



JUNIOR KINDERGARTEN CURRICULUM

(Following the Guidelines of the Toronto District School Board Curriculum)

By the end of Junior Kindergarten, students attending Polka Dot Preschool will be able to do the following:

LANGUAGE

- Build on daily vocabulary while eating, talking, walking etc.
- Sing songs and participate in a variety of activities to foster a greater vocabulary.
- Message centre- children can send messages to friends and family (write “to, from, I love you, mom, dad and name”) and can draw pictures/add stickers etc.
- Beginning to print lower case alphabet letters using markers, crayons and pencils.
- Retell simple stories read to them.
- Begin to recognize sounds of alphabet letters (e.g. C, T, S, M, D).
- Jolly Phonics – Introduce Books & CD.
- Introduce simple 3 letter rhyming words (e.g. cat, hat, bat, mat, sat) introduction.
- Identifying familiar/common words such as, “I, a, is, at, we, he, my, of, stop, love etc.”
- Introduction to various simple rhyming poems to enhance literacy skills.
- Recognize upper case alphabet letters A to Z.
- Practice sequencing events using picture cards.
- Write name and various 3-4 letter words that are relevant to the students or the theme at the writing centre.
- Print upper and lower case letters of the alphabet A to Z in printing books.

MATHEMATICS

- Understanding one to one correspondence objects 1-20 (counting).
- Beginning to recognize numbers 1-31 on daily calendar.
- Counting by 2’s –20, 10’s-100.
- Introduction to counting by 1’s-100 after learning how to count 1-50.
- Printing numbers 1-20 independently; up to 30 if capable.

- Creating patterns using a variety of objects. Patterning with calendar numbers each month as well.
- Simple addition and subtraction concepts 1-10 (ensure students understand that add means more and subtract means less).
- Bigger/smaller than – comparing objects.
- Weight – Heavier/lighter than.
- Experiment with capacity – which cup holds more water? How many cups will it take to fill the container? – Length (shorter/longer than).
- Estimation – Guessing how many objects are in the jar? Guess and count.
- Graphing – simple bar/pictographs.
- Introduction to basic spatial relationships in/out, on/under, beside/above, in front/behind etc.
- Introduction to 3-D shapes – cone, cube, pyramid, cylinder and sphere.
- Learning basic shapes – circle, square, diamond, rectangle, triangle, oval, star.
- Exposure to hexagon, pentagon, octagon, (stop sign) shapes.
- Identifying missing numbers on the calendar game.
- Awareness of sequential events.

SCIENCE

- Exploring the world around us through hands on activities and experiments (e.g. creating erupting volcanoes etc.)
- Study of plants – how they grow, what they need, introduction to plant parts.
- Exploring the human body: how it functions, why we need all part of our body.
- Introduction to the earth and the sun, moon and stars.
- Study of insects and butterflies – exploring the similarities and differences, bringing them into the classroom for further exploration.
- Exploring the seasons – changes in temperature, what animals do in each respective season, hands on experiments involving snow, leaves, seeds etc.

FRENCH

- Counting 1-10 in French.
- Saying the Alphabet in French.
- Introduction to days of the week.
- Identifying the basic colours through games, songs and daily practice.
- Building on daily vocabulary: while eating, talking, walking etc.
- Listening to instructions and being able to answer questions such as, “How are you?”, “What is your name?” etc.
- Singing songs and participating in a variety of activities to foster language recognition.