



Sanghamitra School

Kindergarten Learning Standards 2022-2023

“Children have to be educated, but they have also to be left to educate themselves.”



The learning standards provides uniform format for learning in all content areas to make it easier to read and understand. From a planning perspective the standards highlight the importance of addressing young children’s development and learning across all developmental domains and illustrate learning progression to upper grades.

Learning standards

1. **Approaches to learning**: How children become involved in learning and acquiring knowledge.
2. **Physical development and health**: Children's physical health and ability to engage in daily activities both outdoors and indoors.
3. **Social and emotional learning**: The emotional competence and ability to form positive relationships that give meaning to children's experiences in the school, home and community.
4. **Communication, language and literacy**: How children understand, create and communicate.
5. **Cognition and knowledge of the world**: (Mathematics, science, social science, arts, science and technology) what children need to know and understand about their world and how they apply what they know.



Approaches to learning

Approaches to learning contains key skill areas for 21st century learners to be integrated throughout the daily curriculum and embedded within instructional practices.

1. Actively engages in play as a means of exploration and learning.
2. Collaborates and negotiates play with two or more children (eg: who will go first, roles each will play).
3. Cooperates successfully in play and works well with others often with little prompting (eg: listening and responding to others, helping)
4. Uses trial and error methods to figure out task, problem etc
5. Demonstrates awareness of connection between prior and new knowledge.

Actively engages in problem solving

Communicates and engages with peers and adults to solve problems



Creativity and imagination

Approaches tasks, problems with creativity, imagination and willingness to try new experiences

Uses materials or props in new ways to represent ideas, characters and objects.
Skills additional clarity to further understanding

Curiosity and initiative

Exhibits curiosity, interest and willingness to learn new things and have new experiences

Attempts to wide range of new experiences (eg. materials, tasks academic or physical skills).

Attempts new experiences, sensory and otherwise (eg. explores, examines and experiments with materials construction, nature)

Persistence

Demonstrates persistence

Resists distraction and maintains attention to a task or activity (eg: teachers instruction activity) with minimal distraction

Demonstrates organizational skills

Organizes materials appropriately (eg. puts things away when finished, organizes materials by category)

Carries out organized routines (eg. gathers personal belongings end of the day).



Physical development and Health

Uses senses to assist and guide learning:

- Identifies sights, smells, sounds, tastes and textures
- Compares and contrasts different sights, smells, sounds, tastes and textures
- Communicates to discuss sights, smells, sounds, tastes and textures

Uses sensory information to plan and carry out movements

1. Demonstrates appropriate body awareness, when moving in different spaces [aware of their own body]
2. Exhibits appropriate body movements when carrying out a task.
3. Demonstrates awareness of spatial boundaries and the ability to work with them (aware of things around them)



Demonstrates coordination and control of large muscles

- a) Displays an upright posture when standing or seated.
- b) Maintains balance during sitting, standing, and movement activities.
- c) Runs, jumps, walks in a straight line and hops on one foot.
- d) Navigates stairs using alternate feet.
- e) Puts on age appropriate clothing items (belt, tie, shoes, socks).

Combines a sequence of large motor skills with and without the use of equipment.

- Navigates age appropriate playground equipment.
- Explores practices and performs skills sets (throwing, pushing, pulling, catching, balancing etc.)
- Participates in a series of large motor movements or activities (eg: dancing, pedaling, following a leader participating in games/sports)

Demonstrates eye- hand coordination and fine motor skills

Ability to use fine motor skills. (Eg uses materials such as pencils, paints, brushes, blunt scissors, utensils effectively.) Manipulates small objects with ease (fits objects into holes, strings, wooden beads, stacks mini blocks, use geo boards). Uses buttons, zippers, snaps, hooks and tape successfully.



Physical Fitness

Engages in a variety of fitness activities. Engages in rigorous large motor activities (marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. Participates in activities to promote balance and flexibility.

Physical Health and Well Being

Demonstrates personal care and hygiene skills. Recognizes the importance of good nutrition, water, rest and sleep to be healthy. Demonstrates ways to self-soothe during time of stress.

Talks about food choices. Relates healthy behaviour to good personal health (eating balanced diet, exercising)

Physical Safety

Verbalizes and demonstrates safety rules (bus safety, holding adult hand and walking on side walls or near a street, wearing a helmet and seat belt). Understands and communicates that some practices could be unsafe (playing near a busy street). Participates in fire evacuation drill, understands alarm bell, and the need to go to a safe place. Explains how to get help in emergency (Eg: communicates their parent or guardians name and phone number)



Social and Emotional Learning

Identifies and manages emotions and behaviours. Describes likes, dislikes, needs, wants, strength challenges and opinions. Explains how emotions are linked to behaviour.



- Describes self-using several different characteristics.
- Social awareness and relationship with others offers support to another child or shows concern when a peer appears distressed.
- Uses listening skills to identify others feelings.
- Shares materials and toys with others.
- Identifies ways to play well with others, understands and follows routines and rules.
- Makes positive choices when interacting with class mates.
- Identifies social norms and safety considerations that guide behaviour.
- Identifies and performs roles that contribute to one's class room.

Adapt to change

Easily separates themselves from their parent and care givers. Transition with minimal support between routine activities and new expected outcomes.

Communication, Language and Literacy

Building a strong foundation of oral language in English. Contributes to learning to read.

Communication it is a gate way to children to express themselves, regulate behaviour, feel understood and connect with others.



1. Make choices about how to communicate the idea they want to share (eg gestures, drawing, writing, home language, sign language, speaking)
2. Experiments and plays with language.
3. Asks questions to gain knowledge.
4. Listens attentively for a variety of purposes (enjoyment, to gain information, to perform task, to follow directions).
5. Attempts to use new vocabulary correctly.
6. Makes comparisons to words and concepts comparisons.
7. Accurately describes what is seen understands and follows spoken directions.
8. Identifies pictures related to words.
9. Uses facial expression, body language, gestures, appropriate volume and speed in spoken messages.



Reading foundations

Follows words from left to right, top to bottom, and page by page.

Recognizes that spoken words are represented in written language by specific sequences of letters, understands that words are separated by spaces in print.

Recognizes and names all upper & lower cases letters of the alphabet. Identifies the front cover, back cover and title page of a book.

Phonological awareness

Recognizes and produces spoken rhyming words. Blends and segments syllables in spoken words.

Demonstrate one to one letter sound.

Decodes short vowels with common spelling.

Reads common high frequency words.

Reading Develops and answers questions about text. Retells stories or shares key details. Identifies characteristics, settings, major events in a story. Makes connections between self, text and world.

Writing Uses combination of drawing, dictating and writing of letters of alphabet.

Speaking and Listening Expresses thoughts, feelings and ideas. Describe familiar places, people, things and events with detail.

Vocabulary

1. Identifies new meanings for familiar words and applies them correctly (knowing duck is a bird)
2. Sorts common objects into categories (shapes, food)
3. Demonstrates understanding of opposites.
4. Explore action words that describes general action (walk, march, gallop)



Cognition and Knowledge of the world (Mathematics).

Mathematical learning in kindergarten focuses on exploration of concepts. Instructional time must focus on developing number sense including representing numbers and comparing number recognizing and describes shapes.

1. Knows the number names and the count sequence (e.g. counts to 100 by ones and by tens).
2. Counts to 100 by ones beginning from any given number (instead of beginning at 1)
3. Understands the relationship between numbers and quantities.
4. Understands the concept of ordinal numbers describe relative position (first to tenth)
5. Answers counting questions as many as 20 objects.

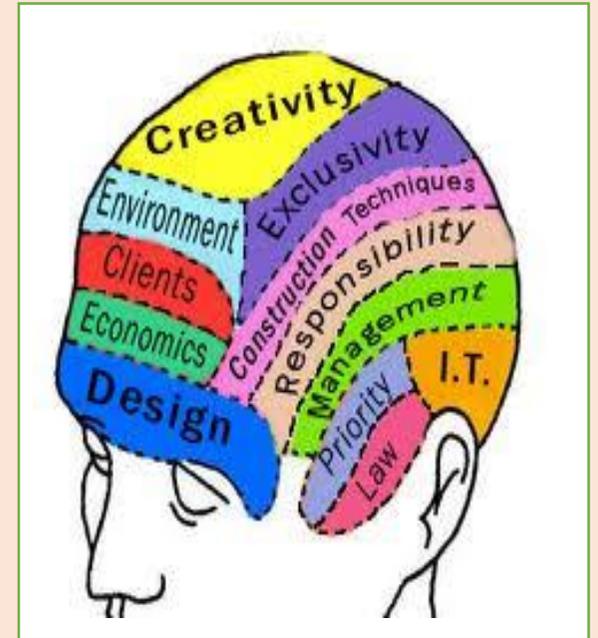
Identifies whether the number of objects in our group is more, less, fewer or equal (use matching & counting strategies).

Operations & Algebraic Thinking

Understands addition is putting together and adding to, and understands subtraction as taking apart and taking from.

Represents addition and subtraction objects fingers, drawings, sounds. Add & Subtracts with in 10.

Understands simple patterns. composes and decomposes the numbers from 11 to 19 into tens, ones, and 1,2, 3, 4,5,6, 7 ,8, 9 ones

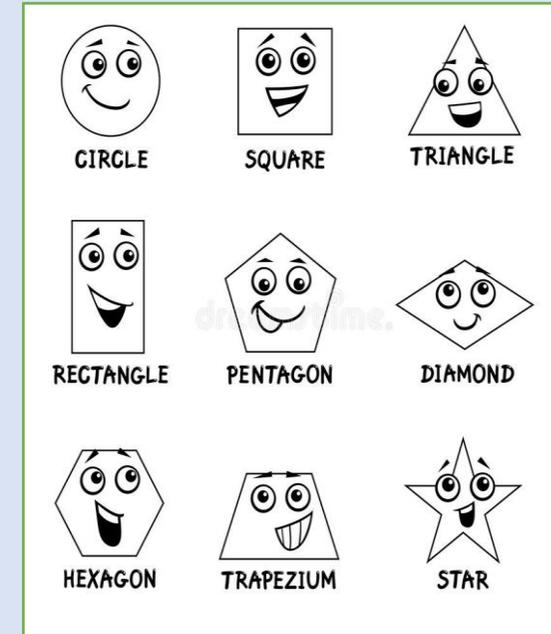


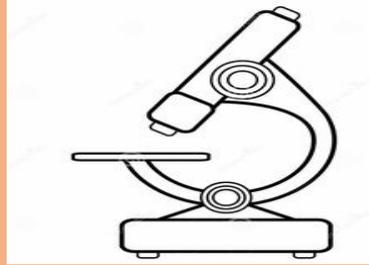
Measurement and data

Describes measurable attributes of an object such as length, weight, money using appropriate vocabulary (eg - small, big, short, tall, empty, full, heavy, light)

Geometry

1. Identifies and describes shapes.
2. Describes the relative positions (above, below, beside, in front of, behind, next).
3. Names the shapes.
4. Identifies between plane, flat, solid and 3dimensional shapes.
5. Compares, sorts and composes shapes
6. Compose larger shapes from smaller shapes (eg- join two triangles to make a rectangle)





Science

The inclusion of Science topics and scientific inquiry provides children time to develop questions, make and discuss predictions engage in hands on experiments and observations.

Matter

1. Describes observation qualitatively (hot, warm, cool, normal)
2. Recognizes solids may be liquid at higher temperature and liquids may be solid at lowest temperature.

Push and Pull

Compares the effects of different strengths of pushes or pulls on the motion of an object (eg A person pushing an object at different strengths, attaching a string to pull – two objects colliding and pushing on each other's).

Eco System

Observes and describes different animals need to take in different kinds of food, shelter and environment

Observes and describes plants need to have light.

Observes and describes all living things need water and other material to live, grow and thrive.

Plants, animals and their surroundings make up a system.

Communicate solutions to decrease our impact on living and non-living things in our environment, including land, water, air, plants and animals (eg reusing paper, not to cut trees, disposing of trash instead of littering).

Weather and Climate

Observes and communicates qualitative weather observations. (sunny, cloudy, rainy and warm) Observes and communicates qualitative observations (numbers of sunny, wind and rainy days in a year)

Describes weather patterns over time (it is usually cooler in the morning than in the afternoon etc.)

Observes the effect of sunlight on the temperature of sand soil, rocks and water.

Construct structures that reduces the warm effect of sunlight (umbrellas, canopies, tents)

Engineering and design

Develops a simple sketch drawing or physical model to illustrate how the shape of an object helps its function as needed to solve a given problem

Cognition and Knowledge of the world (social studies)

Social studies in kindergarten focuses on children's natural interest in learning about themselves and other people, what they do, what languages they speak, and their roles and responsibilities and learning about help and others

Develops a sense of self through physical and cultural characteristics of personal likes, dislikes, talents and skills.

Explains how their families, celebrate birthdays and special days.

Explains when and why national holidays (15th August, 2nd October) are celebrated

Learns national song, Anthem and how to show respect to national flag

Identifies national animal, fruit, flower etc.

Identifies the basic rights (protection from bullying, exploitation, provision of food, clothing)

Performs important duties of safety in the classroom, bus and school (queue, no food waste, line leader)

Rules and Safety

1. Discuss the rules of fire, water, traffic, school and home safety.
2. Communicate what would happen if rules are not followed.
3. Discuss classroom routines and rules (eg- raise hand to ask question or answer, walk quietly near the class rooms etc).



Geography, Humans and The Environment

1. Understand a globe represent earth
2. Identify map
3. Locate familiar places, buildings (hospital, police station, post office, market).
4. Correctly uses words and phrases to indicate location and direction (eg : up, down, near, far, left, right, straight, back, behind, in front of, next to between)



Time Continuity and Change, Past, Present, Future

Uses specific words and phrases related to chronology and time. Correctly uses words (first, next, last, now, long ago, before, after, morning, afternoon, night, today, yesterday, tomorrow, week, month, year)

Retells a story and explains the value, idea, tradition or important event that is expressed.

Economic System

Understand a need is something that a person must have for health and survival, while a want is something that a person would like to have.

- ❖ Identifies basic needs (food, clothing, shelter)
- ❖ Distinguish between a need and a want.
- ❖ Identifies examples of goods and services.
- ❖ Recognizes scarcity as the condition of not being able to have all of the goods and services that a person wants or needs.

The Arts

- The Arts develop a variety of children's skills thought process, and socio emotional understanding through dance, music, and visual arts.

Dance

- Explores locomotor & non locomotor movement related elements of dance.
- Responds to a series of sensory stimuli (music, sound, light) using different elements of dance.
- Makes still and moving body shapes that show (straight, bent and curved).
- Identifies and applies different qualities to movements (eg loose, tight, light, heavy, smooth, fast) in response to verbal cues.
- Moves safely in general space.

Visual Arts

- Engages collaboratively in creative art making (more teacher directed)
- Identifies safe ways to use tools and material
- Identifies primary and secondary colours
- Describes what an image represents.



Science and Technology

As the use of technology for teaching, learning and assessment becomes more prevalent in schools, teacher must ensure that students receives 21st century skills on the topic computer (key board instructions) as a focus area.

1. Students should be introduced to a computer to identify basic components of computer, monitor keyboard.
2. Identify key board, explore key boards, mouse.
3. General familiarity with letter and number placement.
4. Introduction to enter key and space bar.
5. Introduction into back space, delete shift.
6. Introduction to correct posture
7. Correct posture and hand placement should continue to be reinforced
8. Turn on and off computer

