
Curriculum Overview

SK

The Kindergarten program is designed to give young children a positive introduction to the routines of school life. This includes the development of early language and math skills, the encouragement of personal responsibility, independence and exposure to new social situations. This document is an overview of the curriculum to which your child will be exposed. The Maples Curriculum is designed to enhance the Ontario Ministry of Education curriculum expectations.



The Maples

INDEPENDENT COUNTRY SCHOOL

RR #4 Orangeville, ON L9W 2Z1
Phone: 519-942-3310
Fax: 519-942-8041
www.themaplesschool.com
info@themaplesschool.com

Music

Technique

- singing “in tune “
- explore a variety of tools and materials of their own choice to create music

Rhythmic Elements

- clapping back a phrase
- explore beat, speed, volume, sound quality and rhythm

Melodic Elements

- high and low
- loud and soft
- echo a phrase to la la

Content

- counting songs, singing games, songs that relate to the child's life: family games, work), Christmas, Hallowe'en, natural environment flowers, animals, seasons

Visual Arts

Students will:

- explore different elements of design
- use or demonstrate understanding of vocabulary related to visual arts(describe shapes, colours, techniques used by illustrator)
- demonstrate an awareness of personal accomplishments
- explore a variety of tools, materials and processes

Drama and Dance

Students will:

- explore different elements of drama and dance
- dramatize rhymes, stories, legends and folk tales from various cultures including their own communicate their understanding

Values

The Values curriculum is a school-wide program with the following components:

Social Skills

The *Working It Out* program is designed to help students develop the knowledge, skills and behaviours needed to address everyday conflicts constructively and peacefully.

Character Education

“The Best Me I Can Be”

Students will be encouraged to develop good morals and values such as “telling the truth” and “making good choices”, through the use of a set of “discussion” starter books.

Service Project

Pop Can Tab Collection

Students collect pop can tabs to support the Royal Canadian Legion wheelchair program.

Physical and Health Education

Health and Well-being

The children will:

- begin to demonstrate an understanding of the effects of healthy, active living
- investigate the benefits of nutritious foods
- identify substances that are harmful to the body
- practice and discuss appropriate personal hygiene that promotes personal health
- talk about safe and unsafe situations and discuss ways to be safe
- discuss feelings
- discuss how to appropriately deal with our feelings with respect to relationships with others

Physical Development and Activity

Gym games and activities are designed to promote cooperation, leadership skills, good listening skills, sportsmanship, agility and endurance strategies.

The children will:

- participate actively in creative movement and other daily physical activities
- demonstrate strategies for engaging in cooperative play in a variety of games and activities
- demonstrate spatial awareness in activities that require the use of large muscles
- begin to demonstrate control of large muscles with and without equipment
- begin to demonstrate balance, whole-body and hand-eye coordination and flexibility in movement
- begin to demonstrate control of small muscles at learning centres
- use a functional pincer grip in written communication to produce work that they and others can read and/or interpret
- demonstrate persistence while engaged in large and small motor activities

Personal and Social Development

The children will

- demonstrate a sense of identity and a positive self-image
- demonstrate a beginning understanding of the diversity in individuals, families, schools and the wider community
- demonstrate independence, self-regulation and a willingness to take responsibility in learning and other activities
- demonstrate an ability to use problem-solving skills in a variety of social contexts
- identify and use social skills in play and other contexts
- demonstrate an awareness of their surroundings
- recognize personal interests, strengths and accomplishments
- develop empathy for others
- demonstrate a willingness to try new activities
- demonstrate self-motivation, initiative and confidence
- demonstrate the ability to take turns in activities and discussions
- demonstrate an awareness of ways of making and keeping friends
- develop an awareness of ways in which people adapt to the places in which they live

English

The language program allows children to continue their development of previously learned spoken, written and visual communication. The classroom environment supports language learning and literacy in many ways. The core of the English program is the teaching and the application of the Jolly Phonics program. Visuals and hand motions for each sound provide a solid base for development of reading and writing skills.

Oral Communication

The children will:

- explore sounds, rhythms, and language structures with guidance and on their own
- listen and respond to others by expressing feelings, offering opinions and exchanging ideas
- follow one and two-step directions
- use language to talk about what they are thinking through prompts from the teacher
- use specialized vocabulary for particular subjects
- ask questions for a variety of purposes
- describe personal experiences
- orally retell stories and events in proper sequence
- be encouraged to participate in public speaking

Reading

The children will:

- respond to a variety of materials read to them
- recognize and name most/all letters of the alphabet in lower case and upper case format
- demonstrate an awareness of print going from left to right, recognize spaces between words and sentences
- identify beginning, middle and ending sounds
- begin to recognize long vowel sounds
- understand that printed materials contain messages
- begin to use reading strategies to make sense of unfamiliar text
- use picture clues to help decode text
- use word rings and the word wall to reinforce the recognition of common sight words

Writing

The children will:

- continue to develop a correct pincer grip
- print numerals and letters to correct formation
- demonstrate interest in writing and choose to write in a variety of contexts
- write simple messages using pictures, symbols and letters/sounds
- begin to use classroom resources to support their writing
- communicate ideas about personal experiences
- write simple sentences using correct structures(capitals, spacing)
- become familiar with a variety of punctuation (? ! / , / .)

Media Material

The children will:

- view and listen to a variety of media materials
- begin to respond with opinions about a variety of experiences

Mathematics

The Mathematics program provides intensive hands – on experiences which are supported by seatwork tasks in all five math strands.

Number Sense and Numeration

The children will:

- investigate concepts of quantity using counters / manipulatives
- recognize some quantities without having to count
- use, read and represent whole numbers to 100
- develop skills in counting by 2's, 5's and 10's
- use ordinal numbers
- will explore Canadian coins and will be able to identify, name and give the values for penny, nickel, dime, quarter and loonie
- will use addition and subtraction skills with sums and differences using numbers to 10

Measurement

The children will:

- compare and order two or more objects and use appropriate measurement terms to describe them
- demonstrate an awareness of non-standard measuring devices (ie: feet, paper clips)
- demonstrate an awareness of the measurement of time to the hour and half hour using analog and digital clocks
- further develop their understanding of the passage of time (weeks, months, seasons) through the calendar concepts

Geometric and Spatial Sense

The children will:

- explore, sort, compare 2 & 3-dimensional figures
- identify and describe the common 2 & 3-dimensional figures
- build 3-dimensional structures
- demonstrate an understanding spatial terms and relationships (above/below, near/far)

Patterning

The children will:

- identify, extend, reproduce and create patterns using a variety of materials
- describe the repeating nature of patterns in everyday context

Data Management and Probability

The children will:

- collect objects or data and make representation of their observations
- respond to and ask questions about data read on a graph
- use words in the appropriate way, such as never, sometimes, always, to describe probability

Computer Education

The use of computers is encouraged and implemented in all subject areas. Computer instruction includes

- **Keyboarding** - select keys which represent desired letters, numbers and other commonly used keys
- **Word Processing** - use keyboard to enter characters and text as prompted on the computer screen
- **Graphics** - create images using a free-form paint tool (*Paint*)
- **Electronic Communications** - begin to access the internet

Science and Technology

Learning about our world in an active, hands-on manner allows children to explore, inspect, watch and examine. Science activities are geared to encourage questions, curiosity and wonder, and to allow for experimentation and evaluation of ideas.

Exploration and Experimentation

The children will:

- describe some natural occurrences with their own observations (growing plants)
- sort and classify groups of living and non-living things
- investigate various materials that different properties (wet/dry, float/sink)
- participate in the school's recycling program
- describe life cycle of plants / animals (apple trees, frogs)
- participate in field trips to an apple orchard and maple syrup farm

Use of Technology

The children will:

- demonstrate an awareness of safe use of all tools and materials used in the classroom
- experiment with simple machines and common objects (ramps, gear kits, balance scale)
- demonstrate an interest in working independently on the computer

French

Students begin their French studies in Junior Kindergarten. Through a variety of activities the students develop a positive attitude to learning French as a second language.

Activities include

- listening to stories and fairy tales
- playing games to reinforce the vocabulary being taught
- learning songs and rhymes
- learning to express themselves using simple expressions, e.g. "Ça va?"

The themes are chosen for their relevance to the child's world and the students are taught the vocabulary relating to the theme. The themes vary from year to year and include

- weather and seasons
- clothing
- house and furniture
- school
- animals
- foods
- parts of the body
- colours
- alphabet
- counting