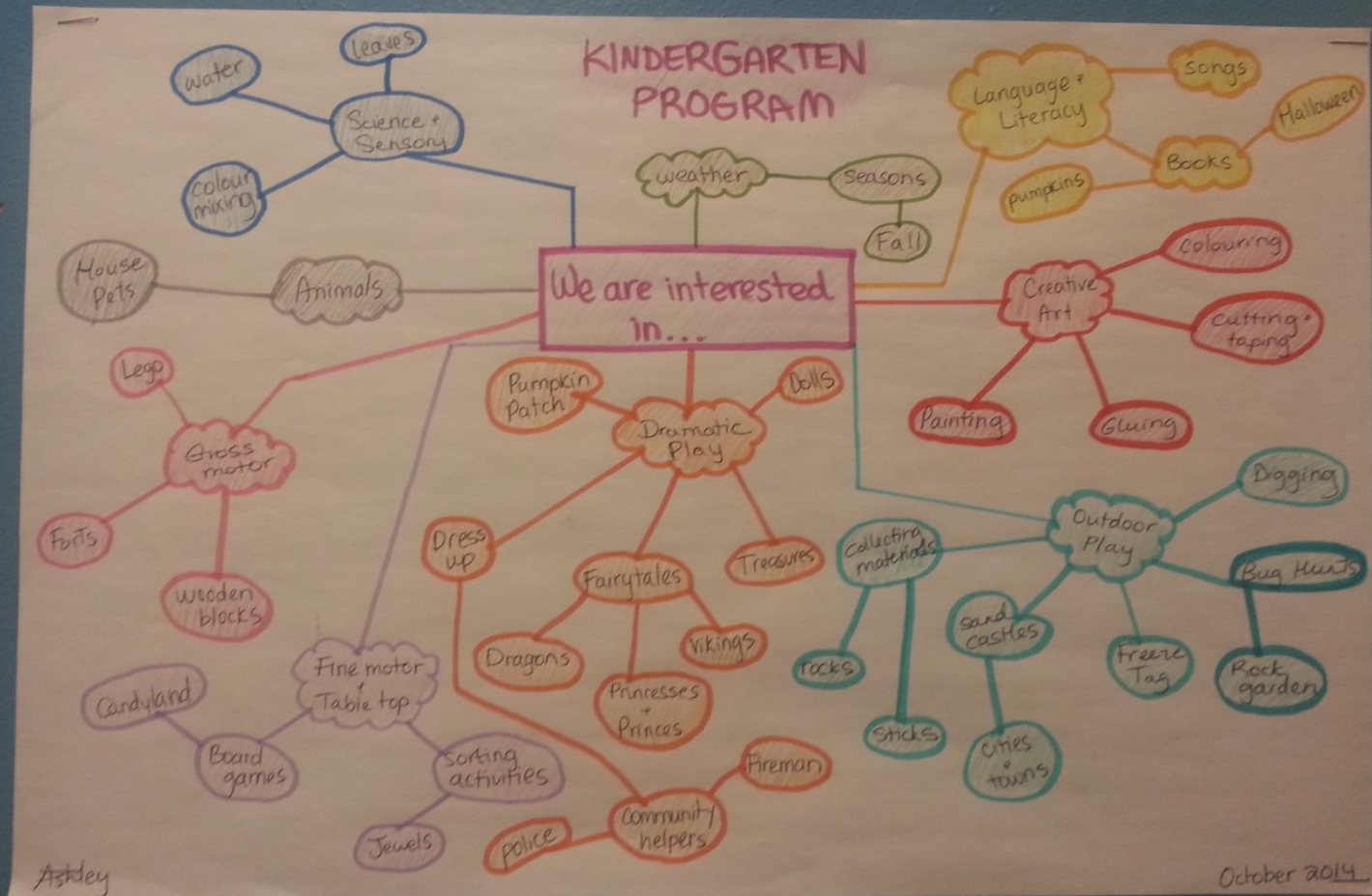


# KINDERGARTEN EARLY LEARNING CURRICULUM BOARD



# MONTHLY KINDER SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
<b>Social</b>	1.1 Making Friends 1.2 Conflict Resolution and Social Problem-Solving Skills 1.4 Helping Skills 1.5 Interacting Positively and Respectfully 1.6 Co-operating	<ul style="list-style-type: none"> <li>-Playing with others co-operatively</li> <li>-Exchanging ideas, materials and points of view with others</li> <li>-Regulating emotions in order to solve conflicts</li> <li>-Beginning to identify solutions to conflict</li> <li>-Beginning to identify consequences</li> <li>-Making decisions and choices and accepting the consequences</li> <li>-Offering assistance</li> <li>-Identifying the emotions of others</li> <li>-Regulating their own behaviour in the face of the needs of others</li> <li>-Offering comfort</li> <li>-Being generous</li> <li>-Beginning to develop ideas of, and to practice, co-operation, fairness and justice</li> <li>- Listening, thinking and responding appropriately as others speak during group time</li> <li>-Engaging in group decision making with voting and accepting that the majority vote will be followed by the entire group</li> </ul>
<b>Emotional</b>	2.3 Self-Esteem 2.5 Regulating Attention, Emotions, and Behaviour	<ul style="list-style-type: none"> <li>- Acting responsibly towards others</li> <li>- Increasingly expressing emotions appropriately</li> <li>- Returning attention after checking in or after a distraction</li> <li>- Stopping and starting their own actions</li> <li>- Using language to communicate needs and regulate emotions</li> <li>- Using effective strategies for self-calming</li> </ul>
<b>Communication Language Literacy</b>	3.1 Using Verbal and Non-verbal Communication 3.5 Using Descriptive Language to Explain, Explore and Extend 3.6 Listening to Others 3.7 Enjoying Literacy	<ul style="list-style-type: none"> <li>- Attending to and responding appropriately to the non-verbal communication of others</li> <li>- Using new vocabulary and grammatical constructions in their descriptive language</li> <li>- Listening to each other with attention without distraction or interruption</li> <li>- Engaging in give and take when interacting with others (communicative turn taking)</li> <li>- Choosing to spend time with books</li> <li>- Requesting specific stories, poems, songs</li> </ul>

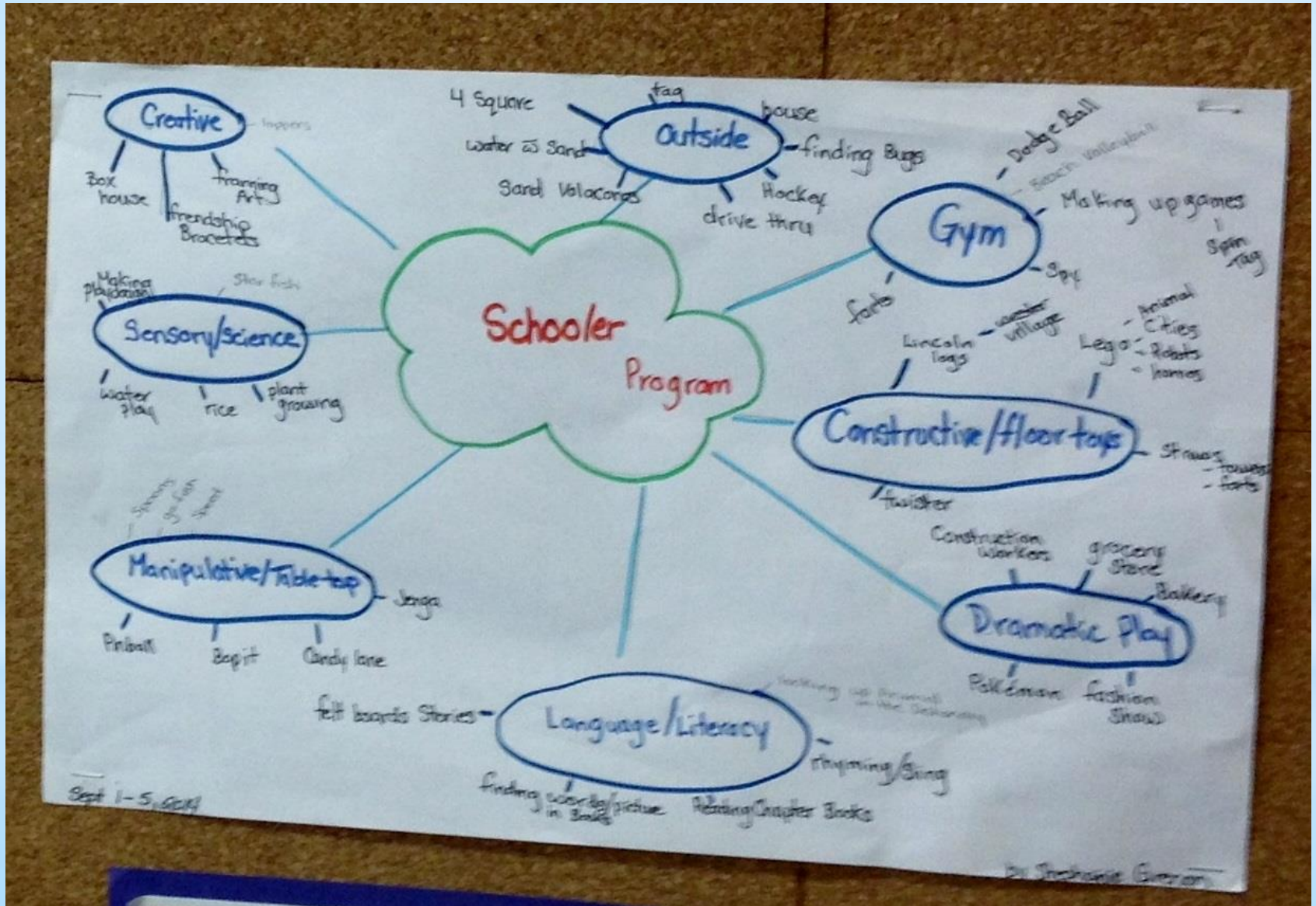
# MONTHLY KINDER SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skills	Indicators of the Skill
<b>Cognitive</b>	4.2 Problem Solving 4.4 Questioning  4.8 Communicating Findings 4.10 Classifying	<ul style="list-style-type: none"><li>- Taking action to solve problems</li><li>- Asking “why” to determine causes</li><li>- Asking questions that can be answered through observation</li><li>- Presenting their ideas to others through drawings, telling, music, and movement</li><li>- Sorting objects, pictures, and things into groups</li><li>- Comparing objects</li></ul>
<b>Physical</b>	5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills 5.3 Fine Motor Skills	<ul style="list-style-type: none"><li>- Gaining the ability to control their movements</li><li>- Increasing skill in group games</li><li>- Tool use: Cutting paper with scissors; cutting a straight line</li></ul>

# KINDERGARTEN EARLY LEARNING CURRICULUM PLAN

Broad Skill	Monday	Tuesday	Wednesday	Thursday	Friday
Creative & Free Art	Dino feet, Fairy gardens <b>(1.1, 1.2, 1.6, 3.6, 4.2, 4.8, 5.3)</b>				
Sensory/Science	Overnight Crystal Garden, Fairy ice cubes <b>(1.1, 1.2, 2.3, 4.2, 4.8, 5.1, 5.3)</b>				
Manipulative/ Table Top	Sand writing sight words, Clothes pin number match <b>(1.1, 1.2, 4.4)</b>				
Language & Literacy	The Paper Bag Princess, How Do Dinosaurs Go To Bed <b>(1.1, 3.1, 3.5, 3.7, 4.10)</b>				
Constructive / Floor Toys	Small wooden blocks, Soft blocks, Lego <b>(1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 2.6, 4.8)</b>				
Dramatic Play	Fairy garden, Castles, Fairy Scavenger Hunt <b>(1.1, 1.2, 1.4, 1.5, 2.3, 3.6, 5.3)</b>				

# SCHOOL AGE EARLY LEARNING CURRICULUM BOARD



# MONTHLY SCHOOL AGE SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
<b>Social</b>	1.1 Friendship 1.2 Conflict Resolution and Social Problem-Solving Skills 1.3 Co-operation 1.4 Helping Skills 1.5 Empathy 1.6 Taking Another's Point of View	<ul style="list-style-type: none"> <li>-Playing group games</li> <li>-Interacting with more pro-social skills</li> <li>-Declining aggression</li> <li>-Interest in pleasing adults</li> <li>-Identifying solutions to conflict</li> <li>-Making logical connections between actions and consequences</li> <li>-Constructing a sense of right and wrong</li> <li>-Problem solving in the face of difficulty</li> <li>-Following rules</li> <li>-Co-operating and sharing frequently</li> <li>-Increasing helping behaviours</li> <li>-Demonstrating empathy for the rights of others</li> <li>-Showing concern for the future welfare of others</li> <li>-Understanding the point of view of others and using this to regulate their own behaviour</li> <li>-Understanding that others think, believe or feel differently from self</li> <li>-Viewing self from another person's point of view</li> <li>-Viewing a relationship from the perspective of a third party</li> </ul>
<b>Emotional</b>	2.3 Self-Esteem 2.4 Recognizing and Expressing Emotions 2.5 Regulating Attention, Emotions, and Behaviour 2.6 Positive Attitudes towards Learning, such as Persistence, Engagement, Curiosity and a Sense of Mastery	<ul style="list-style-type: none"> <li>- Showing pride in work and achievements</li> <li>- Increasing understanding of sources of pride and gratitude; jealousy and anxiety</li> <li>- Beginning to integrate mixed emotions</li> <li>- Using private speech (self-talk) to regulate emotions</li> <li>- Using empathy and perspective taking to regulate emotions and behaviour</li> <li>- Using a variety of strategies to regulate emotions such as anxiety</li> <li>- Increasing pride in work and interest in learning new things</li> <li>- Solving problems in the face of difficulty</li> <li>- Expanding curiosity and interest in learning about the world</li> </ul>

# MONTHLY SCHOOL AGE SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
<b>Communication Language Literacy</b>	3.4 Phonological Awareness and Phonics 3.5 Knowledge of Print 3.6 Reading 3.7 Writing	<ul style="list-style-type: none"> <li>- Identifying initial, middle and final sounds in words</li> <li>- Recognizing common patterns and words</li> <li>- Decoding and word identification to make meaning</li> <li>- Beginning to understand punctuation</li> <li>- Reading for pleasure</li> <li>- Reading to find information</li> <li>- Reading with fluency and meaning</li> <li>- Thinking critically about the content of reading</li> <li>- Writing with increasing complexity</li> <li>- Writing about a personally meaningful topic</li> <li>- Writing messages to others</li> <li>- Taking dictation</li> <li>- Using spelling that grows from invented to conventional</li> </ul>
<b>Cognitive</b>	4.1 Self-regulation 4.2 Problem Solving 4.3 Representation	<ul style="list-style-type: none"> <li>- Regulating attention becomes more selective, planned and adaptable</li> <li>- Planning to achieve goals</li> <li>- Developing strategies internally</li> <li>- Solving problems of more complexity</li> <li>- Engaging in complex socio-dramatic play</li> <li>- Drawings are figurative (i.e./ realistic representations)</li> <li>- Creating complex 2D and 3D drawings and constructions</li> <li>- Drawing becomes more detailed and organized</li> <li>- Writing</li> </ul>
<b>Physical</b>	5.1 Gross Motor Skills: Running & Jumping	<ul style="list-style-type: none"> <li>- Increasing control, speed and coordination</li> <li>- Jumping vertically increases in height</li> <li>- Standing broad jump increases in length</li> </ul>

# SCHOOL AGE EARLY LEARNING CURRICULUM PLAN

Broad Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Creative &amp; Free Art</b>	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)
<b>Sensory/Science</b>	Paper Mache Volcanoes (1.4, 2.3, 3.2, 4.2, 4.3 )	Paper Mache Volcanoes (1.4, 2.3, 3.2, 4.2, 4.3)	Paper Mache Volcanoes (1.4, 2.3, 3.2, 4.2, 4.3)	Volcano eruptions (1.4, 2.3, 3.2, 4.2, 4.3)	Volcano Eruptions (1.4, 2.3, 3.2, 4.2, 4.3)
<b>Manipulative/ Table Top</b>	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)
<b>Language &amp; Literacy</b>	New Year's Resolutions Chapter Book Reading (2.1, 3.3, 3.5, 3.6, 3.7)	New Year's Resolutions Chapter Book Reading (2.1, 3.3, 3.5, 3.6, 3.7)	Sudoku Chapter Book Reading (4.2, 4.4, 4.8, 3.6)	Sudoku Chapter Book Reading (4.2, 4.4, 4.8, 3.6)	Sudoku Chapter Book Reading (4.2, 4.4, 4.8, 3.6)
<b>Constructive / Floor Toys</b>	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)



# SCHOOL AGE EARLY LEARNING CURRICULUM PLAN

Broad Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Dramatic Play</b>	<b>Kitchen (1.1, 1.2, 1.3, 4.2)</b>				
<b>Gym/Outdoors</b>	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)