for a whole row (learning trajectory domain) or column (EYLF V2.0 Learning Outcomes). Try to find an example for each box.
- **Share your ideas** with a colleague and discuss whether they see the connections in the same way. They may have new ideas too.

Remember that reflection is about stretching your thinking, not finding the 'right' answer. It is a process of ongoing learning.

Reflection table

- Use the [reflection table](#) to collect examples within the context of your setting.
- Revisit and reflect on this individually and with colleagues, to deepen your knowledge and understanding of the learning trajectories and EYLF V2.0 Learning Outcomes.
- Use it with new team members to support them in making the link between learning trajectories and the EYLF V2.0 Learning Outcomes.

For more information

- [Early Childhood Learning Trajectories: User Guide](#)
- [Early Years Learning Framework V2.0.](#)

Example table

Learning trajectory domains	EYLF V2.0 Learning Outcomes				
	Children have a strong sense of identity	Children are connected to and contribute to their world	Children have a strong sense of wellbeing	Children are confident and involved learners	Children are effective communicators
Executive functions	When children 'resist distractions more easily', they can focus on doing what matters to them.	When children 'stop or pause some behaviours', it contributes to a calm environment in the room.	When children 'recall and follow simple instructions', they can manage wellbeing tasks.	When children 'enjoy exploring new information and ideas', their appetite for learning increases.	When children 'show interest in alternative perspectives', they engage in richer conversations.
Social and emotional learning	When children can 'describe their own strengths', it contributes to a strong sense of self.	When children 'recognise that others have different needs', they can notice ways to help others.	When children 'anticipate and plan ahead for difficult situations', they can respond with confidence.	When children 'use more complex social strategies', they can participate more in collaborative learning.	When children 'deliberately choose ways to express themselves', they develop their own communication style.
Mathematical thinking	When children 'frame and investigate questions and wonderings using mathematical ideas', they deepen their own understanding.	When children 'participate in regular routines', they can predict what they need to do to contribute to them.	When children 'use their bodies to explore', they can orient themselves with confidence and seek spaces they like.	When children 'investigate the world more purposefully, collecting information about topics of interest', they become self-directed learners.	When children 'use drawings to represent quantity', they can better communicate their mathematical thinking.
Language and communication	When children 'use single words with increasing clarity' in their home language, they build their own unique vocabulary.	When children 'show awareness of the purpose of writing', they can learn how writing makes a difference in the world.	When children 'engage with others to create meaning', they build a sense of belonging.	When children 'pretend to read, retelling familiar stories,' they share their understandings of the process of storytelling.	When children 'babble, vocalise and make first approximations of words', they may be using this as their means of verbalising their thoughts.
Physical development	When children 'communicate needs for movement or rest', they are recognising their own preferences or desires.	When children 'use their senses to understand the world', they can explore, investigate and participate in play.	When children 'begin to coordinate movement in their arms, legs and body', they can move around confidently and safely.	When children 'use more complex small objects', they can learn about the purpose and function of those objects.	When children 'respond to sights, sounds, smells, textures and tastes', they can describe or show how that makes them feel.

Reflection table

	EYLF V2.0 Learning Outcomes				
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Executive functions					
Social and emotional learning					
Mathematical thinking					
Language and communication					
Physical development					