

Curriculum Expectations **Kindergarten**

for

English Language
Mathematics
Science and Technology
Personal and Social Development
The Arts



Overall Expectation

- | | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Ke1 | • communicate effectively by listening and speaking; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke2 | • demonstrate understanding of a variety of written materials that are read to them (e.g., stories, poems, informational materials); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke3 | • make sense of simple written materials (e.g., familiar words, signs, labels), using reading strategies that are appropriate for beginners; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke4 | • communicate thoughts and feelings, using writing strategies that are appropriate for beginners; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke5 | • use and respond to a variety of media materials. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Oral Communication

- | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Ke6 | – communicate needs to peers and adults (e.g., request assistance with clothing); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke7 | – listen and respond to others in a variety of contexts (e.g., pay attention to the speaker; take turns speaking in a group); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke8 | – follow simple directions and respond appropriately to familiar questions; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke9 | – describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure (e.g., beginning, middle, end); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke10 | – ask questions, express feelings, and share ideas; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke11 | – use language to connect new experiences with what they already know; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke12 | – listen and respond orally to language patterns in stories and poems (e.g., join in when the teacher reads repeated parts of a story; echo words and phrases; make up chants with the teacher); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke13 | – demonstrate awareness of individual sounds and sound patterns in language (e.g., rhyme, alliteration); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke14 | – use gestures, tone of voice, and other non-verbal means to communicate more effectively. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reading

- | | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Ke15 | – listen to stories, poems, and non-fiction materials for enjoyment and information; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke16 | – respond appropriately to a variety of materials read aloud to them (e.g., frequently told stories, familiar poems, letters); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke17 | – identify favourite books and retell the stories in their own words; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke18 | – demonstrate understanding of a story by making predictions (e.g., anticipating what might happen next; filling in the next word during collaborative reading); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke19 | – make connections between their own experiences and those of storybook characters; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke20 | – demonstrate awareness of some conventions of written materials (e.g., text is written from left to right; words have spaces between them; words are spelled with upper- and lowercase letters); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke21 | – identify some features of books and other written materials (e.g., title, illustrations), and use these features to help them understand the printed text (e.g., tell the story in a book by looking at the pictures); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke22 | – recognize that words often consist of beginning, middle, and final sounds; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke23 | – identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning (e.g., read short labels, familiar signs; use phonics to recognize words); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke24 | – use language patterns (e.g., word order) and sound patterns (e.g., rhyme) to identify words and to predict the next word. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Writing

- | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Ke25 | – write using a variety of tools and media (e.g., crayons, paper, computer, chalkboard, coloured markers, cardboard); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Ke26 | – write simple messages using a combination of pictures, symbols, letters, phonetic spellings, and familiar words (e.g., grocery list; labels for a block or sand construction, such as a zoo or a space station); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Ke27 – contribute words or sentences to a class narrative (e.g., an account of a class nature trip) that is written down on a chart by the teacher;

Ke28 – print most of the letters of the alphabet, their own name and names of family members, and some short words (e.g., Mum, cat).

Understanding of Media Materials

Ke29 – use a variety of media (e.g., computer software, tapes, filmstrips);

Ke30 – use a variety of materials to communicate information (e.g., illustrations, photographs, posters, graphs);

Ke31 – respond to media materials verbally and non-verbally (e.g., describe feelings about a television show or video; move to recorded music; paint pictures in response to a filmstrip);

Ke32 – begin to distinguish between the imaginary and the real (e.g., between folk tales and personal news; between events in cartoons and events in real life).

Overall Expectation

- | | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Km1 | • demonstrate understanding of sets and whole numbers; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km2 | • measure and compare the length, weight, mass, capacity, and temperature of objects, and demonstrate awareness of the passage of time; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km3 | • identify the characteristics of two-dimensional shapes and three-dimensional objects; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km4 | • recognize and use patterns; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km5 | • collect, display, and interpret data in daily activities; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km6 | • show willingness to persevere in solving problems; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km7 | • seek further information, assistance, or materials when necessary. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Number Sense and Numeration

- | | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Km8 | – sort and classify objects into sets according to specific characteristics, and describe those characteristics (e.g., colour, size, shape); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km9 | – match objects by one-to-one correspondence (e.g., one cup to one saucer); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km10 | – estimate and count to identify sets with more, fewer, or the same number of objects; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km11 | – count orally to 30, and use cardinal and ordinal numbers during play and daily classroom routines (e.g., identify first, second, and third places in a race); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km12 | – recognize and write numerals from 1 to 10; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km13 | – demonstrate awareness of addition and subtraction in everyday activities (e.g., in sharing crayons). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Measurement

- | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Km14 | – use simple measurement terms correctly (e.g., tall/short, big/small, empty/full, heavy/light, tomorrow/yesterday); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km15 | – order two or more objects according to size or mass (e.g., the Three Bears); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km16 | – use non-standard measuring devices appropriately (e.g., string, scoops, sugar cubes, sand timer); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km17 | – use some standard measuring devices appropriately (e.g., tape measure, balance scale, thermometer, clock); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km18 | – identify the values of some coins. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Spatial Sense and Geometry

- | | | |
|-------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Km19 | – use language accurately to describe basic spatial relationships (e.g., above/below, near/far, in/out); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km20 | – identify and sort three-dimensional objects (e.g., cans, blocks, balls, cones); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km21 | – identify and sort two-dimensional shapes (e.g., circle, square, rectangle, triangle). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Patterning

- | | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Km22 | – identify and reproduce simple patterns (e.g., red blocks alternating with blue blocks; clap-clap-stamp); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km23 | – create and extend simple patterns using a variety of materials or actions (e.g., popsicle sticks, pebbles, stickers, counters). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Data Management and Probability

- | | | |
|-------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Km24 | – place some specific types of objects (e.g., shoes, favourite foods) on concrete graphs and pictographs; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km25 | – compare information on objects, using two categories (e.g., rough, smooth); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km26 | – use simple grids correctly (e.g., in games such as bingo, tick-tack-toe); | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Km27 | – use language of probability (e.g., chance, might, lucky). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Overall Expectation

- | | | |
|------------|-------------------------------------------------------------------------------------------|-------|
| Ks1 | • demonstrate curiosity and a willingness to explore and experiment; | □ □ □ |
| Ks2 | • demonstrate understanding of and care for the natural world; | □ □ □ |
| Ks3 | • demonstrate an awareness of the characteristics and functions of some common materials; | □ □ □ |
| Ks4 | • demonstrate understanding of strategies for planning and organizing; | □ □ □ |
| Ks5 | • recognize and use some common forms of technology. | □ □ □ |

Exploration and Experimentation

- | | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Ks6 | – describe some natural occurrences, using their own observations (e.g., sprouting of seeds; opening of buds; falling of leaves in autumn); | □ □ □ |
| Ks7 | – describe some differences between living and non-living things (e.g., animals grow and need food, water, and sun, whereas rocks do not); | □ □ □ |
| Ks8 | – describe local natural habitats (e.g., ponds, nests, trees); | □ □ □ |
| Ks9 | – identify patterns and cycles in the natural world (e.g., pattern of petals on a flower; life cycle of a butterfly); | □ □ □ |
| Ks10 | – describe characteristics of natural materials and demonstrate understanding of some basic concepts related to them (e.g., wet and dry sand, water, leaves); | □ □ □ |
| Ks11 | – describe the functions of common objects found at home and at school (e.g., tools, cooking utensils, toys); | □ □ □ |
| Ks12 | – identify energy sources used by familiar tools or toys (e.g., electricity, wind, batteries); | □ □ □ |
| Ks13 | – experiment with simple machines (e.g., pump, ramp, marble run); | □ □ □ |
| Ks14 | – make a specific plan (e.g., I'm going to build a tower to hold up my ramp), describe the steps, and carry out the plan; | □ □ □ |
| Ks15 | – make appropriate observations about results or findings (e.g., comment on the difficulty of a task or the effectiveness of a strategy); | □ □ □ |
| Ks16 | – demonstrate awareness of the need for recycling. | □ □ □ |

Use of Technology

- | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------|-------|
| Ks17 | – use familiar technology appropriately (e.g., overhead projectors, cassette recorders, computers); | □ □ □ |
| Ks18 | – identify familiar technological items and describe their use in daily life (e.g., telephone, videocassette recorder); | □ □ □ |
| Ks19 | – make things using a variety of tools and techniques (e.g., hammer, screwdriver, glue, stapler); | □ □ □ |
| Ks20 | – work with others in using technology (e.g., share tools; build as a group; work in pairs at the computer); | □ □ □ |
| Ks21 | – demonstrate awareness that familiar objects are designed to suit the human body (e.g., mittens and gloves; tricycles). | □ □ □ |

Overall Expectation

- Kp1 • demonstrate a positive attitude towards themselves and others;
- Kp2 • demonstrate independence and a willingness to take responsibility in learning and other activities;
- Kp3 • demonstrate an awareness of health and safety practices;
- Kp4 • perform tasks requiring balance and co-ordination, precision, and perceptual skills;
- Kp5 • identify and use social skills;
- Kp6 • demonstrate awareness of their surroundings, both natural and human-made;
- Kp7 • demonstrate awareness of patterns in their daily lives

Self-Awareness and Self-Reliance

- Kp8 – recognize personal strengths and accomplishments (e.g., ability to print their own name, count objects, sing a song);
- Kp9 – identify and talk about their own interests and preferences (e.g., favourite activities, toys, stories);
- Kp10 – express their own thoughts and share experiences (e.g., contribute to the development of class routines; talk about experiences at home; describe a science discovery);
- Kp11 – adapt readily to new situations (e.g., feel at ease with classroom visitors; enjoy participating in school functions);
- Kp12 – demonstrate self-reliance (e.g., dress themselves; know their address and telephone number; make decisions on their own; know when to seek assistance);
- Kp13 – attempt new tasks willingly (e.g., select and complete challenging activities; experiment with writing words);
- Kp14 – demonstrate self-control by following classroom rules and routines in different contexts in the school (e.g., in the classroom, gym, library).

Health and Physical Activity

- Kp15 – name body parts and talk about their function (e.g., eyes, teeth, ears, nose);
- Kp16 – identify nutritious foods (e.g., healthy snacks);
- Kp17 – select clothing appropriate for the weather (e.g., mittens, boots, raincoat);
- Kp18 – practise appropriate personal hygiene (e.g., wash their hands);
- Kp19 – identify safe and unsafe situations, materials, and equipment (e.g., dangers associated with handling construction tools, using scissors, playing on ladders);
- Kp20 – identify and apply basic safety rules (e.g., rules related to the school bus, traffic, electrical appliances);
- Kp21 – identify substances that are harmful to the body (e.g., cleaning products, drugs);
- Kp22 – demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed (e.g., from parent, teacher);
- Kp23 – participate willingly in creative movement, dance, and other daily physical activities;
- Kp24 – use different types of equipment and materials with ease (e.g., climbers, riding toys, balls, paint brushes, scissors, moulding clay);
- Kp25 – demonstrate balance, ease, and flexibility in movement (e.g., in walking, running, jumping);
- Kp26 – demonstrate spatial awareness (e.g., when riding toys, climbing steps).

Social Relationships

- Kp27 – act and talk in appropriate ways with peers and adults during activity periods;
- Kp28 – demonstrate consideration for others by helping them (e.g., assist with clean-ups; help to care for materials);
- Kp29 – share responsibility for planning classroom events and activities;

- Kp30** – identify feelings and emotions (e.g., anger, excitement) and express them in acceptable ways;
- Kp31** – use a variety of simple strategies to solve social problems (e.g., seek assistance from the teacher; talk about possible solutions);
- Kp32** – recognize, in situations involving others, advances or suggestions that threaten their safety or well-being (e.g., inappropriate touching, invitations to accompany strangers).

Awareness of Surroundings

- Kp33** – express their feelings of wonder and curiosity about the world;
- Kp34** – describe different kinds of weather and the ways in which people adapt to the weather (e.g., by wearing light clothing in summer, heating their houses in winter);
- Kp35** – investigate and describe familiar geographical features in their area (e.g., ponds, fields, woods, lakes);
- Kp36** – identify ways in which people use the natural environment (e.g., people use lakes for swimming, boating, and fishing, and for their water supply; fields are used for growing food);
- Kp37** – recognize special places and buildings within their community, and describe their function (e.g., park, store, hospital, arena, public library);
- Kp38** – talk about time in relation to certain events or activities (e.g., meals, the school day, classroom routines, bedtime);
- Kp39** – identify patterns and cycles in their daily lives (e.g., changes in weather; daily or weekly events; classroom routines; the water cycle);
- Kp40** – identify some events that occur every year (e.g., birthdays, holidays);
- Kp41** – identify people who help others in the community, and describe what they do (e.g., doctor, store clerk, firefighter, police officer, mail carrier).

Overall Expectation

Ka1	• express ideas and feelings through a variety of media;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka2	• experiment with techniques and materials;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka3	• demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka4	• co-operate and collaborate with others on artistic projects;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka5	• communicate their responses to music, art, drama, and dance;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka6	• demonstrate awareness of new abilities they develop through arts activities, and express pride in their own work;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka7	• demonstrate awareness of some simple art forms from various cultures;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka8	• identify and describe some basic elements of art forms.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Creative Activity

Ka9	– use pictures, sculptures, and collages to represent ideas (e.g., select pictures of happy faces for a collage);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka10	– mix paint to create new colours and textures;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka11	– show skill in cutting, pasting, and painting;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka12	– use a variety of tools and materials in creating art works or making presentations (e.g., musical instruments, props);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka13	– use familiar materials in new ways (e.g., paint with natural materials);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka14	– solve problems creatively (e.g., make three-dimensional constructions with paper; create dance patterns; make musical instruments);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka15	– make preparations for performances (e.g., make a stage for puppets);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka16	– decide who will take each role in classroom drama activities;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka17	– take turns working on specific tasks in making things;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka18	– share materials in visual arts activities;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka19	– perform in a group (e.g., in a music band, puppet theatre, choir);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka20	– use their creativity in movement, mime, and dance activities (e.g., invent dances using familiar rhythms);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka21	– adapt songs, fingerplays, and rhymes (e.g., substitute different words in familiar songs);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka22	– enact stories from their own and other cultures (e.g., folk tales or nursery rhymes);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka23	– play the parts of characters from folk tales and legends of various countries (e.g., Anansi stories, the Three Billy Goats Gruff).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Response to Artworks

Ka24	– identify feelings evoked by art forms (e.g., happiness while listening to a song; sadness while looking at a picture);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka25	– move in response to the tempo and mood of music (e.g., fast, slow, dreamy, or scary music);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka26	– select pieces of their own art for portfolio collections;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka27	– show appreciation of folk songs and dances from various countries.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Knowledge of Elements and Forms

Ka28	– identify elements of visual images, such as colours and variations in shape and size;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka29	– recall and repeat familiar songs, dance steps, and rhymes;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka30	– name different movements they can do (e.g., gallop; hop on one foot);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka31	– demonstrate understanding of rhythmic patterns (e.g., clap on the beat);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka32	– name different elements in performances (e.g., the stage, the characters, the audience);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ka33	– identify familiar instruments by sound (e.g., drum, piano, guitar);	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Ka34** – describe some aspects of visual art forms from a variety of cultures (e.g., European paintings, Inuit sculpture, African masks);
- Ka35** – use some simple terms correctly (e.g., names of musical instruments; types of art materials).