

Kindergarten Curriculum (2026): Overall Expectations with Specific Expectations

Strand A: Foundations of Language and Mathematics

As students progress through Kindergarten, they:

A1. Oral and Non-Verbal Communication: communicate orally and non-verbal

- A1.1 listen and respond
- A1.2 use language conventions and non-verbal communication
- A1.3 understand and use new words and develop morphological awareness

A2. Foundations for Reading and Writing: apply early reading and writing skills

- A2.1 name upper- and lowercase letters (both in and out of order)
- A2.2 use proper formation patterns to write letters
- A2.3 isolate and blend phonemes, and segment simple words into phonemes
- A2.4 identify simple grapheme-phoneme correspondences
- A2.5 read and spell simple words using phonemic awareness and phonics knowledge
- A2.6 read short sentences fluently, including those with explicitly taught words, with increasing accuracy, to support comprehension

A3. Understanding and Responding to Texts: understand and respond to a variety of texts by diverse creators from Canada and by diverse First Nations, Métis, and Inuit creators

- A3.1 identify purposes for choosing different texts
- A3.2 apply knowledge of words, sentence structure, and punctuation
- A3.3 read and understand simple texts, using background knowledge and beginning knowledge of words, grammar, and sentence structure.
- A3.4 express personal thoughts and feelings about texts
- A3.5 make predictions about unfamiliar texts, using background knowledge
- A3.6 make connections to a variety of texts

A4. Expressing Ideas and Creating Texts: create texts using foundational language knowledge and skills

- A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts
- A4.2 use classroom writing resources to support creating simple texts

A5. The Mathematical Processes: apply mathematical processes (i.e., problem solving; reasoning and proving; reflecting; connecting; communicating; representing; and selecting tools and strategies)

A6. Number Sense and Operations: use numbers and operations

- A6.1 explore what numbers are used for
- A6.2 understand when counting forward, the quantity gets bigger and when counting backward, the quantity gets smaller.

- A6.3** identify and write numbers to 20
- A6.4** subitize quantities to 5
- A6.5** compose and decompose quantities to 10
- A6.6** understand the concept of more than, the same (equal), or less than
- A6.7** estimate the number of objects in small collections and check by counting
- A6.8** count to 20 by 1s, starting from any number
- A6.9** solve equal-share problems using concrete materials
- A6.10** describe relationships between any two numbers from 0-20
- A6.11** recall addition facts to 5 and related subtraction facts
- A6.12** solve situations involving addition and subtraction to 10 using concrete materials
- A6.13** identify and explore the value of Canadian coins to 25¢ and coins and bills to \$10

A7. Patterns and Relationships: investigate repeating patterns

- A7.1** identify, describe, and create patterns
- A7.2** identify the core of a pattern and describe why it is important
- A7.3** show that patterns can be represented in different ways because the core remains the same
- A7.4** extend patterns in both directions and identify missing elements

A8. Data Literacy and Probability: collect and display data to answer questions and communicate information, and explore probability in everyday contexts

- A8.1** sort objects or data using one attribute
- A8.2** collect and record data to answer questions of interest, and display it in concrete graphs or picture graphs
- A8.3** respond to data in concrete graphs and picture graphs by interpreting it and drawing conclusions
- A8.4** describe how likely familiar events are to happen

A9. Geometric and Spatial Reasoning: describe two-dimensional shapes and three-dimensional objects, and the location and movement of people and objects

- A9.1** identify, sort, and compare the most common two-dimensional shapes, including circle, hexagon, rhombus, and trapezoid
- A9.2** identify, sort, and compare the most common three-dimensional objects, including cube, sphere, prisms, cone, and pyramid
- A9.3** in structures they have made, identify three-dimensional objects and two-dimensional shapes
- A9.4** construct two-dimensional pictures and three-dimensional structures with matching halves
- A9.5** put two-dimensional shapes together to make other shapes, break them into smaller shapes, and put them together in different ways
- A9.6** describe basic spatial relationships and movements, and visualize objects from different perspectives
- A9.7** give and follow directions for moving from one location to another

A10. Measurement: describe and compare the length, area, mass, or capacity of a variety of objects

- A10.1** describe different ways that objects can be measured
- A10.2** compare the length, area, mass, and capacity of objects using concrete materials

Strand B: Problem Solving and Innovating

As students progress through Kindergarten, they:

B11. Coding Skills: use foundational coding concepts and skills

- B11.1** use directional and positional language to create and follow instructions involving movement
- B11.2** test and refine instructions
- B11.3** communicate and record step-by-step instructions using symbols, words, or pictures

B12. Scientific Investigation and Engineering Design: use an inquiry process to engage in scientific investigations and to design, build, and test models and structures

- B12.1** state problems and pose questions
- B12.2** make predictions and observations while exploring, investigating, and designing
- B12.3** select materials and tools to carry out investigations and to construct models and structures
- B12.4** draw conclusions and communicate results
- B12.5** design, build, and test models and structures
- B12.6** follow safety rules to help prevent injuries, including concussions, and demonstrate an understanding of the importance of these practices

B13. Exploring Environments: investigate natural and built environments

- B13.1** ask questions about and describe some natural occurrences
- B13.2** sort and classify groups of living and non-living things
- B13.3** compare patterns in natural and built environments

Strand C: Self-Regulation and Well-Being

As students progress through Kindergarten, they:

C14. Social Skills: identify and use social skills in play and other contexts

- C14.1 act and talk with peers and adults by expressing and accepting positive messages
- C14.2 show the ability to take turns
- C14.3 demonstrate an awareness of ways of making and keeping friends
- C14.4 use problem-solving skills in social situations

C15. Self-Regulation: demonstrate independence, self-regulation, and a willingness to take on responsibility

- C15.1 demonstrate self-reliance and a sense of responsibility
- C15.2 demonstrate a willingness to try new experiences and to adapt to new situations
- C15.3 demonstrate self-motivation, initiative, and confidence in their approach to learning
- C15.4 demonstrate self-control and adapt behaviour to different contexts
- C15.5 develop empathy for others, and acknowledge and respond to each other's feelings

C16. Understanding Health Concepts: demonstrate an awareness of their own health and well-being

- C16.1 demonstrate an understanding of the effects of healthy, active living on the mind and body
- C16.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- C16.3 practise and discuss appropriate personal hygiene that promotes personal, family, and community health
- C16.4 discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance
- C16.5 discuss and demonstrate in play what makes them happy and unhappy, and why

C17. Active Participation: participate actively and regularly in a variety of activities that require the application of movement concepts

- C17.1 participate actively in creative movement and other daily physical activities
- C17.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles
- C17.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities

C18. Movement Skills and Concepts: develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts

- C18.1 demonstrate spatial awareness in activities that require the use of large muscles
- C18.2 demonstrate control of large muscles with and without equipment
- C18.3 demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement
- C18.4 demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment
- C18.5 demonstrate spatial awareness by doing activities that require the use of small muscles

Strand D: Belong and Contributing

As students progress through Kindergarten, they:

D19. Identity and Self-Image: demonstrate a sense of identity and a positive self-image

D19.1 recognize personal interests, strengths, and accomplishments

D19.2 identify and talk about their own interests and preferences

D19.3 express their thoughts and share experiences

D20. Understanding Perspectives and Canadian Identity: show understanding of the multiple perspectives and diversity among individuals, groups, and communities in Canada, and identify areas of connection

D20.1 understand that everyone belongs to multiple groups and communities, and that these groups and communities together shape Canadian identity

D20.2 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong

D20.3 demonstrate respect for different perspectives and identify areas of connection

D21. Self-Confidence: recognize bias in ideas and develop the self-confidence to stand up for themselves and other against prejudice and discrimination

D21.1 stand up for themselves, and apply behaviours that enhance their own and others' well-being

D21.2 think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness

D21.3 recognize discriminatory and inequitable practices and behaviours and respond appropriately

D22. People and Communities: demonstrate an awareness of their surroundings

D22.1 recognize people in their community and talk about what they do

D22.2 recognize places and buildings within their community, both natural and human-made, and talk about their functions

D23. Respect and Care for Nature: demonstrate an understanding of the natural world and the need to care for and respect the environment

D23.1 identify similarities and differences between local environments

D23.2 describe what would happen if something in the local environment changed

D23.3 describe ways in which they care for and respect the environment

D24. Responding to Art: respond to a variety of forms of dance, drama, music, and visual arts from various cultures and communities, including using their language and mathematics knowledge and skills

D24.1 express their responses to dance and drama

D24.2 respond to texts and art forms from various cultures and communities through classroom drama activities and make connections to their own experiences

D24.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form

D25. Exploring and Creating Art: explore and create a variety of art forms, including dance, drama, music, and visual arts.

D25.1 explore the elements of dance, drama, music, and design

D25.2 experiment with different materials, techniques, and processes used in a variety of art forms

D25.3 use problem-solving skills and imagination to create forms of art

D25.4 communicate ideas through dance, drama, music, and visual arts