



**South Australian Curriculum Standards and Accountability (SACSA)  
Developmental Learning Outcomes & Standard 1  
Early Primary Years - Reception**

Links to the [SACSA](#) provided in the following table support elements of the Outcomes for each Learning Area.

**Essential Learning  
Focus – Identity and Interdependence**

| Learning Area                                 | Strand                                   | Support Elements     |                      |                               |     |           |                   |             |                 |  |
|---|--|----------------------|----------------------|-------------------------------|-----|-----------|-------------------|-------------|-----------------|--|
|   |  | Running the Distance | Exercising Your Body | Colourful Fruits & Vegetables | PMP | Ball Time | Exercise Treasure | Food Basics | Playing Locally |  |
| <a href="#">The Arts</a>                      | Arts practice                            |                      |                      | *                             |     |           |                   |             |                 |  |
|   | Arts analysis and response               |                      |                      |                               |     |           |                   |             |                 |  |
|   | Arts in context                          |                      |                      |                               |     |           |                   |             |                 |  |
| <a href="#">Design and Technology</a>         | Critiquing                               |                      |                      |                               |     |           |                   |             |                 |  |
|   | Designing                                |                      |                      |                               |     |           |                   |             |                 |  |
|   | Making                                   |                      |                      |                               |     |           |                   |             |                 |  |
| <a href="#">English</a>                       | Texts and Contexts                       |                      |                      |                               |     |           |                   |             |                 |  |
|   | Language                                 | *                    | *                    | *                             | *   | *         | *                 | *           | *               |  |
|   | Strategies                               | *                    | *                    | *                             | *   | *         | *                 | *           | *               |  |
| <a href="#">Health and Physical Education</a> | Physical activity and participation      | *                    | *                    |                               | *   | *         | *                 |             |                 |  |
|   | Personal and social development          | *                    |                      | *                             | *   | *         | *                 | *           |                 |  |
|   | Health of individuals and communities    |                      |                      | *                             |     |           |                   | *           |                 |  |
| <a href="#">Mathematics</a>                   | Explaining, analysing and modelling data |                      |                      |                               |     |           |                   |             |                 |  |
|   | Measurement                              |                      |                      |                               |     |           |                   |             |                 |  |
|   | Number                                   | *                    | *                    |                               |     | *         | *                 |             |                 |  |
|   | Pattern and algebraic reasoning          |                      |                      |                               |     |           |                   |             |                 |  |
|   | Spatial sense and geometric reasoning    |                      |                      |                               |     |           |                   |             |                 |  |
| <a href="#">Science</a>                       | Earth and space                          |                      |                      |                               |     |           |                   |             |                 |  |
|   | Energy systems                           |                      |                      |                               |     |           |                   |             |                 |  |
|   | Life systems                             |                      |                      | *                             |     |           |                   | *           |                 |  |
|   | Matter                                   |                      |                      |                               |     |           |                   |             |                 |  |
| <a href="#">Society and Environment</a>       | Time, continuity and change              |                      |                      |                               |     |           |                   |             |                 |  |
|   | Place, space and environment             |                      |                      |                               |     |           |                   |             | *               |  |
|   | Societies and cultures                   |                      |                      |                               |     |           |                   |             |                 |  |
|   | Social systems                           |                      |                      |                               |     |           |                   |             |                 |  |