

John McCrae Kindergarten Long Range Plans 2018-2019

The Kindergarten Program is composed of **Four Frames**, or 4 broad areas of learning. These areas of learning are **interconnected** and they are all explored **throughout** the year. There are 31 overall expectations in the Kindergarten Program, and each expectation falls within one or more of the Four Frames.

The Four Frames are:

BC – Belonging and Contributing

SRWB – Self-Regulation and Well-Being

DLMB – Demonstrating Literacy and Mathematics Behaviours

PSI – Problem Solving and Innovating

Our Long Range Plans indicate the part of the year during which we will target certain expectations, though most expectations are ongoing and will be experienced throughout the full two years of the program. The children may demonstrate their learning in one or more ways, including by **saying**, **doing** or **representing** (writing or drawing). We observe the children on an ongoing basis in order to meet their learning needs. The Classroom Teachers and Early Childhood Educators work collaboratively to support the students' learning.

Term 1		Term 2	Overall Expectation	Examples of Learning
Sept-Oct.	Nov-Jan	Feb-June		
✓	✓	✓	1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts BC, SRWB, DLMB, PSI	-participation in individual conversations, as well as small and large group discussions
✓	✓	✓	2. demonstrate independence, self regulation, and a willingness to take responsibility in learning and other endeavours SRWB	-self-care tasks (getting dressed, undressed, taking care of belongings), participation in large and small group activities, meeting personal needs
✓			3. identify and use social skills in play and other contexts BC, SRWB	-engaging in play -listen to and discuss stories -role play (dramatization, puppets)
✓			4. demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts BC, SRWB, PSI	-share and reflect on steps to follow for problem solving in different contexts -respond to provocations/small group inquiry

✓	✓	✓	5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community BC	-learn about different cultures and traditions through conversations in the class, books, special guests -discussions about how we are the same and different
	✓		6. demonstrate an awareness of their own health and well-being SRWB, PSI	-learn about and practise personal hygiene -participation in activities that discuss and teach about healthy eating and good physical health (daily exercise, sleep, etc.)
✓	✓	✓	7. participate actively and regularly in a variety of activities that require the application of movement concepts SRWB	-participation in dance and movement activities to understand spatial concepts and body awareness -gross motor activities (Gym, DPA etc.)
✓	✓	✓	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 SRWB	-participation in dance and movement activities -participation in activities/games in the gym and outside
		✓	9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts DLMB, PSI	-recognize simple sight words to help decode texts (home reading programme and small reading groups) -use other cues (pictures, initial letter sounds)
		✓	10. demonstrate literacy behaviours that enable beginning writers to communicate with others DLMB, PSI	-use different materials to copy and write simple messages, signs, words, names -experiment with writing by using knowledge of sounds/letters
	✓		11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators DLMB	-learn about differences between fiction and non-fiction texts through read alouds and other reading activities -predict and respond to stories through discussion, retells, drawing, dramatization
		✓	12. demonstrate an understanding and critical awareness of media texts DLMB	-beginning understanding of how media texts are created to try to persuade the reader/ viewer to think or respond in a specific way -respond to and communicate their ideas about different media texts (ex. video, advertisement, etc.)
		✓	13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating) PSI	-begin to identify problems, ask questions, make predictions and observations during an investigation -select and use different materials to explore an idea

				-share their findings with others
	✓		14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings DLMB, PSI	-classify, describe and explore living and nonliving things -use of tools (magnifying glass,trowels) during activities -record observations through drawing or completing a chart
	✓		15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships DLMB	-use numbers in everyday activities (counting people in the class, how many girls or boys with concrete graphs) -use manipulatives for solving problems and investigating number relationships (more-less)
		✓	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 DLMB	-use materials (e.g. containers, string, feet, scoops) to measure everyday objects - explore different measuring tools (e.g. scales, thermometers, rulers) - explore capacity through sensory activities (e.g. sand, water)
	✓		17. describe, sort, classify, build, and compare shapes and three-dimensional figures, and describe the and movement of objects, through investigation DLMB	-sort shapes based on number of faces, sides, angles -use terms such as “above/“below”, “in/out” -describe how 2D and 3D shapes differ -use language to describe spatial relationships (forwards,backwards, beside, above, under etc.)
	✓		18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next DLMB	-describe patterns in the natural world (seasons, days, plants) -explore, create and extend patterns with materials (ex. beads, natural materials, manipulatives) -develop awareness of patterns in language, music and describe them
✓		✓	19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts DLMB	-ask questions that can be used to collect data (e.g. “What is your favourite...”) -interpret data from graphs (e.g. “More children in our class like...”) -respond to data collection and ask questions about it
✓	✓	✓	20. apply the mathematical processes to support the development of mathematical thinking, to	-count and comprehend the numbers 0-10 demonstrating 1:1 correspondence

			demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts DLMB, PSI	<ul style="list-style-type: none"> -compare amounts using fingers & objects, read numbers on a hundreds chart, use magnetic numbers to represent the number of objects in a set, etc. -create pictures, designs, etc. using different 2D shapes to explore symmetry and decompose into smaller parts -build 3D structures with different materials -describe similarities and differences of objects -use mathematical language to describe probability in everyday activities (e.g. “always/sometimes/never”, likely/unlikely”)
✓			21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities DLMB	<ul style="list-style-type: none"> -use movement, discussions, and drawing to make connections and express ideas -use actions, pictures, words, puppets to tell a story -sing songs from various cultures and communities
✓	✓	✓	22. communicate their thoughts and feelings, and their theories and ideas, through various art forms BC, SRWB, DLMB, PSI	<ul style="list-style-type: none"> -share ideas with others about the meaning of words, books, mathematical patterns, etc. through music, dance, drama, visual arts
✓	✓	✓	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 PSI	<ul style="list-style-type: none"> -try different voices for parts of a story, different movements to music, etc. -choose materials to make a 3D structure more stable -experiment and create with different art techniques (watercolour, printmaking, collage)
✓	✓	✓	24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, , analysing, redesigning, and communicating) PSI	<ul style="list-style-type: none"> -identify how to keep self and others safe while working -identify a problem and ask questions -make predictions and observations -select and use tools, equipment and materials to make things -share their findings
✓	✓	✓	25. demonstrate a sense of identity and a positive self-image BC	<ul style="list-style-type: none"> -recognize and discuss interests, strengths and preferences -explore ideas and share their experiences
	✓		26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups	<ul style="list-style-type: none"> -understand that we all belong to a community and that our communities may have similar and different ways of being together

			and to group well-being BC	-describe how they contribute to the different communities to which they belong
		✓	27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against and discrimination BC	-participation in individual conversations, as well as small and large group discussions
✓			28. demonstrate an awareness of their surroundings BC	-recognize and discuss the different roles that people play in their community (e.g. farmer, rabbi, doctor) -recognize the different places in their community and talk about their purpose (e.g. school, temple, arena)
✓			29. demonstrate an understanding of the natural world and the need to care for and respect the environment BC	-similarities and differences between local environments (e.g. the JMC schoolyard and the park) -describe what would happen if something changed (e.g. if trees in the park were cut down) -describe ways we can respect our environment through our actions (recycling, composting, not littering etc.) in the classroom, school yard and our larger community
	✓		30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts BC	-for example: contribute their own actions to a class song, ideas to role playing, create a sculpture from clay, improvise with rhythm instruments or movements. -explore and create with different materials (e.g. blocks, puppets, natural materials, rhythm sticks)
	✓		31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts BC	-explore character, setting, etc. in a play -explore rhythm, space, shape, etc. in dance -explore beat, sound, tempo, volume, etc. in music -explore colour, line, shape, texture in visual arts