

# Kindergarten PROGRAM

KINDERGARTEN  
EXPECTATIONS



## DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS

As children progress through the Kindergarten program, they:

- 1 communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
- 9 demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
- 10 demonstrate literacy behaviours that enable beginning writers to communicate with others
- 11 demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- 12 demonstrate an understanding and critical awareness of media texts
- 14 demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
- 15 demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships
- 16 measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning
- 17 describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation
- 18 recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next
- 19 collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts
- 20 apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts
- 21 express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities
- 22 communicate their thoughts and feelings, and their theories and ideas, through various art forms

## SELF-REGULATION AND WELL-BEING

As children progress through the Kindergarten program, they:

- 1 communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
- 2 demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours
- 3 identify and use social skills in play and other contexts
- 4 demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- 6 demonstrate an awareness of their own health and well-being
- 7 participate actively and regularly in a variety of activities that require the application of movement concepts
- 8 develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts
- 22 communicate their thoughts and feelings, and their theories and ideas, through various art forms



## PROBLEM SOLVING AND INNOVATING

As children progress through the Kindergarten program, they:

- 1 communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
- 4 demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- 6 demonstrate an awareness of their own health and well-being
- 9 demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
- 10 demonstrate literacy behaviours that enable beginning writers to communicate with others
- 13 use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
- 14 demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
- 20 apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts
- 22 communicate their thoughts and feelings, and their theories and ideas, through various art forms
- 23 use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts
- 24 use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)

## BELONGING AND CONTRIBUTING

As children progress through the Kindergarten program, they:

- 1 communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
- 3 identify and use social skills in play and other contexts
- 4 demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- 5 demonstrate an understanding of the diversity among individuals and families and within schools and the wider community
- 22 communicate their thoughts and feelings, and their theories and ideas, through various art forms
- 25 demonstrate a sense of identity and a positive self-image
- 26 develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
- 27 recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination
- 28 demonstrate an awareness of their surroundings
- 29 demonstrate an understanding of the natural world and the need to care for and respect the environment
- 30 demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts
- 31 demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

