

Ontario Kindergarten Program

Personal and Social Development Overall Expectations	
1. identify and use social skills in play and other contexts	throughout <i>MathWorks</i>
2. demonstrate an ability to use problem-solving skills in a variety of social contexts	
3. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community	
Expectations in Specific Areas	
1. identify and use social skills in play and other contexts	
act and talk with peers and adults by expressing and accepting positive messages (<i>e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism</i>)	throughout <i>MathWorks</i>
demonstrate the ability to take turns in activities and discussions (<i>e.g., engage in play activities with others, listen to peers and adults</i>)	
demonstrate an awareness of ways of making and keeping friends (<i>e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance from the EL–K team</i>)	
Expectations in Specific Areas	
2. demonstrate an ability to use problem-solving skills in a variety of social contexts	
use a variety of simple strategies to solve social problems (<i>e.g., seek assistance from the EL–K team when needed, develop an awareness of honesty, talk to peers about possible solutions</i>)	throughout <i>MathWorks</i>
Expectations in Specific Areas	
3. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community	
develop empathy for others, and acknowledge and respond to each other’s feelings (<i>e.g., tell an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets</i>)	throughout <i>MathWorks</i>
demonstrate respect and consideration for individual differences and alternative points of view (<i>e.g., help a friend who speaks another language, adapt behaviour to accommodate a classmate’s ideas</i>)	
talk about events or retell stories that reflect their own heritage and cultural background and	

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the heritage and cultural backgrounds of others <i>(e.g., traditions, birthdays, cultural events, myths, Canadian symbols, holidays)</i>	
Emotional Development Overall Expectations	
1. demonstrate a sense of identity and a positive self-image	throughout <i>MathWorks</i>
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities	throughout <i>MathWorks</i>
3. demonstrate an awareness of their surroundings	throughout <i>MathWorks</i>
Expectations in Specific Areas	
1. demonstrate a sense of identity and a positive self-image	
recognize personal interests, strengths, and accomplishments	throughout <i>MathWorks</i>
identify and talk about their own interests and preferences	<i>MathWorks</i> 4, 5, 6, 7, 8, 9, 10, 11, 12
express their thoughts <i>(e.g., on a science discovery, on something they have made)</i> and share experiences <i>(e.g., experiences at home, cultural experiences)</i>	throughout <i>MathWorks</i>
Expectations in Specific Areas	
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities	
demonstrate self-reliance and a sense of responsibility <i>(e.g., make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need)</i>	throughout <i>MathWorks</i>
demonstrate a willingness to try new activities <i>(e.g., experiment with new materials / tools, try out activities in a different learning centre, select and persist with challenging activities, experiment with writing)</i> and to adapt to new situations <i>(e.g., having visitors in the classroom, having a different teacher occasionally, going on a field trip, riding the school bus)</i>	throughout <i>MathWorks</i>
demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks <i>(e.g., choose learning centres independently, try something new, persevere with tasks)</i>	throughout <i>MathWorks</i>
begin to demonstrate self-control <i>(e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after</i>	throughout <i>MathWorks</i>

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being upset) and adapt behaviour to different contexts within the school environment (e.g., follow routines and rules in the classroom, gym, library, playground)	
interact cooperatively with others in classroom events and activities (e.g., offer and accept help in group situations, engage in small- and large-group games and activities, participate in democratic decision making)	
Expectations in Specific Areas 3. demonstrate an awareness of their surroundings	
recognize people in their community and talk about what they do (e.g., farmer, park ranger, police officer, nurse, Aboriginal healer, store clerk, engineer, baker)	
recognize places and buildings within their community, both natural and human-made, and talk about their functions (e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave)	<i>My World Books and Guide Lesson: 7</i>
develop an awareness of ways in which people adapt to the places in which they live (e.g., children in cities may live in high-rise buildings and use sidewalks and the subway; children in the country may take the bus to school)	
Language Overall Expectations	
1. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	throughout <i>MathWorks</i>
2. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team	throughout <i>MathWorks</i>
3. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials	throughout <i>MathWorks</i>
4. communicate in writing, using strategies that are appropriate for beginners	throughout <i>MathWorks</i>
5. demonstrate a beginning understanding and critical awareness of media texts	throughout <i>MathWorks</i>
Expectations in Specific Areas 1. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	
explore sounds, rhythms, and language structures, with guidance and on their own	throughout <i>MathWorks</i>
listen and respond to others for a variety of	throughout <i>MathWorks</i>

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purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)	
begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset)	throughout <i>MathWorks</i>
follow and provide one- and two-step directions in different contexts (e.g., in classroom routines; in music, drama, and dance activities; in outdoor play; in learning centres; in large-group activities)	
use language in various contexts to connect new experiences with what they already know (e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts)	throughout <i>MathWorks</i>
use language to talk about their thinking, to reflect, and to solve problems	throughout <i>MathWorks</i>
use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)	
ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres)	throughout <i>MathWorks</i>
describe personal experiences, using vocabulary and details appropriate to the situation	throughout <i>MathWorks</i>
orally retell simple events and simple familiar stories in proper sequence	throughout <i>MathWorks</i>

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<p>Expectations in Specific Areas 2. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team</p>	
<p>demonstrate an interest in reading (<i>e.g., expect to find meaning in pictures and text; choose to look at reading materials; respond to texts read by an EL–K team member; reread familiar text; confidently make attempts at reading</i>)</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>identify personal preferences in reading materials (<i>e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy</i>) in different contexts (<i>e.g., EL–K team read-alouds, shared experiences in reading books, independent reading time</i>)</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>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 (<i>e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages</i>)</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>respond to a variety of materials read aloud to them (<i>e.g., paint, draw, or construct models of characters or settings</i>)</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>make predictions regarding an unfamiliar text that is read by and with the EL–K team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (<i>e.g., use the cover pictures and/or title to determine the topic and/or text form</i>)</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>use prior knowledge to make connections (<i>e.g., to new experiences, to other books, to events in the world</i>) to help them understand a diverse range of materials read by and with the EL–K team</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>use illustrations to support comprehension of texts that are read by and with the EL–K team</p>	<p>throughout <i>MathWorks</i> (Literature Links)</p>
<p>demonstrate knowledge of most letters of the alphabet in different contexts (<i>e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word</i>)</p>	

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<i>that begins with the letter)</i>	
retell stories, in proper sequence, that have been read by and with the EL–K team, using pictures in the book and/or props (<i>e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story “The Gingerbread Man”</i>)	throughout <i>MathWorks</i> (Literature Links)
retell information from non-fiction materials that have been read by and with the EL–K team in a variety of contexts (<i>e.g., read-alouds, shared reading experiences</i>), using pictures and/or props	throughout <i>MathWorks</i> (Literature Links)
Expectations in Specific Areas 3. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials	
begin to use reading strategies to make sense of unfamiliar texts in print (<i>e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships</i>)	throughout <i>MathWorks</i> (Literature Links) [use of pictures]
Expectations in Specific Areas 4. communicate in writing, using strategies that are appropriate for beginners	
demonstrate an interest in writing (<i>e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils</i>) and choose to write in a variety of contexts (<i>e.g., draw or record ideas at learning centres</i>)	throughout <i>MathWorks</i> (Literature Links)
demonstrate an awareness that writing can convey ideas or messages (<i>e.g., ask the teacher to write out new words for them</i>)	
write simple messages (<i>e.g., a grocery list on unlined paper, a greeting card made on a computer; labels for a block or sand construction</i>), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words	throughout <i>MathWorks</i> (Literature Links)
begin to use classroom resources to support their writing (<i>e.g., a classroom word wall that is made up of children’s names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books</i>)	
experiment with a variety of simple writing forms for different purposes and in a variety of	

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contexts	
communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (<i>e.g., make a story map of “The Three Little Pigs” and retell the story individually to an EL–K team member during a writing conference</i>)	
Expectations in Specific Areas	
5. demonstrate a beginning understanding and critical awareness of media texts	
begin to respond critically to animated works (<i>e.g., cartoons in which animals talk, movies in which animals go to school</i>)	throughout <i>MathWorks</i> (Literature Links)
communicate their ideas verbally and non-verbally about a variety of media materials (<i>e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD</i>)	throughout <i>MathWorks</i> (Literature Links)
Mathematics	
Overall Expectations	
1. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships	<i>MathWorks</i> pages: 20, 24, 28, 39
2. measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity	<i>MathWorks</i> Lesson: see measurement lessons
3. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation	<i>MathWorks</i> pages: 20, 66, 134, 135
4. explore, recognize, describe, and create patterns, using a variety of materials in different contexts	<i>MathWorks</i> Lesson: see patterning lessons
5. 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	<i>MathWorks</i> pages: 32, 36, 38, 80, 81, 130
Expectations in Specific Areas	
1. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships	
investigate (<i>e.g., using a number line, a hundreds carpet, a board game with numbered squares</i>) the idea that quantity is greater when	

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counting forward and less when counting backwards	
investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects (<i>e.g., find out which of two cups contains more or fewer beans, using counters; investigate the ideas of more, less, or the same, using five and ten frames; recognize that the last number counted represents the number of objects in the set [concept of cardinality]</i>)	<i>MathWorks</i> pages: 24, 43, 63, 64, 85, 100
begin to make use of one-to-one correspondence in counting objects and matching groups of objects (<i>e.g., one napkin for each of the people at the table</i>)	<i>MathWorks</i> pages: 24, 28, 34
demonstrate understanding of the counting concepts of stable order (<i>i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on</i>) and of order irrelevance (<i>i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting</i>)	
recognize some quantities without having to count, using a variety of tools (<i>e.g., dominoes, dot plates, dice, number of fingers</i>) or strategies (<i>e.g., composing or decomposing numbers, subitizing</i>)	
begin to use information to estimate the number in a small set (<i>e.g., apply knowledge of quantity, use a common reference such as a five frame</i>)	
demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (<i>e.g., show small quantities using fingers or manipulatives</i>)	<i>MathWorks</i> pages: 43, 46, 63, 73, 76, 84, 100, 108
use ordinal numbers in a variety of everyday contexts (<i>e.g., line up toys and manipulatives, and identify the first, second, and so on; after reading a book, respond to the EL–K team’s questions about who was the first or third person to come in the door</i>)	<i>MathWorks</i> pages: 24, 28, 29, 43, 46, 63, 80, 88, 92, 100, 109
use, read, and represent whole numbers to 10 in a variety of meaningful contexts (<i>e.g., use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built at the block centre;</i>	

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<p><i>find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant at the dramatic play centre)</i></p>	
<p>explore different Canadian coins, using coin manipulatives (<i>e.g., role-play the purchasing of items at the store at the dramatic play centre; determine which coins will purchase more – a loonie or a quarter</i>)</p>	<p><i>MathWorks</i> pages: 88, 89</p>
<p>investigate and develop strategies for composing and decomposing quantities to 10 (<i>e.g., use manipulatives or “shake and spill” activities</i>)</p>	
<p>investigate addition and subtraction in everyday activities through the use of manipulatives (<i>e.g., interlocking cubes</i>), visual models (<i>e.g., a number line, tally marks, a hundreds carpet</i>), or oral exploration (<i>e.g., dramatizing of songs</i>)</p>	<p><i>MathWorks</i> pages: 114, 115, 118, 119</p>
<p>Expectations in Specific Areas 2. measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity</p>	
<p>compare and order two or more objects according to an appropriate measure (<i>e.g., length, mass, area, temperature, capacity</i>) and use measurement terms (<i>e.g., hot/cold for temperature, small/medium/large for capacity, longer/shorter or thicker/thinner for length</i>)</p>	<p><i>MathWorks</i> pages: 31, 34, 35, 36, 109, 105, 122, 123, 130, 131</p>
<p>demonstrate, through investigation, an awareness of non-standard measuring devices (<i>e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity</i>) and standard measuring devices (<i>e.g., measuring cups at the water and sand centre, balance scales at the block centre</i>) and strategies for using them (<i>e.g., place common objects end to end to measure the length of the classroom; use cubes to plan the length of a road at the sand table or the block centre; use footsteps to measure the distance between the door and the sink</i>)</p>	<p><i>MathWorks</i> pages: 35, 56, 96, 104, 105, 122, 130, 131, 134</p>
<p>demonstrate, through investigation, a beginning understanding of non-standard units that are the same type (<i>e.g., straws, paper clips</i>) but not always the same size</p>	

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<p>Expectations in Specific Areas 3. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation</p>	
<p>explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures (<i>e.g., compare equilateral triangles with triangles that are not equilateral; sort different sizes of boxes, attribute blocks, pattern blocks, a variety of triangles, shapes with three curved sides, objects that create an open shape with three lines</i>)</p>	<p><i>MathWorks</i> pages: 20, 66, 111, 112, 134, 135</p>
<p>identify and describe, using common geometric terms, two dimensional shapes (<i>e.g., triangle</i>) and three-dimensional figures (<i>e.g., cone</i>) through investigation with concrete materials</p>	
<p>compose pictures, and build designs, shapes, and patterns, using two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies (<i>e.g., sand at the sand table, stickers, geoboards, pattern blocks, a computer program</i>)</p>	<p><i>MathWorks</i> pages: 53, 54, 60</p>
<p>build three-dimensional structures using a variety of materials and begin to recognize the three-dimensional figures their structure contains</p>	
<p>investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made</p>	
<p>demonstrate an understanding of basic spatial relationships and movements (<i>e.g., use above/below, near/far, in/out; use these words while retelling a story</i>)</p>	<p><i>MathWorks</i> pages: 46, 69, 126, 127</p>
<p>Expectations in Specific Areas 4. explore, recognize, describe, and create patterns, using a variety of materials in different contexts</p>	
<p>identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials (<i>e.g., attribute blocks, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks</i>) and actions (<i>e.g., physical actions such as clapping, jumping, tapping</i>)</p>	<p><i>MathWorks</i> pages: 53, 54, 60, 73</p>
<p>identify and describe informally the repeating nature of patterns in everyday contexts (<i>e.g.,</i></p>	

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<p><i>patterns in nature, clothing, floor tiles, literature, schedules</i>), using oral expressions (e.g., “goes before”, “goes after”, “morning, noon, night”, “the four seasons”) and gestures (e.g., <i>pointing, nodding</i>)</p>	
<p>Expectations in Specific Areas 5. 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</p>	
<p>sort, classify, and compare objects and describe the attributes used</p>	<p><i>MathWorks</i> pages: 20, 24, 63, 64, 100</p>
<p>collect objects and data and make representations of their observations, using concrete graphs</p>	<p><i>MathWorks</i> pages: 32, 38, 80, 81, 130</p>
<p>respond to and pose questions about data collection and graphs</p>	
<p>use mathematical language in informal discussions to describe probability</p>	<p><i>MathWorks</i> pages: 49, 80</p>
<p>Science and Technology Overall Expectations</p>	
<p>1. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</p>	
<p>2. conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)</p>	
<p>3. demonstrate an understanding of the natural world and the need to care for and respect the environment</p>	
<p>4. use technological problem-solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration, and guided activity</p>	
<p>Expectations in Specific Areas 1. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</p>	
<p>ask questions about and describe some natural occurrences, using their own observations and representations (e.g., <i>drawings, writing</i>)</p>	<p><i>MathWorks</i> pages: 35</p>
<p>sort and classify groups of living and non-living things in their own way (e.g., <i>using sorting tools such as hula hoops, sorting</i></p>	<p>throughout <i>MathWorks</i></p>

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<i>circles, paper plates, T-charts, Venn diagrams)</i>	
explore patterns in the natural and built environment (<i>e.g., patterns in the design of buildings, in flowers, on animals' coats</i>)	throughout <i>MathWorks</i>
Expectations in Specific Areas 2. conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)	
state problems and pose questions before and during investigations	throughout <i>MathWorks</i>
make predictions and observations before and during investigations	
select and use materials to carry out their own explorations	<i>MathWorks</i> pages: 23, 42, 52, 59, 62, 65, 68, 72, 79, 83, 87, 91, 95, 100
communicate results and findings from individual and group investigations (<i>e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, labels</i>)	
Expectations in Specific Areas 3. demonstrate an understanding of the natural world and the need to care for and respect the environment	
identify similarities and differences between local environments (<i>e.g., between a park and a pond; between a schoolyard and a field</i>)	
describe what would happen if something in the local environment changed (<i>e.g., if trees in the park were cut down; if the pond dried up</i>)	
identify ways in which they can care for and show respect for the environment (<i>e.g., feeding the birds in winter; reusing and recycling; turning off unnecessary lights at home; walking to school instead of getting a ride</i>)	
participate in environmentally friendly activities in the classroom and the schoolyard (<i>e.g., plant and tend to plants; use local products for snack time</i>)	
Expectations in Specific Areas 4. use technological problem-solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration, and guided activity	
identify practices that ensure their personal safety and the safety of others, and demonstrate	

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an understanding of the importance of these practices	
state problems and pose questions as part of the design process	throughout <i>MathWorks</i>
make predictions and observations throughout the design process	throughout <i>MathWorks</i>
select and use tools, equipment, and materials to construct things using the design process	<i>MathWorks</i> pages: 23, 42, 52, 59, 62, 65, 68, 72, 79, 83, 87, 91, 95, 100
communicate and record results and findings after constructing things either individually or in groups (<i>e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels or in charts</i>)	
Health and Physical Activity Overall Expectations	
1. demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being	throughout <i>MathWorks</i>
2. participate willingly in a variety of activities that require the use of both large and small muscles	
3. develop control of large muscles (gross-motor control) in a variety of contexts	
4. develop control of small muscles (fine-motor control) in a variety of contexts	
Expectations in Specific Areas	
1. demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being	
begin to demonstrate an understanding of the effects of healthy, active living on the mind and body (<i>e.g., choose a balance of active and quiet activities throughout the day; remember to go to the snack centre; drink water when thirsty</i>)	
investigate the benefits of nutritious foods (<i>e.g., nutritious snacks, healthy meals, foods from various cultures</i>) and explore ways of ensuring healthy eating (<i>e.g., buying nutritious food for meals, avoiding foods to which they are allergic</i>)	
practise and discuss appropriate personal hygiene that promotes personal, family, and community health	
discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (<i>e.g., acting in response to inappropriate touching; seeking assistance from block parents, 911,</i>	

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<i>playground monitors; identifying substances that are harmful to the body)</i>	
discuss what makes them happy and unhappy, and why	
Expectations in Specific Areas 2. participate willingly in a variety of activities that require the use of both large and small muscles	
participate actively in creative movement and other daily physical activities (<i>e.g., dance, games, outdoor play, fitness breaks</i>)	
demonstrate persistence while engaged in activities that require the use of both large and small muscles (<i>e.g., tossing and catching beanbags, skipping, lacing, drawing</i>)	
demonstrate strategies for engaging in cooperative play in a variety of games and activities	
Expectations in Specific Areas 3. develop control of large muscles (gross-motor control) in a variety of contexts	
demonstrate spatial awareness in activities that require the use of large muscles	
begin to demonstrate control of large muscles with and without equipment (<i>e.g., climb and balance on playground equipment; roll, throw, and catch a variety of balls; demonstrate balance and coordination during parachute games; hop, slide, or gallop in the gym or outdoors</i>)	throughout <i>MathWorks</i>
begin to demonstrate balance, whole body and hand-eye coordination, and flexibility in movement (<i>e.g., run, jump, climb, walk on the balance beam, play beach-ball tennis, catch a ball, play hopscotch</i>)	<i>MathWorks</i> pages: 38, 48, 55
Expectations in Specific Areas 4. develop control of small muscles (fine-motor control) in a variety of contexts	
begin to demonstrate control of small muscles in activities at a variety of learning centres (<i>e.g., sand, water, visual arts centres</i>) and when using a variety of materials or equipment (<i>e.g., using salt trays, stringing beads, painting with paintbrushes, drawing, cutting paper, using a keyboard, using a mouse, writing with a crayon or pencil</i>)	
demonstrate spatial awareness by doing activities that require the use of small muscles	

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use a functional grip in written communication to produce writing that they and others can read	
The Arts: Drama and Dance Overall Expectations	
1. demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance	throughout <i>MathWorks</i>
2. demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities	throughout <i>MathWorks</i>
3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others	<i>MathWorks</i> page: 111
4. express responses to a variety of forms of drama and dance, including those from other cultures	
Expectations in Specific Areas	
1. demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance	
demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (<i>e.g., contribute their own ideas to role playing; create their own actions to accompany a song or chant and/or follow actions created by a classmate</i>)	throughout <i>MathWorks</i>
explore a variety of tools and materials of their own choice (<i>e.g., blocks, puppets, flashlights, streamers</i>) to create drama and dance in familiar and new ways	throughout <i>MathWorks</i>
Expectations in Specific Areas	
2. demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities	
explore different elements of drama (<i>e.g., character, setting, dramatic structure</i>) and dance (<i>e.g., rhythm, space, shape</i>)	
Expectations in Specific Areas	
3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others	
use problem-solving skills and their imagination to create drama and dance (<i>e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood</i>)	<i>MathWorks</i> page: 111

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and speed of the music; create a sequence of movements)	
dramatize rhymes, stories, legends, and folk tales from various cultures, including their own (e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre)	
Expectations in Specific Areas 4. express responses to a variety of forms of drama and dance, including those from other cultures	
express their responses to drama and dance (e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance)	
The Arts: Music Overall Expectations	
1. demonstrate an awareness of themselves as musicians through engaging in music activities	
2. demonstrate basic knowledge and skills gained through exposure to music and music activities	
3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others	<i>MathWorks</i> page: 111
4. express responses to a variety of forms of music, including those from other cultures	
5. communicate their ideas through music	
Expectations in Specific Areas 1. demonstrate an awareness of themselves as musicians through engaging in music activities	
demonstrate an awareness of personal interests and a sense of accomplishment in music (e.g., contribute their own ideas to a class song; create their own accompaniment to a song)	throughout <i>MathWorks</i>
explore a variety of tools and materials of their own choice (e.g., spoons, castanets, rhythm sticks, music software) to create music in familiar and new ways	
Expectations in Specific Areas 2. demonstrate basic knowledge and skills gained through exposure to music and music activities	
explore different elements (e.g., beat, sound quality, speed, volume) of music (e.g., clap the beat of a song; tap their feet on carpet and then	

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on tile, and compare the sounds; experiment with different instruments to accompany a song)	
Expectations in Specific Areas 3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others	
use problem-solving skills and their imagination to create music (e.g., experiment with different instruments to create a rhythm pattern to accompany a familiar song; contribute to making a variation on a familiar song with the class)	<i>MathWorks</i> page: 111
Expectations in Specific Areas 4. express responses to a variety of forms of music, including those from other cultures	
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 (e.g., folk songs, Aboriginal chants, songs in different languages)	
Expectations in Specific Areas 5. communicate their ideas through music	
communicate their ideas about something (e.g., a book, an experience, a painting) through sounds, rhythms, and music (e.g., create a song or a chant, create sound effects, use rhythms to enhance a song or poem)	
The Arts: The Visual Arts Overall Expectations	
1. demonstrate an awareness of themselves as artists through engaging in activities in visual arts	throughout <i>MathWorks</i>
2. demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts	throughout <i>MathWorks</i>
3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others	<i>MathWorks</i> page: 111
4. express responses to a variety of visual art forms, including those from other cultures	
5. communicate their ideas through various visual art forms	throughout <i>MathWorks</i>
Expectations in Specific Areas 1. demonstrate an awareness of themselves as	

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artists through engaging in activities in visual arts	
demonstrate an awareness of personal interests and a sense of accomplishment in visual arts <i>(e.g., contribute pages to a class book using their own ideas; offer to make a puppet for a play; create a sculpture from clay)</i>	throughout <i>MathWorks</i>
Expectations in Specific Areas 2. demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts	
explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways <i>(e.g., use natural and recycled materials at a learning centre)</i>	throughout <i>MathWorks</i>
explore different elements of design <i>(e.g., colour, line, shape, texture, form)</i> in visual arts	
Expectations in Specific Areas 3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others	
use problem-solving skills and their imagination to create visual art forms <i>(e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten their materials if the first way is unsuccessful)</i>	<i>MathWorks</i> page: 111
Expectations in Specific Areas 4. express responses to a variety of visual art forms, including those from other cultures	
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 <i>(e.g., paintings, fabrics, sculptures, illustrations)</i> from various cultures, including their own	
Expectations in Specific Areas 5. communicate their ideas through various visual art forms	
communicate their understanding of something <i>(e.g., a familiar story, an experience, a song, a play)</i> by representing their ideas and feelings through visual art	throughout <i>MathWorks</i>