



# The Kindergarten Program: Learning Expectations<sup>1</sup>

## PERSONAL AND SOCIAL DEVELOPMENT

### OVERALL EXPECTATIONS

By the end of Kindergarten, children will:

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

## LANGUAGE

### OVERALL EXPECTATIONS

By the end of Kindergarten, children will:

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

## MATHEMATICS

### OVERALL EXPECTATIONS

By the end of Kindergarten, children will:

- A. demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships;
- B. measure and compare 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;
- C. describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;
- D. explore, recognize, describe, and create patterns, using a variety of materials in different contexts;
- E. 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.

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<sup>1</sup> Ministry of Education (2006) "The Kindergarten Program, Revised Version." Retrieved Nov 07/08 from <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindercurrb.pdf>

## SCIENCE AND TECHNOLOGY

### OVERALL EXPECTATIONS

By the end of Kindergarten, children will:

- A. demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;
- B. 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);
- C. demonstrate an understanding of and care for the natural world;
- D. investigate and talk about the characteristics and functions of some common materials, and use these materials safely;
- E. recognize and use safely some common forms of technology.

## HEALTH AND PHYSICAL ACTIVITY

### OVERALL EXPECTATIONS

By the end of Kindergarten, children will:

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

## THE ARTS

### OVERALL EXPECTATIONS

By the end of Kindergarten, children will:

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