

## Cultural References

- Cultural, social and physical differences and similarities
- His/her physical environment: characteristics (e.g. rural, urban); natural elements (e.g. mountains, trees, lakes); infrastructure (e.g. bridges, bicycle paths, bus shelters); services and facilities (e.g. medical clinics, supermarkets, fire stations)
- The human environment: social roles (e.g. in school, in the family, in the community); occupations and professions (e.g. electrician, nurse)
- The cultural environment (e.g. libraries, museums, theatres, art galleries)
- Children's literature (e.g. picture books, stories, fairy tales, history books)
- Songs, sketches, films, documents, advertising, newspapers, dictionaries
- Computer programs
- Special events, holidays, media messages, everyday objects, works of art; ways of thinking, values and practices that influence behaviour
- Resources in the immediate and more distant environment (e.g. visit to a farm or museum; theatre performance; nature class)
- Protection of the environment and recycling (e.g. rules, habits, attitudes, pollution)
- Safety: safe behaviour and safety rules for the physical environment (e.g. taking the bus, being careful with hazardous substances); rules for using tools and equipment (e.g. scissors, knives); situations involving safety risks and risks to well-being (e.g. unacceptable actions, invitation to follow a stranger); behaviour to adopt and ways to get help in emergencies (e.g. calling 911, going to an adult acquaintance)

## Essential Knowledges

### STRATEGIES

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#### • Motor and Psychomotor Strategies

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- Discovering his/her sensory potential
- Situating himself/herself in space and time and in relation to objects
- Performing activities to strengthen muscle tone, improve flexibility and increase endurance
- Using movement and rhythm to communicate
- Using relaxation to reduce stress
- Using objects, tools and materials properly

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#### • Emotional and Social Strategies

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- Controlling his/her impulses
- Paying attention
- Managing stress
- Maintaining concentration
- Speaking of himself/herself positively ("I can...")
- Finding ways to overcome difficulties and resolve conflicts

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#### • Cognitive and Metacognitive Strategies

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- Observing
- Exploring
- Experimenting
- Organizing
- Planning
- Classifying

## STRATEGIES (cont.)

- Comparing
- Selecting
- Memorizing
- Producing new ideas
- Using the right words
- Questioning and self-questioning
- Anticipating
- Verifying
- Evaluating

## LEARNINGS

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### • Learnings Related to Sensory and Motor Development

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- The parts of the body (e.g. eyebrows, throat) and their characteristics (e.g. brown eyes, short hair), functions (e.g. breathing, walking) and reactions (e.g. skin becomes red when exposed to sun)
- The five senses—taste, touch, smell, sight, hearing—and characteristics associated with them (e.g. salty, rough), their functions (e.g. seeing, hearing)
- Gross motor movements (e.g. running, throwing, crawling, jumping, sliding, climbing)
- Fine motor movements (e.g. cutting, tracing, gluing, folding, shaping, tearing)
- Physical and sensory play (e.g. skipping rope, playing with a ball, texture discovery games)
- Assembly games (e.g. puzzles, blocks, erector set)
- Physical needs (e.g. food, rest, clothing)
- Positions of a person or object in space (e.g. in front of, behind, facing, beside, at the front, under, between, left, right)

- Various ways to relax (e.g. listening to soft music, taking time out, closing one's eyes)
- Living habits and their effects on health (e.g. hygiene, physical activity, diet)

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### • Learnings Related to Emotional Development

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- Self-portrait (e.g. tastes, interests, good qualities)
- Personal data (e.g. date of birth, telephone number, address, family)
- Feelings (e.g. joy, rage, fear)
- Actions demonstrating autonomy (e.g. recognizing his/her things; dressing self; finding equipment, materials or tools for use in activities)
- Actions demonstrating responsibility (e.g. transmitting a message, putting away his/her toys, taking care of equipment)
- Means of self-expression (e.g. dance, music)

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### • Learnings Related to Social Development

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- Social skills: politeness (e.g. greetings, please and thank you); attitudes expressed verbally and nonverbally (e.g. smiling, looking at people when they are speaking, congratulating); cooperative actions (e.g. encouraging others, offering help, sharing); participatory actions (e.g. distributing things, putting things away)
- Rules of conduct (e.g. individual rights and responsibilities)
- Conflict management (e.g. explanation of the problem, solutions, compromises, making amends)
- Games involving rules (e.g. lotto, dominoes, card games, parlour games)
- Cooperative games (e.g. games that have no winners or losers)

## LEARNINGS (cont.)

### • Learnings Related to Language Development

- Actions associated with emergent writing: imitation of reading behaviour (e.g. holding a book right side up, moving from left to right); imitation of writing behaviour (e.g. pretending to write)
- Concepts and conventions of written language (e.g. play with rhyme, sounds, letters, words or sentences)
- Conventions and symbols associated with computers (e.g. mouse, monitor, keyboard)
- Use of the appropriate pronouns and tenses in speech
- Concepts related to language and stories (e.g. beginning, middle, end)
- Recognition of writing in the environment
- Recognition of some letters of the alphabet
- Recognition of some words in writing (e.g. his/her name, names of friends, *mommy*, *daddy*)
- Writing of a few words he/she uses often (e.g. his/her family name or first name)
- Symbolic games (e.g. playing house, store, doctor)
- Communication games (e.g. broken telephone, a collective story)

### • Learnings Related to Cognitive Development

- The arts: drama (e.g. puppets, symbolic games); music (e.g. songs and nursery rhymes, listening to music); dance (e.g. movement improvisation to various rhythms, folk dances from own and other cultures); visual arts (e.g. modelling, drawing, painting, sculpture)
- Mathematics: number games (e.g. lotto, calendar game); counting games (e.g. counting the number of friends); association games (e.g. associating an object with a geometric shape); comparison games (e.g. comparing the length of two objects); grouping and sorting games (e.g. sorting objects by colour or texture); pattern games (e.g. creating sequences of increasingly complex objects); estimation games (e.g. estimating length, quantity); measurement games (e.g. measuring objects using a string)
- Science and technology: experimentation games (e.g. using containers of water and sand, magnifying glass); observation and manipulation of objects (e.g. creation, assembly); attempting to find explanations and consequences in relation to various substances (e.g. wood, paper), natural elements (e.g. air, water) or natural phenomena (e.g. rust, sleet, germination, falling leaves)
- Concepts related to time (e.g. today, yesterday, the seasons, the days of the week, holidays)
- Concepts related to space (e.g. high, low, near, far, middle, big, wide)
- Concepts related to quantity (e.g. full, empty, as much as, more than)