

Long Range Plans - Senior Kindergarten

As the Kindergarten Program is a two year continuum, expectations are continually developed and reinforced over the two year span

Term One

Language

- listen and respond to others for a variety of purposes and in a variety of contexts
- ask questions for specific purposes and in different contexts
- demonstrate an interest in writing and choose to write in a variety of contexts
- experiment with a variety of simple writing forms for different purposes and in a variety of contexts
- follow two-step directions in different contexts
- describe personal experiences, using vocabulary and details appropriate to the situation
- demonstrate an interest in reading
- respond to a variety of materials read aloud to them
- identify personal preferences in reading materials
- demonstrate an awareness that writing can convey ideas or messages

Science and Technology

- describe some natural occurrences, using their own observations and representations
- describe and/or represent, using their own observations, patterns and cycles in the natural world
- participate in environmentally friendly activities in the classroom and the school yard
- demonstrate an awareness of the safe use of all materials and tools used in class
- solve problems while designing and constructing things, using a range of tools, materials, and techniques

Personal and Social

- recognize personal interests, strengths, and accomplishments
- identify and talk about their own interests and preferences
- express their thoughts and share experiences
- demonstrate a willingness to try new activities
- begin to demonstrate self control and adapt behaviour to different contexts within the school environment
- interact cooperatively with others in classroom events and activities
- adapt to new situations
- demonstrate the ability to take turns in activities and discussions

Arts

- explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways
- communicate their understanding of something by representing their ideas and feelings through visual art
- explore a variety of tools and materials of their own choice to create music in familiar and new ways
- explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways
- use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning

Mathematics

- begin to make use of one-to-one correspondence in counting objects and matching groups of objects
- demonstrate an understanding of basic spatial relationships and movements
- identify and extend repeating patterns using a variety of materials

- investigate the idea that quantity is greater when counting forwards and less when counting backwards
- investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects
- demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation
- compare and order two or more objects according to an appropriate measure
- demonstrate awareness of non-standard measuring devices and strategies for using them
- explore, sort and compare two-dimensional shapes and explore three-dimensional figures
- compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies
- sort, classify, and compare objects and describe the attributes used

Physical Education and Health

- investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- practise and discuss appropriate personal hygiene that promotes personal, family, and community health
- talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe, including identifying and applying basic safety rules
- discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations
- discuss what makes them happy and unhappy, and why

Term Two - continuation of Term One expectations

Language

- describe personal experiences, using vocabulary and details appropriate to the situation
- use language in various contexts to connect new experiences with what they already know
- follow one-step directions in different contexts
- respond to some materials read aloud to them
- demonstrate an awareness that writing can convey ideas or messages
- use language to talk about their thinking, to reflect, and to solve problems
- use specialized vocabulary for a variety of purposes
- explore sounds, rhythms, and language structures with guidance and on their own
- use illustrations to support comprehension of texts that are read by and with the teacher
- retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props
- retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or props
- make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them
- write simple messages using knowledge of the correspondence between letters and sounds, and familiar words
- begin to use classroom resources to support their writing
- begin to respond critically to animated works

Science and Technology

- select and use materials to carry out their own explorations and communicate their intentions
- investigate, in various ways, how different forces make things move
- investigate various materials that have different properties by manipulating and comparing them safely in individual and small-group explorations, and describe their observations
- investigate and use familiar technological items, and describe their use in daily life
- investigate and discuss how familiar objects are designed to meet a human need

Personal and Social

- talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others
- use a variety of simple strategies to solve social problems
- demonstrate self-reliance and a sense of responsibility
- demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks
- demonstrate an awareness of ways of making and keeping friends
- demonstrate an awareness of different kinds of weather and ways in which people adapt to the weather

Arts

- explore different elements of design in visual arts
- demonstrate an awareness of personal interests and a sense of accomplishment in music
- express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form
- respond to music from various cultures, including their own
- explore different elements of drama and dance
- use problem-solving skills and their imagination to create drama and dance
- dramatize rhymes, stories, legends, and folk tales from various cultures
- communicate their understanding of something through drama and dance

Mathematics

- begin to use information to estimate the number in a small set
- reproduce and create repeating patterns through investigation, using a variety of materials and actions
- respond to and pose questions about data collection
- use, read, and represent whole numbers to 10 in a variety of meaningful contexts
- investigate and develop strategies for composing and decomposing quantities to 10
- explore different Canadian coins, using coin manipulatives
- identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigation with concrete materials
- identify and describe informally the repeating nature of patterns in everyday contexts
- collect objects or data and make representations of their observations, using concrete graphs
- demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things

Physical Education and Health

- begin to demonstrate an understanding of the effects of healthy, active living on the mind and body
- participate actively in creative movement and other daily physical activities
- demonstrate persistence while engaged in activities that require the use of both large and small muscles
- demonstrate spatial awareness in activities that require the use of large muscles

Term Three - Overall expectations discussed in all five learning areas for Fall and Winter terms will continue to be addressed formally and informally through lessons and/or free and directed play.

Language

- explore sounds and rhythms with guidance and on their own
- begin to use and interpret gestures and tone of voice to communicate and respond
- demonstrate awareness that words can rhyme
- use prior knowledge to make some connections between books and personal experiences, to help them understand a diverse range of materials read by and with the teacher
- demonstrate an awareness of basic book conventions and concepts of print when a text is read

aloud or when they are beginning to read print

- make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them
- write simple messages using a combination of pictures and symbols
- view and listen to a variety of media materials
- ask questions for a variety of purposes and in different contexts
- orally retell simple events and simple familiar stories in proper sequence
- demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes words
- demonstrate knowledge of most letters of the alphabet in different contexts
- begin to use reading strategies to make sense of unfamiliar texts in print
- communicate ideas about personal experiences
- communicate their ideas verbally and non-verbally about a variety of media materials

Science and Technology

- sort and classify groups of living and non-living things in their own way
- pose questions and make predictions and observations before and during investigations
- communicate results and findings from individual and group investigations
- demonstrate an awareness of local natural habitats through exploration and observation
- experiment with simple machines and common objects, and describe their investigations

Personal and Social

- develop empathy for others, and acknowledge and respond to each other's feelings
- demonstrate respect and consideration for individual differences and alternative points of view
- act and talk with peers and adults by expressing and accepting positive messages
- identify people who work in the community, and talk about what they do
- recognize special places and buildings within their community, both natural and human-made, and talk about their functions
- demonstrate an awareness of ways in which people adapt to the places in which they live

Arts

- demonstrate an awareness of personal interests and a sense of accomplishment in visual arts
- use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning
- use problem-solving skills and their imagination to create visual art forms
- express their responses to visual art forms by making connections to their own experiences or by talking about the form
- respond to a variety of visual art forms from various cultures, including their own
- explore different elements of music
- use or demonstrate understanding of vocabulary related to music in informal conversations and in discussions about their learning
- use problem-solving skills and their imagination to create music
- communicate their understanding of something by participating in musical activities
- demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance
- express their responses to drama and dance by moving, by making connections to their own experiences, or by talking about drama and dance

Mathematics

- recognize some quantities without having to count, using a variety of tools
- use ordinal numbers in a variety of everyday contexts
- create repeating patterns through investigation, using a variety of materials
- use mathematical language in informal discussions to describe probability
- demonstrate understanding of the counting concepts of stable order and order of irrelevance
- investigate addition and subtraction in everyday activities through the use of manipulatives, or oral exploration

- demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size
- build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains
- investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made
- respond to and pose questions about data collection and graphs

Physical Education and Health

- identify substances that are harmful to the body
- demonstrate strategies for engaging in cooperative play in a variety of games and activities
- begin to demonstrate control of large muscles with and without equipment
- begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement
- begin to demonstrate control of small muscles in activities at a variety of learning centres
- demonstrate spatial awareness by doing activities that require the use of small muscles
- use a functional grip in written communication to produce writing that they and others can read