

Overall Expectation 1: communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

- 1.1 Explore sounds, rhythms, and language structures, with guidance and on their own.
- 1.2 Listen and respond to others both verbally and non-verbally (e.g. using the arts, using signs, using gestures and body language), and in a variety of contexts (eg. After read-alouds and shared reading and writing experiences; in imaginary or exploratory play)
- 1.3 Use and interpret gestures, tones 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 and recognize how someone else might be feeling)
- 1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect and to solve problems
- 1.10 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)

Overall Expectation 2: demonstrate independence, self-regulation and a willingness to take responsibility in learning and other endeavours

- 2.2 demonstrate a willingness to try new experiences (e.g. experiment with new materials/tools; try out new activities in a different learning area; select and persist with things that are challenging; experiment with writing) and adapt to new situations (e.g. having visitors in the classroom, having a different educator occasionally, going on a field trip, riding the school bus)
- 2.5 develop empathy for others, and acknowledge and respond to each other's feelings (e.g. tell an adult when upset; have an imaginary conversation with a tree or an insect; role play emotions with dolls and puppets)

Overall Expectation 3: identify and use social skills in play and other contexts

- 3.3 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 educators)

Overall Expectation 7: participate actively and regularly in a variety of activities that require the application of movement concepts

7.1 Participate actively in creative movement and other daily physical activities (e.g. dance, games, outdoor play, fitness breaks)

Overall Expectation 11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators

11.9 Retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence (e.g., in new and creative ways, using drama, visual arts, non-verbal communication, and representation; in a conversation)

Overall Expectation 12: demonstrate an understanding and critical awareness of media texts

12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials (eg. Describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint a picture in response to an advertisement or CD)

Overall Expectation 13: use the process and skills of an inquiry stance (i.e., questioning, planning, predicting, observing and communicating)

13.1 state problems and pose questions in different context and for different reasons (e.g., before, during and after inquires)

Overall Expectation 17: describe, sort, classify, build, and compare two-dimensional shapes and three dimensional figures, and describe the location and movement of objects through investigation

17.2 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

17.3 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made (e.g., explain that the flat surface of a cube is a square)

Overall Expectation 18: recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next

18.1 identify and describe informally the repeating nature of patterns in everyday contexts (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), using appropriate terminology (e.g., “goes before”, “goes after”, “repeats”) and gestures (e.g., pointing, nodding, using slap/claps)

Overall Expectation 20: 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 in other contexts*

20.4 build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains

Overall Expectation 21: Express their responses to forms of drama, dance, music and visual arts from various cultures and communities

21.1 express their responses to drama and dance (e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance)

21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area)

21.3 express their responses to music by moving, by making connections to their own experiences or by talking about the musical form

Overall Expectation 22: communicate their thoughts and feelings and their theories and ideas, through various art forms

22.1 communicate their ideas about something (e.g., a book, the meaning of a word, an event or an experience, a mathematical pattern, a motion or movement) through music, drama, dance and/or the visual arts

Overall Expectation 23: Use problem solving strategies, on their own or with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music and visual arts

23.1 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, try to connect the movement with the mood and speed of the music; create a sequence of movement)

23.4 communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through the arts