

Revised Curriculum- Kindergarten

2020-2021

PEI Department of Education and Lifelong Learning

Well-being

Area	SCOs- September to June
Socio Emotional Development	Social studies: 1.1 Recognize and discuss personal interests, characteristics, and preferences that make them unique and special 1.2 Begin to develop an awareness of needs and wants that are common to all children 1.3 Demonstrate that cooperation is an important part of being a member group 2.1 identify and describe their family 3.1 Begin to develop an awareness of their community
Health and Physical development	Health 2.2 Practice and discuss positive hygiene and health care habits 2.4 Recognize and discuss safe and unsafe situations 2.5 Apply basic safety rules 3.1 Understand that feelings and emotions are expressed in words, actions, and facial/body expressions 3.3 Engage in and complete activities independently; and seek assistance if necessary). Physical 1.1 Develop control of large muscles 1.2 Develop control of small muscles
Creative Development	1.1 Express ideas and feelings creatively through music and movement 1.2 Express ideas and feelings creatively through artistic expression 1.3 Represent and express ideas and feelings creatively through play

Academic Learning

Area	SCOs- September to December	SCOs- January to June
<p>Early Numeracy</p>	<p>2.1 Demonstrate an understanding of repeating patterns by identifying, describing, copying, extending, and creating patterns.</p> <p>1.1 Count in a variety of ways 1.2 Explore a variety of physical representations of numbers (1-to-5); 1.3 Count to determine the number in a groups (0-to-5); 1.4 Create sets of a given number (0-to-5); 1.5 Show a given number as two part concretely and name the two parts (2-to-5); 1.6 Determine which group has more or which are equivalent; 1.7 Use symbols to represent numbers in a variety of meaningful contexts</p> <p><i>Note:</i> Shape, space and spatial sense SCOs will be supported within play scenarios and guided by teachers' questions that challenge students to <i>think and talk</i> about measurement and 3D objects. For example, (a) What shapes do you see? How are these shapes similar/different? Can you build/draw/trace using a _____shape? Can you find this shape outside? Can you hide the animals under/below/ on top of the blocks?</p>	<p>2.1 Demonstrate an understanding of repeating patterns by identifying, describing, copying, extending, and creating patterns.</p> <p>1.1 Count in a variety of ways 1.2 Explore a variety of physical representations of numbers (1-to-10); 1.3 Count to determine the number in a groups (0-to-10); 1.4 Create sets of a given number (1-to-10); 1.5 Show a given number as two part concretely and name the two parts (2-to-10); 1.6 Determine which group has more, which group has less, or which are equivalent; 1.7 Use symbols to represent numbers in a variety of meaningful contexts</p> <p><i>Note:</i> Shape, space and spatial sense SCOs will be supported within play scenarios and guided by teachers' questions that challenge students to <i>think and talk</i> about measurement and 3D objects. For example, (a) What shapes do you see? How are these shapes similar/different? Can you build/draw/trace using a _____shape? Can you find this shape outside? Can you hide the animals under/below/ on top of the blocks?</p>

Area	SCOs- September to December	SCOs- January to June
Early Literacy	<p>Speaking & Listening</p> <p>1.1 Express feelings and opinions and describe personal experiences and interests</p> <p>1.3 Begin to ask and respond to questions, seeking help or information (who?what?why?where?when?)</p> <p>1.4 Listen to, follow, and give directions in different contexts</p> <p>1.5 Participate in conversation and in small-and whole group discussion</p> <p>Phonemic awareness</p> <p>2.1 Identify how many words are in a spoken sentence</p> <p>2.2 Begin to segment and blend words into syllables</p> <p>2.3 Recognize and produce rhyming words in oral language</p> <p>2.4 Recognize beginning and final phonemes (sounds) in oral language</p> <p>Reading and viewing:</p> <p>3.1 Regards reading/viewing as a source of interest, enjoyment and information</p> <p>3.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p> <p>3.3 Engage in reading and or reading like behaviours as they engage with a variety of literature through shared reading and read alouds</p> <p>3.4 Use picture cues and prior knowledge to make sense of unfamiliar text through shared reading and read alouds</p> <p>3.9 Name most letters of the alphabet in context</p> <p>3.10 Respond personally to text in a variety of ways to demonstrate comprehension</p> <p>3.13 Recognize some basic components of text such as</p>	<p>Speaking & Listening</p> <p>1.1 Express feelings and opinions and describe personal experiences and interests</p> <p>1.3 Begin to ask and respond to questions, seeking help or information (who?what?why?where?when?)</p> <p>1.4 Listen to, follow, and give directions in different contexts</p> <p>1.5 Participate in conversation and in small-and whole group discussion</p> <p>Phonemic awareness</p> <p>2.1 Identify how many words are in a spoken sentence</p> <p>2.2 Begin to segment and blend words into syllables</p> <p>2.3 Recognize and produce rhyming words in oral language</p> <p>2.4 Recognize beginning and final phonemes (sounds) in oral language</p> <p>Reading and viewing</p> <p>3.1 Regards reading/viewing as a source of interest, enjoyment and information</p> <p>3.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p> <p>3.3 Engage in reading and or reading like behaviours as they engage with a variety of literature through shared reading, read alouds, and guided reading</p> <p>3.4 Use picture cues and prior knowledge to make sense of unfamiliar text through shared reading, read alouds, and guided reading</p> <p>3.9 Name most letters of the alphabet in context</p> <p>3.10 Respond personally to text in a variety of ways to demonstrate comprehension</p> <p>3.13 Recognize some basic components of text such as author, illustrator, and title.</p>

	<p>author, illustrator, and title.</p> <p>Writing and Representing* <i>*Introduced and developed through modelled and shared writing</i></p> <p>4.1 Understand that print (illustrations/symbols) carries a message</p> <p>4.2 Begin to demonstrate an awareness of audience and purpose</p> <p>4.3 Write simple messages</p> <p>4.5 Develop the concept of directionality</p>	<p>Writing and Representing</p> <p>4.1 Understand that print (illustrations/symbols) carries a message</p> <p>4.6 Develop one to one correspondence between spoken and written words</p> <p>4.8 Use letters to represent the predominant sounds in words.</p>
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