

Kindergarten Curriculum (2026): Overall Expectations by Strand

As students progress through kindergarten, they:

Strand A: Foundations of Language and Mathematics

- A1.** Oral and Non-Verbal Communication: communicate orally and non-verbal
- A2.** Foundations for Reading and Writing: apply early reading and writing skills
- A3.** Understanding and Responding to Texts: understand and respond to a variety of texts by diverse creators from Canada and by diverse First Nations, Métis, and Inuit creators
- A4.** Expressing Ideas and Creating Texts: create texts using foundational language knowledge and skills
- A5.** The Mathematical Processes: apply mathematical processes (i.e., problem solving; reasoning and proving; reflecting; connecting; communicating; representing; and selecting tools and strategies)
- A6.** Number Sense and Operations: use numbers and operations
- A7.** Patterns and Relationships: investigate repeating patterns
- A8.** Data Literacy and Probability: collect and display data to answer questions and communicate information, and explore probability in everyday contexts
- A9.** Geometric and Spatial Reasoning: describe two-dimensional shapes and three-dimensional objects, and the location and movement of people and objects
- A10.** Measurement: describe and compare the length, area, mass, or capacity of a variety of objects

Strand B: Problem Solving and Innovating

- B11.** Coding Skills: use foundational coding concepts and skills
- B12.** Scientific Investigation and Engineering Design: use an inquiry process to engage in scientific investigations and to design, build, and test models and structures
- B13.** Exploring Environments: investigate natural and built environments

Strand C: Self-Regulation and Well-Being

- C14.** Social Skills: identify and use social skills in play and other contexts
- C15.** Self-Regulation: demonstrate independence, self-regulation, and a willingness to take on responsibility
- C16.** Understanding Health Concepts: demonstrate an awareness of their own health and well-being
- C17.** Active Participation: participate actively and regularly in a variety of activities that require the application of movement concepts
- C18.** Movement Skills and Concepts: develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts

Strand D: Belong and Contributing

- D19.** Identity and Self-Image: demonstrate a sense of identity and a positive self-image
- D20.** Understanding Perspectives and Canadian Identity: show understanding of the multiple perspectives and diversity among individuals, groups, and communities in Canada, and identify areas of connection
- D21.** Self-Confidence: recognize bias in ideas and develop the self-confidence to stand up for themselves and other against prejudice and discrimination
- D22.** People and Communities: demonstrate an awareness of their surroundings
- D23.** Respect and Care for Nature: demonstrate an understanding of the natural world and the need to care for and respect the environment
- D24.** Responding to Art: respond to a variety of forms of dance, drama, music, and visual arts from various cultures and communities, including using their language and mathematics knowledge and skills
- D25.** Exploring and Creating Art: explore and create a variety of art forms, including dance, drama, music, and visual arts.