

## Summary of Changes to Expectations: Kindergarten **Version A**

**Key:** BC = Belonging and Contributing    SRWB = Self-Regulation and Well-Being    DLMB = Demonstrating Literacy and Mathematics Behaviours

PSI = Problem Solving and Innovating

**Red text** = Revised

**Green Text** = New

The Kindergarten Program (2016)			The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
BC SRWB DLMB PSI	<b>OE1</b> communicate with others, <b>in a variety of ways</b> , for a variety of purposes, and in a variety of contexts	<b>Language</b>	<b>OE 1</b> communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts
DLMB	1.1 <ul style="list-style-type: none"> <li>explore sounds, rhythms, and language structures, with guidance and on their own</li> </ul>		SE1.1 <ul style="list-style-type: none"> <li>explore sounds, rhythms, and language structures, with guidance and on their own</li> </ul>
BC DLMB PSI	1.2 <ul style="list-style-type: none"> <li>listen and respond to others, <b>both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language)</b>, for a variety of 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; in the learning areas; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)</li> </ul>		SE1.2 <ul style="list-style-type: none"> <li>listen and respond to others for a variety of 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)</li> </ul>
SRWB DLMB	1.3 <ul style="list-style-type: none"> <li><b>use</b> and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings <b>and</b></li> </ul>		SE1.3 <ul style="list-style-type: none"> <li>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;</li> </ul>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	<i>recognize how someone else might be feeling)</i>		<i>name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset)</i>
DLMB PSI	1.4 <ul style="list-style-type: none"> <li>sustain interactions in different contexts (e.g., with materials, with other children, with adults)</li> </ul>	<b>Personal and Social Development: Emotional Development</b>	2.5 <ul style="list-style-type: none"> <li>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)</li> </ul>
	N/A		SE1.4 <ul style="list-style-type: none"> <li>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)</li> </ul>
DLMB PSI	1.5 <ul style="list-style-type: none"> <li>use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)</li> </ul>	<b>Language</b>	SE1.5 <ul style="list-style-type: none"> <li>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)</li> </ul>
SRWB DLMB PSI	1.6 <ul style="list-style-type: none"> <li>use language (verbal and non-verbal communication) to talk about their thinking, to reflect, and to solve problems</li> </ul>		SE1.6 <ul style="list-style-type: none"> <li>use language to talk about their thinking, to reflect, and to solve problems</li> </ul>
DLMB PSI	1.7 <ul style="list-style-type: none"> <li>use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)</li> </ul>		SE1.7 <ul style="list-style-type: none"> <li>use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)</li> </ul>
SRWB DLMB	1.8 <ul style="list-style-type: none"> <li>ask questions for a variety of purposes (e.g.,</li> </ul>		SE1.8 <ul style="list-style-type: none"> <li>ask questions for a variety of purposes (e.g., for</li> </ul>

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PSI	<i>for direction, for assistance, to innovate on an idea, to obtain information, for clarification, for help in understanding something, out of curiosity about something, to make meaning of a new situation) 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, in learning areas)</i>		<i>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)</i>
DLMB PSI	1.9 <ul style="list-style-type: none"> <li>describe personal experiences, using vocabulary and details appropriate to the situation</li> </ul>		SE1.9 <ul style="list-style-type: none"> <li>describe personal experiences, using vocabulary and details appropriate to the situation</li> </ul>
DLMB PSI	1.10 <ul style="list-style-type: none"> <li>retell experiences, events, and familiar stories in proper sequence (e.g., orally; in new and creative ways; using drama, visual arts, non-verbal communication, and representations; in a conversation)</li> </ul>		SE1.10 <ul style="list-style-type: none"> <li>orally retell simple events and simple familiar stories in proper sequence</li> </ul>
DLMB	1.11 <ul style="list-style-type: none"> <li>demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words</li> </ul>		SE1.11 <ul style="list-style-type: none"> <li>demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words</li> </ul>
SRWB	<b>OE 2</b> demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities	<b>Personal and Social Development: Emotional Development</b>	<b>OE 2</b> demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities
SRWB	2.1 <ul style="list-style-type: none"> <li>demonstrate self-reliance and a sense of responsibility (e.g., make choices and</li> </ul>		2.1 <ul style="list-style-type: none"> <li>demonstrate self-reliance and a sense of responsibility (e.g., make choices and decisions</li> </ul>

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Frame	Expectation		Program Area Expectation
	<i>decisions on their own; take care of personal belongings; know when to seek assistance; know how to get materials they need)</i>		<i>on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need)</i>
SRWB	2.2 <ul style="list-style-type: none"> <li>demonstrate a willingness to try new activities (e.g., experiment with new materials/tools; try out activities in a different learning area; select and persist with challenging activities; experiment with writing) and to adapt to new situations (e.g., having visitors in the classroom, having a different <b>educator</b> occasionally, going on a field trip, riding the school bus)</li> </ul>		2.2 <ul style="list-style-type: none"> <li>demonstrate a willingness to try new activities (e.g., experiment with new materials / tools, try out activities in a different learning centre, select and persist with challenging activities, experiment with writing ) and to adapt to new situations (e.g., having visitors in the classroom, having a different teacher occasionally, going on a field trip, riding the school bus)</li> </ul>
SRWB	2.3 <ul style="list-style-type: none"> <li>demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (e.g., choose learning tasks independently; try something new; persevere with tasks)</li> </ul>		2.3 <ul style="list-style-type: none"> <li>demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (e.g., choose learning centres independently, try something new, persevere with tasks)</li> </ul>
SRWB	2.4 <ul style="list-style-type: none"> <li>demonstrate self-control (e.g., be aware of and label their own emotions; accept help to calm down; calm themselves down after being upset) and adapt behaviour to different contexts within the school environment (e.g., follow routines and rules in the classroom, gym, library, playground)</li> </ul>		2.4 <ul style="list-style-type: none"> <li>begin to demonstrate self-control (e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after being upset) and adapt behaviour to different contexts within the school environment (e.g., follow routines and rules in the classroom, gym, library, playground)</li> </ul>
SRWB	2.5 <ul style="list-style-type: none"> <li>develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset; role-play emotions with dolls and puppets)</li> </ul>	<b>Personal and Social Development: Social Development</b>	3.1 <ul style="list-style-type: none"> <li>develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets)</li> </ul>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
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BC SRWB	<b>OE 3</b> identify and use social skills in play and other contexts	<b>Personal and Social Development: Social Development</b>	<b>OE 1</b> identify and use social skills in play and other contexts
BC SRWB	3.1 <ul style="list-style-type: none"> <li>act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures; give compliments; give and accept constructive criticism)</li> </ul>		1.1 <ul style="list-style-type: none"> <li>act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism)</li> </ul>
SRWB	3.2 <ul style="list-style-type: none"> <li>demonstrate the ability to take turns in activities and discussions (e.g., engage in play activities with others; listen to peers and adults)</li> </ul>		1.2 <ul style="list-style-type: none"> <li>demonstrate the ability to take turns in activities and discussions (e.g., engage in play activities with others, listen to peers and adults)</li> </ul>
SRWB	3.3 <ul style="list-style-type: none"> <li>demonstrate an awareness of ways of making and keeping friends (e.g., sharing, listening, talking, helping, entering into play or joining a group with guidance from the educators)</li> </ul>		1.3 <ul style="list-style-type: none"> <li>demonstrate an awareness of ways of making and keeping friends (e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance from the EL–K team)</li> </ul>
BC SRWB PSI	<b>OE 4</b> demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts	<b>Personal and Social Development: Social Development</b>	<b>OE 2</b> demonstrate an ability to use problem-solving skills in a variety of social contexts
BC SRWB PSI	4.1 <ul style="list-style-type: none"> <li>use a variety of simple strategies to solve problems, including problems arising in social situations (e.g., trial and error, checking and guessing – looking ahead and back to find material to add or remove)</li> </ul>		2.1 <ul style="list-style-type: none"> <li>use a variety of simple strategies to solve social problems (e.g., seek assistance from the EL–K team when needed, develop an awareness of honesty, talk to peers about possible solutions)</li> </ul>
BC	<b>OE 5</b> demonstrate an understanding of the diversity among individuals and families and within	<b>Personal and Social Development: Social Development</b>	<b>OE 3</b> demonstrate a beginning understanding of the diversity in individuals, families, schools, and the

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	schools and the wider community		wider community
BC	5.1 <ul style="list-style-type: none"> <li>demonstrate respect and consideration for individual differences and alternative points of view (e.g., help a friend who speaks another language; adapt behaviour to accommodate a classmate's ideas)</li> </ul>		3.2 <ul style="list-style-type: none"> <li>demonstrate respect and consideration for individual differences and alternative points of view (e.g., help a friend who speaks another language, adapt behaviour to accommodate a classmate's ideas)</li> </ul>
BC	5.2 <ul style="list-style-type: none"> <li>talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (e.g., traditions, cultural events, myths, Canadian symbols, everyday experiences)</li> </ul>		3.3 <ul style="list-style-type: none"> <li>talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (e.g., traditions, birthdays, cultural events, myths, Canadian symbols, holidays)</li> </ul>
SRWB PSI	<b>OE 6</b> demonstrate an awareness of their own health and well-being	<b>Health and Physical Activity</b>	<b>OE1</b> demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being
SRWB PSI	6.1 <ul style="list-style-type: none"> <li>demonstrate an understanding of the effects of healthy, active living on the mind and body (e.g., choose a balance of active and quiet activities throughout the day; remember to have a snack; drink water when thirsty)</li> </ul>		1.1 <ul style="list-style-type: none"> <li>begin to demonstrate an understanding of the effects of healthy, active living on the mind and body (e.g., choose a balance of active and quiet activities throughout the day; remember to go to the snack centre; drink water when thirsty)</li> </ul>
SRWB PSI	6.2 <ul style="list-style-type: none"> <li>investigate the benefits of nutritious foods (e.g., nutritious snacks, healthy meals, foods from various cultures) and explore ways of ensuring healthy eating (e.g.,</li> </ul>		1.2 <ul style="list-style-type: none"> <li>investigate the benefits of nutritious foods (e.g., nutritious snacks, healthy meals, foods from various cultures) and explore ways of ensuring healthy eating (e.g., buying nutritious food for</li> </ul>

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	<i>choosing nutritious food for meals and snacks, avoiding foods to which they are allergic)</i>		<i>meals, avoiding foods to which they are allergic)</i>
SRWB PSI	6.3 <ul style="list-style-type: none"> <li>practise and discuss appropriate personal hygiene that promotes personal, family, and community health</li> </ul>		1.3 <ul style="list-style-type: none"> <li>practise and discuss appropriate personal hygiene that promotes personal, family, and community health</li> </ul>
SRWB PSI	6.4 <ul style="list-style-type: none"> <li>discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body)</li> </ul>		1.4 <ul style="list-style-type: none"> <li>discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (e.g., acting in response to inappropriate touching; seeking assistance from block parents, 911, playground monitors; identifying substances that are harmful to the body)</li> </ul>
SRWB PSI	6.5 <ul style="list-style-type: none"> <li>discuss and demonstrate in play what makes them happy and unhappy, and why</li> </ul>		1.5 <ul style="list-style-type: none"> <li>discuss what makes them happy and unhappy, and why</li> </ul>
SRWB	<b>OE 7</b> participate willingly in a variety of activities that require the application of movement concepts	<b>Health and Physical Activity</b>	<b>OE 2</b> participate willingly in a variety of activities that require the use of both large and small muscles
SRWB	7.1 <ul style="list-style-type: none"> <li>participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks)</li> </ul>		2.1 <ul style="list-style-type: none"> <li>participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks)</li> </ul>
SRWB	7.2 <ul style="list-style-type: none"> <li>demonstrate persistence while engaged in activities that require the use of both large and small muscles (e.g., tossing and catching beanbags, skipping, lacing, drawing)</li> </ul>		2.2 <ul style="list-style-type: none"> <li>demonstrate persistence while engaged in activities that require the use of both large and small muscles (e.g., tossing and catching beanbags, skipping, lacing, drawing)</li> </ul>

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SRWB	7.3 <ul style="list-style-type: none"> <li>demonstrate strategies for engaging in cooperative play in a variety of games and activities</li> </ul>		2.3 <ul style="list-style-type: none"> <li>demonstrate strategies for engaging in cooperative play in a variety of games and activities</li> </ul>
SRWB	<b>OE 8</b> develop <b>movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts</b>	<b>Health and Physical Activity</b>	<b>OE 3</b> develop control of large muscles (gross-motor control) in a variety of contexts  <b>OE 4</b> develop control of small muscles (fine-motor control) in a variety of contexts
SRWB	8.1 <ul style="list-style-type: none"> <li>demonstrate spatial awareness in activities that require the use of large muscles</li> </ul>		3.1 <ul style="list-style-type: none"> <li>demonstrate spatial awareness in activities that require the use of large muscles</li> </ul>
SRWB	8.2 <ul style="list-style-type: none"> <li><b>demonstrate</b> 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>)</li> </ul>		3.2 <ul style="list-style-type: none"> <li>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>)</li> </ul>
SRWB	8.3 <ul style="list-style-type: none"> <li><b>demonstrate</b> balance, whole-body and hand-eye coordination, and flexibility in movement (<i>e.g., run, jump, and climb; walk on the balance beam; play beach-ball tennis; catch a ball; play hopscotch</i>)</li> </ul>		3.3 <ul style="list-style-type: none"> <li>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>)</li> </ul>
SRWB	8.4 <ul style="list-style-type: none"> <li><b>demonstrate</b> control of small muscles (<i>e.g., use a functional grip when writing</i>) in activities in a variety of learning areas (<i>e.g.,</i></li> </ul>		4.1 <ul style="list-style-type: none"> <li>begin to demonstrate control of small muscles in activities at a variety of learning centres (<i>e.g., sand, water,</i></li> </ul>

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	<i>sand table, water table, visual arts area) and when using a variety of materials or equipment (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>		<i>visual arts centres) and when using a variety of materials or equipment (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>  4.3 <ul style="list-style-type: none"> <li>use a functional grip in written communication to produce writing that they and others can read</li> </ul>
SRWB	8.5 <ul style="list-style-type: none"> <li>demonstrate spatial awareness by doing activities that require the use of small muscles</li> </ul>		4.2 <ul style="list-style-type: none"> <li>demonstrate spatial awareness by doing activities that require the use of small muscles</li> </ul>
DLMB PSI	<b>OE9</b> <b>demonstrate literacy behaviours that enable</b> beginning readers to make sense of a variety of <b>texts</b>	<b>Language</b>	<b>OE 3</b> use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials
DLMB PSI	9.1 <ul style="list-style-type: none"> <li><b>use</b> reading <b>behaviours</b> to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)</li> </ul>		3.1 <ul style="list-style-type: none"> <li>begin to use reading strategies to make sense of unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)</li> </ul>
DLMB PSI	<b>OE 10</b> <b>demonstrate literacy behaviours that enable</b> beginning writers <b>to communicate with others</b>	<b>Language</b>	<b>OE 4</b> communicate in writing, using strategies that are appropriate for beginner
DLMB PSI	10.1 <ul style="list-style-type: none"> <li>demonstrate an interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and</li> </ul>		4.1 <ul style="list-style-type: none"> <li>demonstrate an interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write</li> </ul>

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	choose to write in a variety of contexts (e.g., draw or record ideas in learning <i>areas</i> )		in a variety of contexts (e.g., draw or record ideas at learning centres)
DLMB PSI	10.2 <ul style="list-style-type: none"> <li>demonstrate an awareness that <b>text</b> can convey ideas or messages (e.g., ask the <b>educator</b> to write out new words for them)</li> </ul>		4.2 <ul style="list-style-type: none"> <li>demonstrate an awareness that writing can convey ideas or messages (e.g., ask the teacher to write out new words for them)</li> </ul>
DLMB PSI	10.3 <ul style="list-style-type: none"> <li>write simple messages (e.g., a grocery list on unlined paper, a greeting card made on a computer, labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words</li> </ul>		4.3 <ul style="list-style-type: none"> <li>write simple messages (e.g., a grocery list on unlined paper, a greeting card made on a computer; labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words</li> </ul>
DLMB PSI	10.4 <ul style="list-style-type: none"> <li><b>use</b> classroom resources to support their writing (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)</li> </ul>		4.4 <ul style="list-style-type: none"> <li>begin to use classroom resources to support their writing (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)</li> </ul>
DLMB PSI	10.5 <ul style="list-style-type: none"> <li>experiment with a variety of simple writing forms for different purposes and in a variety of contexts</li> </ul>		4.5 <ul style="list-style-type: none"> <li>experiment with a variety of simple writing forms for different purposes and in a variety of contexts</li> </ul>
DLMB PSI	10.6 <ul style="list-style-type: none"> <li>communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a story map of “The Three Little Pigs” and retell the story</li> </ul>		4.6 <ul style="list-style-type: none"> <li>communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a story map of “The Three Little Pigs” and retell the story individually to an EL–</li> </ul>

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	<i>individually to a member of the educator team during a writing conference)</i>		<i>K team member during a writing conference)</i>
DLMB	<b>OE 11</b> demonstrate an understanding and critical awareness of a variety of written materials that are read by and with <b>their educators</b>	<b>Language</b>	<b>OE 2</b> demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team
DLMB	11.1 <ul style="list-style-type: none"> <li>demonstrate an interest in reading (e.g., <i>expect to find meaning in pictures and text; choose to look at reading materials; respond to texts read by the educator team; reread familiar text; confidently make attempts at reading</i>)</li> </ul>		2.1 <ul style="list-style-type: none"> <li>demonstrate an interest in reading (e.g., <i>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>)</li> </ul>
DLMB	11.2 <ul style="list-style-type: none"> <li>identify personal preferences in reading materials (e.g., <i>choose fiction and non-fiction books, magazines, posters, or computerized interactive texts that they enjoy</i>) in different contexts (e.g., <b>educator team</b> read-alouds, <i>shared experiences in reading books, independent reading time</i>)</li> </ul>		2.2 <ul style="list-style-type: none"> <li>identify personal preferences in reading materials (e.g., <i>choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy</i>) in different contexts (e.g., <b>EL–K team</b> read-alouds, <i>shared experiences in reading books, independent reading time</i>)</li> </ul>
DLMB	11.3 <ul style="list-style-type: none"> <li>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 (e.g., <i>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>)</li> </ul>		2.3 <ul style="list-style-type: none"> <li>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 (e.g., <i>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>)</li> </ul>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
DLMB	11.4 <ul style="list-style-type: none"> <li>respond to a variety of materials that have been read aloud to them (e.g., <i>paint, draw, or construct models of characters or settings</i>)</li> </ul>		2.4 <ul style="list-style-type: none"> <li>respond to a variety of materials read aloud to them (e.g., <i>paint, draw, or construct models of characters or settings</i>)</li> </ul>
DLMB	11.5 <ul style="list-style-type: none"> <li>make predictions regarding an unfamiliar text that is read by and <b>with the educator team</b>, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., <i>use the cover pictures and/or title to determine the topic and/or text form</i>)</li> </ul>		2.5 <ul style="list-style-type: none"> <li>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 (e.g., <i>use the cover pictures and/or title to determine the topic and/or text form</i>)</li> </ul>
DLMB	11.6 <ul style="list-style-type: none"> <li>use prior knowledge to make connections (e.g., <i>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 <b>the educator team</b></li> </ul>		2.6 <ul style="list-style-type: none"> <li>use prior knowledge to make connections (e.g., <i>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</li> </ul>
DLMB	11.7 <ul style="list-style-type: none"> <li>use illustrations to support comprehension of texts that are read by and with <b>the educator team</b></li> </ul>		2.7 <ul style="list-style-type: none"> <li>use illustrations to support comprehension of texts that are read by and with the EL–K team</li> </ul>
DLMB	11.8 <ul style="list-style-type: none"> <li>demonstrate knowledge of most letters of the alphabet in different contexts (e.g., <i>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 that begins with the letter</i>)</li> </ul>		2.8 <ul style="list-style-type: none"> <li>demonstrate knowledge of most letters of the alphabet in different contexts (e.g., <i>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 that begins with the letter</i>)</li> </ul>
DLMB	11.9		2.9

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	<ul style="list-style-type: none"> <li>retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence (<i>e.g., in new and creative ways, using drama, visual arts, non-verbal communication, and representations; in a conversation</i>)</li> </ul>		<ul style="list-style-type: none"> <li>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>)</li> </ul>
DLMB	11.10 <ul style="list-style-type: none"> <li>retell information from non-fiction materials that have been read by and with <b>the educator team</b> in a variety of contexts (<i>e.g., read-alouds, shared reading experiences</i>), using pictures and/or props</li> </ul>		2.10 <ul style="list-style-type: none"> <li>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</li> </ul>
DLMB	<b>OE 12</b> demonstrate <b>understanding</b> and critical awareness of media texts	<b>Language</b>	<b>OE 5</b> demonstrate a beginning understanding and critical awareness of media texts.
DLMB	12.1 <ul style="list-style-type: none"> <li><b>respond</b> critically to animated works (<i>e.g., cartoons in which animals talk, movies in which animals go to school</i>)</li> </ul>		5.1 <ul style="list-style-type: none"> <li>begin to respond critically to animated works (<i>e.g., cartoons in which animals talk, movies in which animals go to school</i>)</li> </ul>
DLMB	12.2 <ul style="list-style-type: none"> <li>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>)</li> </ul>		5.2 <ul style="list-style-type: none"> <li>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>)</li> </ul>
PSI	<b>OE 13</b> <b>use the processes and skills of an inquiry stance</b> ( <i>i.e., questioning, planning, predicting, observing, and communicating</i> )	<b>Science and Technology</b>	<b>OE 2</b> conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)
PSI	13.1		2.1

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Frame	Expectation		Program Area Expectation
	<ul style="list-style-type: none"> <li>state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)</li> </ul>		<ul style="list-style-type: none"> <li>state problems and pose questions</li> </ul>
PSI	13.2 <ul style="list-style-type: none"> <li>make predictions and observations before and during investigations</li> </ul>		2.2 <ul style="list-style-type: none"> <li>make predictions and observations before and during investigations</li> </ul>
PSI	13.3 <ul style="list-style-type: none"> <li>select and use materials to carry out their own explorations</li> </ul>		2.3 <ul style="list-style-type: none"> <li>select and use materials to carry out their own explorations</li> </ul>
PSI	13.4 <ul style="list-style-type: none"> <li>communicate results and findings from individual and group investigations (e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, and labels)</li> </ul>		2.4 <ul style="list-style-type: none"> <li>communicate results and findings from individual and group investigations (e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, labels)</li> </ul>
DLMB PSI	<b>OE 14</b> demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings	<b>Science and Technology</b>	<b>OE1</b> demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
DLMB	14.1 <ul style="list-style-type: none"> <li>ask questions about and describe some natural occurrences, using their own observations and representations (e.g., drawings, writing)</li> </ul>		1.1 <ul style="list-style-type: none"> <li>ask questions about and describe some natural occurrences, using their own observations and representations</li> </ul>
PSI	14.2 <ul style="list-style-type: none"> <li>sort and classify groups of living and non-living things in their own way (e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams)</li> </ul>		1.2 <ul style="list-style-type: none"> <li>sort and classify groups of living and non-living things in their own way (e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagram)</li> </ul>

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PSI	14.3 <ul style="list-style-type: none"> <li>recognize, explore, describe, and compare patterns in the natural and built environment (e.g., patterns in the design of buildings, in flowers, on animals' coats)</li> </ul>		1.3 <ul style="list-style-type: none"> <li>explore patterns in the natural and built environment (e.g., patterns in the design of building, in flowers, on animals' coats)</li> </ul>
DLMB	<b>OE 15</b> demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships	<b>Mathematics</b>	<b>OE NS1</b> demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships
DLMB	15.1 <ul style="list-style-type: none"> <li>investigate (e.g., using a number line, a hundreds carpet, a board game with numbered squares) the idea that a number's position in the counting sequence determines its magnitude (e.g., the quantity is greater when counting forward and less when counting backward)</li> </ul>		NS1.1 <ul style="list-style-type: none"> <li>investigate (e.g., using a number line, a hundreds carpet, a board game with numbered squares) the idea that quantity is greater when counting forward and less when counting backwards</li> </ul>
DLMB	15.2 <ul style="list-style-type: none"> <li>investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects (e.g., find out which of two cups contains more or fewer beans [i.e., the concept of one-to-one correspondence]; investigate the ideas of more, less, or the same, using concrete materials such as counters or five and ten frames; recognize that the last number counted represents the number of objects in the set [i.e., the concept of cardinality])</li> </ul>		NS1.2 <ul style="list-style-type: none"> <li>investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects (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])</li> </ul>
DLMB	15.3		NS1.3

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	<ul style="list-style-type: none"> <li>• <b>make</b> use of one-to-one correspondence in counting objects and matching groups of objects</li> </ul>		<ul style="list-style-type: none"> <li>• 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>)</li> </ul>
DLMB	15.4 <ul style="list-style-type: none"> <li>• demonstrate <b>an</b> 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>)</li> </ul>		NS1.4 <ul style="list-style-type: none"> <li>• 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>)</li> </ul>
DLMB	15.5 <ul style="list-style-type: none"> <li>• <b>subitize</b> quantities <b>to 5</b> 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</i>)</li> </ul>		NS1.5 <ul style="list-style-type: none"> <li>• 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>)</li> </ul>
DLMB	15.6 <ul style="list-style-type: none"> <li>• <b>use</b> 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; subitize</i>)</li> </ul>		NS1.6 <ul style="list-style-type: none"> <li>• 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>)</li> </ul>
DLMB	15.7 <ul style="list-style-type: none"> <li>• <b>explore and communicate the function/purpose of numbers in a variety of contexts</b> (<i>e.g., use magnetic and sandpaper numerals to represent the number of objects in a set [to indicate quantity]; line up toys and manipulatives, and identify the first, second, and so on [to indicate ordinality]; use</i></li> </ul>		NS1.7 <ul style="list-style-type: none"> <li>• 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>)</li> </ul> NS1.8 <ul style="list-style-type: none"> <li>• use ordinal numbers in a variety of everyday</li> </ul>

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	<i>footsteps to discover the distance between the door and the sink [to measure]; identify a favourite sports player: "My favourite player is number twenty-four" [to label or name]</i>		contexts (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)
DLMB	15.8 <ul style="list-style-type: none"> <li>explore different Canadian coins, using coin manipulatives (e.g., role-play the purchasing of items at the store in the dramatic play area; determine which coin will purchase more – a loonie or a quarter)</li> </ul>		NS1.10 <ul style="list-style-type: none"> <li>explore different Canadian coins, using coin manipulatives (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)</li> </ul>
DLMB	15.9 <ul style="list-style-type: none"> <li>compose and decompose quantities to 10 (e.g., make multiple representations of numbers using two or more colours of linking cubes, blocks, dot strips, and other manipulatives; play "shake and spill" games)</li> </ul>		NS1.11 <ul style="list-style-type: none"> <li>investigate and develop strategies for composing and decomposing quantities to 10 (e.g., use manipulatives or "shake and spill" activities)</li> </ul>
DLMB	15.10 <ul style="list-style-type: none"> <li>investigate addition and subtraction in everyday activities through the use of modelling strategies and manipulatives (e.g., join two sets of objects, one containing a greater number than the other, and count all the objects; separate out the smaller number of objects and determine how many remain) and counting strategies (e.g., use a counting sequence to determine how many objects there are altogether; count backward from the largest number to determine how many objects remain)</li> </ul>		NS1.12 <ul style="list-style-type: none"> <li>investigate addition and subtraction in everyday activities through the use of manipulatives (e.g., interlocking cubes), visual models (e.g., a number line, tally marks, a hundreds carpet), or oral exploration (e.g., dramatizing of songs)</li> </ul>
DLMB	<b>OE 16</b> measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity,	<b>Mathematics</b>	<b>OE M2</b> measure and compare length, mass, capacity, area, and temperature of objects /materials, and the passage of time, using non-standard and

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	area, and temperature, <b>and explore ways of measuring</b> the passage of time, <b>through inquiry and play-based learning</b>		standard units, through free exploration, focused exploration, and guided activity
DLMB	16.1 <ul style="list-style-type: none"> <li>select an attribute to measure (e.g., capacity), determine an appropriate non-standard unit of measure (e.g., a small margarine container), and measure and compare two or more objects (e.g., determine which of two other containers holds the most water)</li> </ul>		M2.1 <ul style="list-style-type: none"> <li>compare and order two or more objects according to an appropriate measure (e.g., length, mass, area, temperature, capacity) and use measurement terms (e.g., hot/cold for temperature, small/ medium/ large for capacity, longer/shorter or thicker/thinner for length)</li> </ul>
DLMB	16.2 <ul style="list-style-type: none"> <li>investigate strategies and materials used when measuring with non-standard units of measure (e.g., why feet used to measure length must be placed end to end with no gaps and not overlapping, and must all be the same size; why scoops used to measure water must be the same size and be filled to the top)</li> </ul>		M2.2 demonstrate, through investigation, an awareness of non-standard measuring devices (e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity) and standard measuring devices (e.g., measuring cups at the water and sand centre, balance scales at the block centre) and strategies for using them (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)  M2.3 <ul style="list-style-type: none"> <li>demonstrate, through investigation, a beginning understanding of non-standard units that are the same type (e.g., straws, paper clips) but not always the same size</li> </ul>

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DLMB	<b>OE 17</b> describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation	<b>Mathematics</b>	<b>OE G3</b> describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation
DLMB	17.1 <ul style="list-style-type: none"> <li>explore, sort, and compare <b>the attributes (e.g., reflective symmetry) and the properties (e.g., number of faces) of traditional and non-traditional two-dimensional shapes and three-dimensional figures (e.g., when sorting and comparing a variety of triangles: notice similarities in number of sides, differences in side lengths, sizes of angles, sizes of the triangles themselves; see smaller triangles in a larger triangle)</b></li> </ul>		G3.1 <ul style="list-style-type: none"> <li>explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures (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)</li> </ul> G3.2 <ul style="list-style-type: none"> <li>identify and describe, using common geometric terms, two-dimensional shapes (e.g., triangle) and three-dimensional figures (e.g., cone) through investigation with concrete materials</li> </ul>
DLMB	17.2 <ul style="list-style-type: none"> <li><b>communicate an understanding of basic spatial relationships (e.g., use terms such as “above/below”, “in/out”, “forward/backward”; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/rotations]) in their conversations and play, in their predictions and visualizations, and during transitions and routines</b></li> </ul>		G3.6 <ul style="list-style-type: none"> <li>demonstrate an understanding of basic spatial relationships and movements (e.g., use above/below, near/far, in/out; use these words while retelling a story)</li> </ul>

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DLMB	17.3 <ul style="list-style-type: none"> <li>investigate <b>and explain</b> the relationship between two-dimensional shapes and three-dimensional figures in objects they have made (<i>e.g., explain that the flat surface of a cube is a square</i>)</li> </ul>		G3.5 <ul style="list-style-type: none"> <li>investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made</li> </ul>
DLMB	<b>OE 18</b> recognize, explore, describe, and compare patterns, and extend, translate, and create them using the core of a pattern and predicting what comes next	<b>Mathematics</b>	<b>OE P4</b> explore, recognize, describe, and create patterns, using a variety of materials in different contexts
DLMB	18.1 <ul style="list-style-type: none"> <li>identify and describe informally the repeating nature of patterns in everyday contexts (<i>e.g., patterns in nature such as morning-noon-night, the four seasons, or the arrangement of leaves on the stem of a plant; the pattern on a piece of clothing; the pattern made by floor tiles; the pattern of words in a book or poem; the pattern on a calendar or in a schedule; the pattern of the beat or rhythm in songs</i>), using appropriate terminology (<i>e.g., “goes before”, “goes after”, “repeats”</i>) and gestures (<i>e.g., pointing, nodding, using slap/claps</i>)</li> </ul>		P4.2 <ul style="list-style-type: none"> <li>identify and describe informally the repeating nature of patterns in everyday contexts (<i>e.g., patterns in nature, clothing, floor tiles, literature, schedules</i>), using oral expressions (<i>e.g., “goes before”, “goes after”, “morning, noon, night”, “the four seasons”</i>) and gestures (<i>e.g., pointing, nodding</i>)</li> </ul>

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DLMB	18.2 <ul style="list-style-type: none"> <li>explore and extend patterns (e.g., fill in missing elements of a repeating pattern) using a variety of materials (e.g., beads, shapes, words in a poem, beat and rhythm in music, examples from the natural world)</li> </ul>		P4.1 <ul style="list-style-type: none"> <li>identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials (e.g., attribute blocks, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks) and actions (e.g., physical actions such as clapping, jumping, tapping)</li> </ul>
DLMB	18.3 (NEW) <ul style="list-style-type: none"> <li>identify the smallest unit (the core) of a pattern (e.g., ABBABBABB – the core is ABB) and describe why it is important (e.g., it helps us to know what comes next; it helps us make generalizations)</li> </ul>		NA
DLMB	18.4 (NEW) <ul style="list-style-type: none"> <li>create and translate patterns (e.g., re-represent “red-blue-blue, red-blue-blue, red-blue-blue” as “circle-square-square, circle-square-square”)</li> </ul>		NA
DLMB	<b>OE 19</b> collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts	<b>Mathematics</b>	<b>DM5</b> 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
DLMB	19.1 <ul style="list-style-type: none"> <li>ask questions that can be answered through data collection (e.g., “What is your favourite ...?”; “How many pets do our classmates have?”; “Which month had the most snowy days – January or February?”), collect data, and make representations of their observations, using graphs (e.g., concrete</li> </ul>		DM5.2 <ul style="list-style-type: none"> <li>collect objects and data and make representations of their observations, using concrete graphs</li> </ul>

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	<i>graphs such as people graphs or graphs using representational objects; picture graphs)</i>		
DLMB	<b>19.2 (NEW)</b> <ul style="list-style-type: none"> <li>interpret data presented in graphs (e.g., "There are more children in the pizza line than in the hot dog line - that means more children like pizza"; " <i>The blue bar is twice as long as the yellow bar</i>"; " <i>There were twice as many snowy days in January as snowy days in February</i>") and draw conclusions (e.g., " <i>There are more blue cubes than yellow cubes</i>"; " <i>January was more snowy than February</i>")</li> </ul>		NA
DLMB	19.3 <ul style="list-style-type: none"> <li>respond to and pose questions about data collection and graphs</li> </ul>		DM5.3 <ul style="list-style-type: none"> <li>respond to and pose questions about data collection and graphs</li> </ul>
DLMB PSI	<b>OE20 (NEW)</b> 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 other contexts		NA
DLMB PSI	20.1 <ul style="list-style-type: none"> <li>demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (e.g., <i>show small quantities using fingers or manipulatives</i>)</li> </ul>		NS1.7 <ul style="list-style-type: none"> <li>demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (e.g., <i>show small quantities using fingers or manipulatives</i>)</li> </ul>
DLMB	20.2		NS1.9

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The Kindergarten Program (2016)			The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
PSI	<ul style="list-style-type: none"> <li>use, read, and represent whole numbers to 10 in a variety of meaningful contexts (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 in the blocks <b>area</b>; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant in the dramatic play <b>area</b>)</li> </ul>		<ul style="list-style-type: none"> <li>use, read, and represent whole numbers to 10 in a variety of meaningful contexts (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; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant at the dramatic play centre)</li> </ul>
DLMB PSI	<p>20.3</p> <ul style="list-style-type: none"> <li>compose pictures, designs, shapes, and patterns, using two-dimensional shapes; predict and explore reflective symmetry in two-dimensional shapes (e.g., visualize and predict what will happen when a square, a circle, or a rectangle is folded in half); and decompose two-dimensional shapes into smaller shapes and rearrange the pieces into other shapes, using various tools and materials (e.g., stickers, geoboards, pattern blocks, geometric puzzles, tangrams, a computer program)</li> </ul>		<p>G3.3</p> <ul style="list-style-type: none"> <li>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 (e.g., sand at the sand table, stickers, geoboards, pattern blocks, a computer program)</li> </ul>
DLMB PSI	<p>20.4</p> <ul style="list-style-type: none"> <li>build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains</li> </ul>		<p>G3.4</p> <ul style="list-style-type: none"> <li>build three-dimensional structures using a variety of materials and begin to recognize the three-dimensional figures their structure contains</li> </ul>
DLMB PSI	<p>20.5</p> <ul style="list-style-type: none"> <li>investigate and describe how objects can be collected, grouped, and organized according to similarities and differences (e.g., attributes like size, colour)</li> </ul>		<p>G3.5</p> <ul style="list-style-type: none"> <li>investigate the relationship between two-dimensional shapes and three-dimensional figures in</li> </ul> <p>DM5.1</p>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
			<ul style="list-style-type: none"> <li>sort, classify, and compare objects and describe the attributes used objects that they have made</li> </ul>
DLMB PSI	20.6 <ul style="list-style-type: none"> <li>use mathematical language (<i>e.g., “always/sometimes/never”; “likely/unlikely”</i>) in informal discussions to describe probability in familiar, everyday situations (<i>e.g., “Sometimes Kindergarten children like pizza more than hot dogs”; “It is likely that January will be a snowy month”</i>)</li> </ul>		DM5.4 <ul style="list-style-type: none"> <li>use mathematical language in informal discussions to describe probability</li> </ul>
DLMB	<b>OE 21</b> express <b>their</b> responses to a variety of forms of <b>drama, dance, music, and visual arts from various cultures and communities</b>	<b>The Arts</b>	<b>OE D4</b> express responses to a variety of forms of drama and dance, including those from other cultures <b>OE M4</b> express responses to a variety of forms of music, including those from other cultures <b>OE V4</b> express responses to a variety of visual art forms, including those from other cultures
DLMB	21.1 <ul style="list-style-type: none"> <li>express their responses to drama and dance (<i>e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance</i>)</li> </ul>		D4.1 <ul style="list-style-type: none"> <li>express their responses to drama and dance (<i>e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance</i>)</li> </ul>
DLMB	21.2 <ul style="list-style-type: none"> <li>dramatize rhymes, stories, legends, and folk tales from various cultures <b>and communities</b>—(<i>e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area</i>)</li> </ul>		D3.2 <ul style="list-style-type: none"> <li>dramatize rhymes, stories, legends, and folk tales from various cultures, including their own (<i>e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre</i>)</li> </ul>
DLMB	21.3		M4.1

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	<ul style="list-style-type: none"> <li>express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form</li> </ul>		<ul style="list-style-type: none"> <li>express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form</li> </ul>
DLMB	21.4 <ul style="list-style-type: none"> <li>respond to music <b>from various cultures and communities</b>-(e.g., folk songs, Aboriginal chants, songs in different languages, Inuit throat singing)</li> </ul>		M4.2 <ul style="list-style-type: none"> <li>respond to music from various cultures, including their own (e.g., folk songs, Aboriginal chants, songs in different languages)</li> </ul>
DLMB	21.5 <ul style="list-style-type: none"> <li>express their responses to visual art forms by making connections to their own experiences or by talking about the form</li> </ul>		V4.1 <ul style="list-style-type: none"> <li>express their responses to visual art forms by making connections to their own experiences or by talking about the form</li> </ul>
DLMB	21.6 <ul style="list-style-type: none"> <li>respond to a variety of visual art forms (e.g., paintings, fabrics, sculptures, illustrations) <b>from various cultures and communities</b></li> </ul>		V4.2 <ul style="list-style-type: none"> <li>respond to a variety of visual art forms (e.g., paintings, fabrics, sculptures, illustrations) from various cultures, including their own</li> </ul>
BC SRWB DLMB PSI	<b>OE 22</b> communicate <b>their thoughts and feelings, and their theories and ideas</b> , through <b>various art forms</b>	<b>The Arts</b>	<b>OE V5</b> communicate their ideas through various visual art forms <b>OE M5</b> communicate their ideas through music
BC SRWB DLMB PSI	22.1 <ul style="list-style-type: none"> <li>communicate their ideas about something (e.g., a book, <b>the meaning of a word, an event or an experience, a mathematical pattern, a motion or movement</b>) through <b>music, drama, dance, and/or the visual arts</b></li> </ul> <b>NOTE wording is different from SE 23.4</b>		M5.1 <ul style="list-style-type: none"> <li>communicate their ideas about something (e.g., a book, an experience, a painting) through sounds, rhythms, and music (e.g., <b>create a song or a chant, create sound effects, use rhythms to enhance a song or poem</b>)</li> </ul>
PSI	<b>OE 23</b> use problem-solving strategies, <b>on their own and with others</b> , when experimenting with the	<b>The Arts</b>	<b>OE D3</b> use problem-solving strategies when experimenting with the skills, materials, processes and techniques

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	skills, materials, processes, and techniques used in drama, dance, music, and visual arts		used in drama and dance both individually and with others. <b>OE M3</b> use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others <b>OE V3</b> use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others
PSI	23.1 <ul style="list-style-type: none"> <li>use problem-solving skills and their imagination to create drama and dance (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 and speed of the music; create a sequence of movements)</li> </ul>		D3.1 <ul style="list-style-type: none"> <li>use problem-solving skills and their imagination to create drama and dance (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 and speed of the music; create a sequence of movements)</li> </ul>
PSI	23.2 <ul style="list-style-type: none"> <li>use problem-solving skills and their imagination to create visual art forms (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)</li> </ul>		V3.1 <ul style="list-style-type: none"> <li>use problem-solving skills and their imagination to create visual art forms (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)</li> </ul>
PSI	23.3 <ul style="list-style-type: none"> <li>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</li> </ul>		M3.1 <ul style="list-style-type: none"> <li>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</li> </ul>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	<i>variation on a familiar song with the class)</i>		<i>class)</i>
	23.4 <ul style="list-style-type: none"> <li>communicate their understanding of something (e.g. familiar story, an experience, a song, a play) by representing their thoughts and feelings through the arts</li> </ul>		V5.1 <ul style="list-style-type: none"> <li>communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through visual art</li> </ul>
PSI	<b>OE24</b> use technological problem-solving skills, <b>on their own and with others, in the process of creating and designing</b> (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)	<b>Science and Technology</b>	<b>OE 4</b> use technological problem solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration and guided activity
PSI	24.1 <ul style="list-style-type: none"> <li>identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices</li> </ul>		4.1 <ul style="list-style-type: none"> <li>identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices</li> </ul>
PSI	24.2 <ul style="list-style-type: none"> <li>state problems and pose questions as part of the process of creating and designing</li> </ul>		4.2 <ul style="list-style-type: none"> <li>state problems and pose questions as part of the design process</li> </ul>
PSI	24.3 <ul style="list-style-type: none"> <li>make predictions and observations as part of the process of creating and designing</li> </ul>		4.3 <ul style="list-style-type: none"> <li>make predictions and observations throughout the design process</li> </ul>
PSI	24.4 <ul style="list-style-type: none"> <li>select and use tools, equipment, and materials to construct things</li> </ul>		4.4 <ul style="list-style-type: none"> <li>select and use tools, equipment, and materials to construct things using the design process</li> </ul>
PSI	24.5 <ul style="list-style-type: none"> <li>communicate and record results and findings either individually or in groups (e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels, or in charts)</li> </ul>		4.5 <ul style="list-style-type: none"> <li>communicate and record results and findings after constructing things either individually or in groups (e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels or in charts)</li> </ul>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
BC	<b>OE 25</b> demonstrate a sense of identity and a positive self-image	<b>Personal and Social Development: Emotional Development</b>	<b>OE1</b> demonstrate a sense of identity and a positive self-image
BC	25.1 <ul style="list-style-type: none"> <li>recognize personal interests, strengths, and accomplishments</li> </ul>		1.1 <ul style="list-style-type: none"> <li>recognize personal interests, strengths, and accomplishments</li> </ul>
BC	25.2 <ul style="list-style-type: none"> <li>identify and talk about their own interests and preferences</li> </ul>		1.2 <ul style="list-style-type: none"> <li>identify and talk about their own interests and preferences</li> </ul>
BC	25.3 <ul style="list-style-type: none"> <li>express their thoughts (<i>e.g., about a science discovery, about something they have made</i>) and share experiences (<i>e.g., experiences at home, cultural experiences</i>)</li> </ul>		1.3 <ul style="list-style-type: none"> <li>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>)</li> </ul>
BC	<b>OE 26 (NEW)</b> 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	NA	NA
BC	26.1 <ul style="list-style-type: none"> <li>understand that everyone belongs to a group/community (<i>e.g., a family, a class, a religious community</i>), and that people can belong to more than one group/community at a time</li> </ul>		
BC	26.2 <ul style="list-style-type: none"> <li>understand that different groups/communities may have different ways of being and working together</li> </ul>		
BC	26.3 <ul style="list-style-type: none"> <li>describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong</li> </ul>		

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
BC	<b>OE 27 (NEW)</b> recognize bias in ideas, and develop the self-confidence to stand up for themselves and others against prejudice and discrimination	NA	NA
BC	27.1 <ul style="list-style-type: none"> <li>develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others (e.g., speaking confidently, stating boundaries, making choices)</li> </ul>		
BC	27.2 <ul style="list-style-type: none"> <li>think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness</li> </ul>		
BC	27.3 <ul style="list-style-type: none"> <li>recognize discriminatory and inequitable practices and behaviours and respond appropriately</li> </ul>		
BC	<b>OE 28</b> demonstrate an awareness of their surroundings	<b>Personal and Social Development: Emotional Development</b>	<b>OE 3</b> demonstrate an awareness of their surroundings
BC	28.1 <ul style="list-style-type: none"> <li>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)</li> </ul>		3.1 <ul style="list-style-type: none"> <li>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)</li> </ul>
BC	28.2 <ul style="list-style-type: none"> <li>recognize places and buildings within their community, both natural and human-made,</li> </ul>		3.2 <ul style="list-style-type: none"> <li>recognize places and buildings within their community, both natural and human-made, and</li> </ul>

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	<b>The Kindergarten Program (2016)</b>		<b>The Full-Day Early Learning-Kindergarten Program (2010)</b>
<b>Frame</b>	<b>Expectation</b>		<b>Program Area</b>
			<b>Expectation</b>
	and talk about their functions ( <i>e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave</i> )		talk about their functions ( <i>e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave</i> )
BC	28.3 <ul style="list-style-type: none"> <li>develop an awareness of ways in which people adapt to the places in which they live (<i>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</i>)</li> </ul>		3.3 <ul style="list-style-type: none"> <li>develop an awareness of ways in which people adapt to the places in which they live (<i>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</i>)</li> </ul>
BC	<b>OE 29</b> demonstrate an understanding of the natural world and the need to care for and respect the environment	<b>Science and Technology</b>	<b>OE 3</b> demonstrate an understanding of the natural world and the need to care for and respect the environment
BC	29.1 <ul style="list-style-type: none"> <li>identify similarities and differences between local environments (<i>e.g., between a park and a pond, between a schoolyard and a field</i>)</li> </ul>		3.1 <ul style="list-style-type: none"> <li>identify similarities and differences between local environments (<i>e.g., between a park and a pond; between a schoolyard and a field</i>)</li> </ul>
BC	29.2 <ul style="list-style-type: none"> <li>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>)</li> </ul>		3.2 <ul style="list-style-type: none"> <li>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>)</li> </ul>
BC	29.3 <ul style="list-style-type: none"> <li>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>)</li> </ul>		3.3 <ul style="list-style-type: none"> <li>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>)</li> </ul>
BC	29.4 <ul style="list-style-type: none"> <li>participate in environmentally friendly activities in the classroom and the</li> </ul>		3.4 <ul style="list-style-type: none"> <li>participate in environmentally friendly activities in the classroom and the schoolyard (<i>e.g., plant</i></li> </ul>

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	The Kindergarten Program (2016)		The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	schoolyard (e.g., plant and tend to plants; use local products for snack time)		and tend to plants; use local products for snack time)
BC	<b>OE 30</b> demonstrate an awareness of themselves as <b>dramatists, actors</b> , dancers, artists, and musicians through <b>engagement in various activities in the arts</b>	<b>The Arts</b>	<b>OE D1</b> demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance; <b>OE M1</b> demonstrate an awareness of themselves as musicians through engaging in music activities <b>OE V1</b> demonstrate an awareness of themselves as artists through engaging in activities in visual arts
BC	30.1 <ul style="list-style-type: none"> <li>demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (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; in music (e.g. contribute their own ideas to a class song); and in visual arts (e.g. create a sculpture from clay)</li> </ul>		D1.1 <ul style="list-style-type: none"> <li>demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (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)</li> </ul> M1.1 <ul style="list-style-type: none"> <li>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)</li> </ul> V1.1 <ul style="list-style-type: none"> <li>demonstrate an awareness of personal interests and a sense of accomplishment in visual arts (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)</li> </ul>
BC	30.2		D1.2

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The Kindergarten Program (2016)			The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
	<ul style="list-style-type: none"> <li>explore a variety of tools, materials, and processes of their own choice (e.g., blocks, puppets, flashlights, streamers, castanets, rhythm sticks, natural and recycled materials,) to create drama, dance, music and visual arts forms in familiar and new ways</li> </ul>		<ul style="list-style-type: none"> <li>explore a variety of tools and materials of their own choice (e.g. blocks, flashlights, streamers) to create drama and dance in new and familiar ways</li> </ul> <p>M1.2</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>V2.1</p> <ul style="list-style-type: none"> <li>explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways (e.g., use natural and recycled materials at a learning centre)</li> </ul>
BC	<p><b>OE 31</b> demonstrate basic knowledge and skills gained through exposure to and engagement in drama, dance, music and visual arts</p>	<b>The Arts</b>	<p><b>OE D2</b> demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities</p> <p><b>OE M2</b> demonstrate basic knowledge and skills gained through exposure to music and music activities</p> <p><b>OE V2</b> demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts</p>
BC	<p>31.1</p> <ul style="list-style-type: none"> <li>explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape)</li> </ul>		<p>D2.1</p> <ul style="list-style-type: none"> <li>explore different elements of drama (e.g., character, setting, dramatic structure) and dance (e.g., rhythm, space, shape)</li> </ul>

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The Kindergarten Program (2016)			The Full-Day Early Learning-Kindergarten Program (2010)
Frame	Expectation		Program Area Expectation
BC	31.2 <ul style="list-style-type: none"> <li>explore different elements (e.g., <i>beat, sound quality, speed, volume</i>) of music (e.g., <i>clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song</i>)</li> </ul>		M2.1 <ul style="list-style-type: none"> <li>explore different elements (e.g., <i>beat, sound quality, speed, volume</i>) of music (e.g., <i>clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song</i>)</li> </ul>
BC	31.3 <ul style="list-style-type: none"> <li>explore different elements of design (e.g., <i>colour, line, shape, texture, form</i>) in visual arts</li> </ul>		V2.2 <ul style="list-style-type: none"> <li>explore different elements of design (e.g., <i>colour, line, shape, texture, form</i>) in visual arts</li> </ul>