



Kindergarten Program: Overall Expectations

All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.

<p style="text-align: center;">Belonging and Contributing (BC)</p> <p><i>As children progress through the Kindergarten program, they:</i></p> <ol style="list-style-type: none"> 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 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 various activities in the arts 31. demonstrate basic knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts 	<p style="text-align: center;">Self Regulation and Well Being (SRWB)</p> <p><i>As children progress through the Kindergarten program, they:</i></p> <ol style="list-style-type: none"> 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 activities 3. identify and use social skills in play and other contexts 4. demonstrate an ability to use problem-solving skills in a variety of 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
<p style="text-align: center;">Demonstrating Literacy and Mathematics Behaviours (DLMB)</p> <p><i>As children progress through the Kindergarten program, they:</i></p> <ol style="list-style-type: none"> 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 22. communicate their thoughts and feelings, and their theories and ideas, through various art forms 	<p style="text-align: center;">Problem Solving and Innovating (PSI)</p> <p><i>As children progress through the Kindergarten program, they:</i></p> <ol style="list-style-type: none"> 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 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)