

# THE KINDERGARTEN PROGRAM

## MINISTRY OF EDUCATION 2006

### OVERALL EXPECTATIONS

"Not only will children enter Kindergarten with varied backgrounds and experiences, but they will also leave it by demonstrating a range of achievement of the Kindergarten expectations." *The Kindergarten Program*, 1998 (p.11)

#### **LANGUAGE — By the end of Senior Kindergarten, children will:**

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
- communicate in writing, using strategies that are appropriate for beginners;
- demonstrate a beginning understanding and critical awareness of media texts.

#### **MATHEMATICS — By the end of Senior Kindergarten, children will:**

- demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships;
- measure and compare the length, mass, capacity, area, temperature of objects/materials, and the passage of time, using non-standard units, through free exploration, focused exploration, and guided activity;
- describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;
- explore, recognize, describe, and create pattern, using a variety of materials in different contexts;
- sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts.

#### **SCIENCE AND TECHNOLOGY — By the end of Senior Kindergarten, children will:**

- demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings);
- demonstrate an understanding of and care for the natural world;
- investigate and talk about the characteristics and functions of some common materials, and use these materials safely;
- recognize and use safely common forms of technology.

#### **PERSONAL AND SOCIAL DEVELOPMENT — By the end of Senior Kindergarten, children will:**

- demonstrate a sense of identity and a positive self-image;
- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;
- demonstrate an ability to use problem-solving skills in a variety of social contexts;
- identify and use social skills in play and other contexts;
- demonstrate an awareness of their surroundings.

#### **THE ARTS — By the end of Senior Kindergarten, children will:**

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- express responses to a variety of art forms, including those from other cultures;
- communicate their ideas through a variety of art forms.

#### **HEALTH AND PHYSICAL ACTIVITY — By the end of Senior Kindergarten, children will:**

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;
- participate willingly in a variety of activities that require the use of both large and small muscles;
- develop control of large muscles (gross-motor control) in a variety of contexts;
- develop control of small muscles (fine-motor control) in a variety of contexts.