

Key Features of the Competency

To broaden his/her repertoire of actions. To experiment with gross and fine motor movements. To pay attention to his/her sensory and bodily reactions.

To adjust his/her actions to the demands of the environment. To situate himself/herself in the physical environment and experiment with sequences of actions. To use tools and materials for an explicit purpose.

**TO PERFORM SENSORIMOTOR
ACTIONS EFFECTIVELY
IN DIFFERENT CONTEXTS**

To recognize ways to ensure his/her well-being. To adopt good posture and practise relaxation. To identify healthy living habits and respect safety rules.

Evaluation Criteria

- Execution of various gross motor movements
- Execution of various fine motor movements
- Adjustment of actions to the environment
- Recognition of factors that favour well-being (health and safety)

Outcomes at the End of Preschool Education

The children, having been placed in a variety of classroom situations that hold real challenges, have broadened their repertoire of actions. They adjust their actions to their physical and human environment and follow safety rules, performing in accordance with the task and their level of development. The ease of movement they have acquired prepares them for learning requiring greater coordination and dexterity.

Key Features of the Competency

To increasingly meet his/her physical, cognitive, emotional and social needs. To express his/her needs and find ways to meet them.

To share his/her tastes, interests, feelings and emotions. To express in a variety of ways his/her tastes, interests, feelings and emotions.

**TO AFFIRM
HIS/HER PERSONALITY**

To develop self-confidence. To become aware of his/her strengths and limits. To put forward his/her ideas. To present personal impressions with confidence.

To show autonomy. To select his/her materials. To make choices on the basis of himself/herself and the environment. To set goals for himself/herself. To take initiative and responsibility.

Evaluation Criteria

- Use of appropriate means to meet his/her needs
- Appropriate expression of his/her tastes, interests, ideas, feelings and emotions
- Demonstration of autonomy in games, activities, projects and everyday life in the class
- Various manifestations of emotional security (setting challenges for himself/herself, speaking up)

Outcomes at the End of Preschool Education

The children have a better appreciation of their strengths and begin to deal with their limits. They know themselves better and they are able to present themselves as individuals and identify what distinguishes them from others. They are able to put forward their ideas and explain them and to act autonomously and responsibly.

Key Features of the Competency

To show interest in others. To become acquainted with different people. To recognize their physical, social and cultural characteristics. To recognize his/her differences from and similarities to others.

To cooperate with others. To share play, materials, ideas and strategies. To offer help and encourage others. To identify factors that help or hinder cooperation. To cooperate in activities and projects.

**TO INTERACT
HARMONIOUSLY
WITH OTHERS**

To participate in the group. To express his/her ideas. To listen to others. To take part in formulating rules of social conduct. To take part in decision making and take responsibility.

To apply a conflict-resolution process. To recognize situations of conflict. To state the facts. To seek a solution and apply the solution chosen. To test the solution.

Evaluation Criteria

- Demonstration of openness to others
- Participation in the group
- Observance of the group's rules of conduct
- Application of a conflict-resolution process, with help
- Personal involvement with others

Outcomes at the End of Preschool Education

The children are able to live harmoniously with others. They communicate with various people and are able to share, offer help and encourage others. They appreciate individual differences and take part in group activities.

Key Features of the Competency

To show interest in communication. To start and maintain a conversation. To adhere to the subject of a conversation. To imitate reading and writing behaviours. To show interest in information and communications technologies.

To produce a message. To organize his/her ideas. To use appropriate vocabulary. To explore the sound aspect of language through wordplay. To explore different forms of spontaneous writing. To use information and communications technologies.

**TO COMMUNICATE
USING THE
RESOURCES OF
LANGUAGE**

To understand a message. To pay attention to the message. To take into account concepts related to time, space and quantity. To express his/her understanding of information received. To make connections between speech and writing, and recognize the value of writing. To explore the concepts, conventions and symbols of written language and the computer environment.

Evaluation Criteria

- Interest in communication
- Demonstration of understanding of the message
- Production of messages

Outcomes at the End of Preschool Education

The children are able to express and explain themselves so as to be understood by other children and adults. They are able to listen to questions or instructions and to respond appropriately. They react positively to activities involving their language skills, specifically in the areas of reading and writing. They have been introduced to the various forms and functions of language and they adapt them to different communication situations.

Key Features of the Competency

To show interest and curiosity concerning the arts, history, geography, mathematics, science and technology. To experiment and use tools, materials and strategies in these subject areas. To make connections with his/her everyday life.

To describe his/her learnings. To describe his/her method. To define his/her learnings and strategies. To apply his/her learnings.

**TO CONSTRUCT
HIS/HER
UNDERSTANDING
OF THE WORLD**

To exercise thinking in a variety of contexts. To observe, explore and manipulate. To ask questions and make associations with ideas. To make and test predictions.

To organize information. To express what he/she knows. To seek, select and exchange information.

Evaluation Criteria

- Demonstration of interest, curiosity and a desire to learn
- Experimentation with various ways of exercising thinking
- Use of pertinent information to learn
- Description of the process and strategies used in learning

Outcomes at the End of Preschool Education

The children know the pleasure of learning. They are curious and are able to use their learnings and creativity in play and projects. They use some basic elements from various subject areas: the arts, social sciences, mathematics, science and technology. They share their discoveries.

Key Features of the Competency

To become involved in the project or activity, drawing on his/her resources. To show interest. To speak of what he/she knows and research information in order to carry out the activity or project.

To show satisfaction with the project or activity. To present his/her project. To describe his/her method. To explain the strategies and resources used.

**TO COMPLETE AN
ACTIVITY OR PROJECT**

To show tenacity in carrying out the project or activity. To use a variety of strategies. To take time and space into account. To use creativity. To finish the activity or project.

To transmit the results of the project. To state his/her assessment. To speak of the difficulties involved. To explain what he/she learned and how he/she will be able to use these new learnings.

Evaluation Criteria

- Involvement in the activity or project
- Use of his/her resources in carrying out the activity or project
- Perseverance in carrying out the activity or project
- Description of the strategies used in carrying out the activity or project
- Assessment of the learnings acquired and difficulties encountered
- Expression of satisfaction with the activity or project

Outcomes at the End of Preschool Education

The children complete individual, team or class projects appropriate to their level. When they become involved in an activity or project, they apply their previous learnings in planning it. They anticipate the main steps and are able to describe the method to be used. At the end of the activity or project, they can state the learnings acquired. In this way they develop abilities and skills that will serve as the basis for further learning.