

N = Number

P = Patterns

Geometry = G

Time = T

Kindergarten Curriculum

M = Measurement

F = Financial Literacy



Number (N)

Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

Guiding Question: How can quantity contribute meaning to daily life?

LEARNING OUTCOME

KN1 Children investigate quantity to 10.

KN1.1 UNDERSTANDING

Quantity can be the number of objects in a set.

KNOWLEDGE

Quantity can be represented using

- objects
- pictures
- words
- numerals

SKILLS & PROCEDURES

Recognize a number of familiar objects as a quantity.

Represent a quantity in different ways.

Relate a numeral to a specific quantity.

KN1.2 UNDERSTANDING

A quantity is always counted using the same sequence of words (counting principle: stable order).

A quantity remains the same no matter the order in which the objects are counted (counting principle: order irrelevance).

A quantity can be determined by counting each object in a set once and only once (counting principle: one-to-one correspondence).

The last number used to count represents the quantity (counting principle: cardinality).

Any quantity of like or unlike objects can be counted as a set (counting principle: abstraction).

KNOWLEDGE

Quantity can be determined by counting.

SKILLS & PROCEDURES

Count within 10, forward and backward, starting at any number, according to the counting principles.

KN1.3 UNDERSTANDING

Quantity can be determined without counting.

KNOWLEDGE

A small quantity can be recognized at a glance (subitized).

SKILLS & PROCEDURES

Subitize quantities to 5.

KN1.4 UNDERSTANDING

A quantity can be described relative to another quantity.

A quantity can be described in relation to a purpose or need.

KNOWLEDGE

Comparisons of quantity can be described by using words such as

- more
- less
- same
- enough
- not enough

SKILLS & PROCEDURES

Compare the size of two sets using one-to-one correspondence.

Describe quantities relative to each other using comparative language.

Describe a quantity in relation to a purpose or need using comparative language.

Solve problems in familiar situations by counting.

Number (N)

Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

Guiding Question: In what ways can quantity be composed?

LEARNING OUTCOME

KN2 Children interpret compositions of quantities within 10.

KN2.1 UNDERSTANDING

A quantity remains the same no matter how the objects are grouped or arranged (counting principle: conservation).

KNOWLEDGE

Quantity can be arranged in various ways.

SKILLS & PROCEDURES

Identify a quantity in various groups or arrangements.

Compose quantities within 10.

Recognize various ways to make 5 and 10.

Geometry (G)

Shapes are defined and related by geometric attributes.

Guiding Question: How can shape bring meaning to the space in an environment?

LEARNING OUTCOME

KG1 Children investigate shape.

KG1.1 UNDERSTANDING

Shape is structured two-dimensional or three-dimensional space.

KNOWLEDGE

A shape can be represented using objects, pictures, or words.

Familiar two- and three-dimensional shapes can be found in nature, such as

- circles
- triangles
- cubes
- cylinder

First Nations, Métis, and Inuit name specific shapes in relation to the natural world.

SKILLS & PROCEDURES

Relate shapes in the natural world to various two-dimensional and three-dimensional shapes.

Identify familiar two- and three-dimensional shapes.

Investigate three-dimensional shapes by rolling, stacking, or sliding.

Describe a shape using words such as flat, curved, straight, or round.

Measurement (M)

Attributes such as length, area, volume, and angle are quantified by measurement.

Guiding Question: In what ways can size be distinguished?

LEARNING OUTCOME

KM1 Children explore size through direct comparison.

KM1.1 UNDERSTANDING

Size describes the amount of one measurable attribute of an object or a space.

KNOWLEDGE

Size can be interpreted in many ways (according to measurable attributes), such as:

- the length of an object
- how much flat space an object covers (area)
- how much a container holds (capacity)
- the heaviness of an object (weight)

SKILLS & PROCEDURES

Identify measurable attributes of familiar objects to which size may refer.

KM1.2 UNDERSTANDING

Size may refer to only one measurable attribute at a time.

The size of two objects can be compared directly.

The size of an object can be described in relation to a purpose or need.

KNOWLEDGE

Comparisons of size can be described by using words such as

- longer
- shorter
- heavier
- lighter
- too big
- too small

SKILLS & PROCEDURES

Compare the length, area, weight, or capacity of two objects directly.

Describe the size of an object in relation to another object, using comparative language.

Describe the size of an object in relation to a purpose or need, using comparative language.

Patterns (P)

Awareness of patterns supports problem solving in various situations.

Guiding Question: How can patterns be recognized?

LEARNING OUTCOME

KP1 Children identify and create repeating patterns.

KP1.1 UNDERSTANDING

A pattern is characterized by how the elements change or remain constant.

KNOWLEDGE

Patterns exist everywhere.

A pattern can involve elements such as

- sounds
- objects
- pictures
- symbols
- actions

Repeating patterns have one or more elements that repeat.

SKILLS & PROCEDURES

Recognize repeating patterns encountered in daily routines and play, including songs or dances.

Recognize change or constancy between elements in a repeating pattern.

Predict the next elements in a repeating pattern.

Create a repeating pattern with up to three repeating elements.

Time (T)

Duration is described and quantified by time.

Guiding Question: In what ways can time be described?

LEARNING OUTCOME

KT1 Children interpret time as a sequence of events.

KT1.1 UNDERSTANDING

Time can be perceived as a sequence.

KNOWLEDGE

Sequence in time can be described in words, such as

- first
- next
- today

Ordinal numbers can indicate order in time.

SKILLS & PROCEDURES

Sequence events, limited to two events, according to time using words or ordinal numbers.

Describe daily events as occurring yesterday, today, or tomorrow.

Financial Literacy (F)

Informed financial decision making contributes to the well-being of individuals, groups, and communities.

Guiding Question: In what ways can money be used?

LEARNING OUTCOME

KF1 Children explore money.

1F1.1 UNDERSTANDING

Money has unique features to represent its value.

KNOWLEDGE

Canadian money comes in many forms, such as:

- coins
- bills

Canadian coins and bills come in different denominations, including

- loonies
- toonies
- \$5
- \$10

Canadian coins and bills have different features, such as

- colour
- number
- images
- size

SKILLS & PROCEDURES

Explore the value of Canadian coins and bills.

Identify features of Canadian coins and bills.