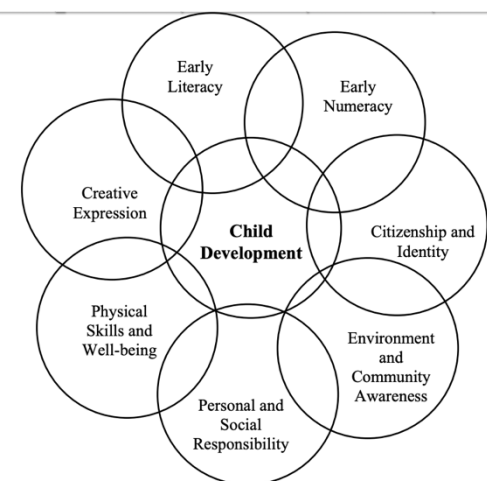


Planning in Kindergarten is based on the Alberta Education Document [Kindergarten Program Statement](#)

The *Kindergarten Program Statement* (Alberta Education, 2008) includes a detailed rationale and outlines ten principles upon which the areas of learning are based.

Learning expectations for kindergarten are outlined in seven areas of learning:

- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression.



- Learner expectations in the early literacy, early numeracy, and citizenship and identity learning areas are the outcomes for Kindergarten in English language arts, mathematics and social studies in the Program of Studies: Elementary Schools.
- Learner expectations in the other four learning areas are integrated and focus on the early learnings in science, physical education, health and the fine arts.

As stated in the Kindergarten Program Statement:

“Young children learn in an integrated way, and many of the learnings identified in this program statement will be accomplished simultaneously. It is intended that the learner expectations will be integrated through learning activities that are developmentally appropriate for young children”.

“The learner expectations of the Kindergarten Program Statement should be adapted and modified to meet the needs of each child”.

General Outcomes are listed below at left. Use the [Kindergarten Program Statement](#) and [Kindergarten Curriculum Overview Document](#) for Specific Learner Expectations, rationale, and overarching principles.

SAMPLE LONG RANGE PLANNING TEMPLATE-KINDERGARTEN

Essential Question/Topic/Theme & Month	JAN. <i>(Essential Questions/ Themes/ Topic)</i>	FEB. <i>(Essential Questions/ Themes/ Topic)</i>	MAR. <i>(Essential Questions/ Themes/ Topic)</i>	APRIL <i>(Essential Questions/ Themes/ Topic)</i>	MAY <i>(Essential Questions/ Themes/ Topic)</i>	JUNE <i>(Essential Questions/ Themes/ Topic)</i>
<p>Early Literacy Through reading, writing, speaking, viewing & representing, the child:</p>	<i>(use arrows to</i>	<i>Indicate ongoing focus –</i>	<i>-----></i>			
<p><i>Explores thoughts, ideas, feeling and experiences</i> -Discovers & explores -Clarifies & extends</p>						
<p><i>Comprehends and responds personally and critically to oral, print and other media texts</i> • Uses strategies and cues • Responds to texts • Understands forms, elements and techniques • Creates original text</p>						
<p><i>Manages ideas and information</i> -Plans and focuses -Selects and processes -Organizes, records and evaluates -Shares and reviews</p>						
<p><i>Respects, supports and collaborates with others</i> - Respects others and strengthens community -Works within a group</p>						
Assessment/Feedback						

Add specific learner expectations and possible learning activities to each month. Not all squares will be filled every month, depending on how you map out the outcomes over the year or what areas you need to focus on. Some learner expectations will carry over multiple months/be ongoing.

General Outcomes are listed below at left. Use the [Kindergarten Program Statement](#) and [Kindergarten Curriculum Overview Document](#) for Specific Learner Expectations, rationale, and overarching principles.

Early Numeracy	<i>(use arrows to</i>	<i>Indicate ongoing focus --</i>	<i>----->)</i>			
<i>Number</i> <i>-describe, orally, and compare quantities from 1 to 10.</i>						
<i>Patterns and Relations</i> • identify repeating patterns • sort objects based on a single attribute.						
<i>Shape and Space</i> <i>-use direct measurement to compare two objects</i> <i>-sort and build 3-D objects</i>						
Assessment/Feedback						
Citizenship & Identity: Being Together						
<i>I Belong</i> Demonstrates an understanding & appreciation of the characteristics and interests that unite members of communities and groups.						
<i>I Am Unique</i> Demonstrates an understanding & appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.						
<i>Skills and Processes</i> <i>Dimensions of thinking</i> <i>Social participation as democratic practice</i> <i>-Research for deliberative inquiry</i>						

Add specific learner expectations and possible learning activities to each month. Not all squares will be filled every month, depending on how you map out the outcomes over the year or what areas you need to focus on. Some learner expectations will carry over multiple months/be ongoing.

General Outcomes are listed below at left. Use the [Kindergarten Program Statement](#) and [Kindergarten Curriculum Overview Document](#) for Specific Learner Expectations, rationale, and overarching principles.

-Communication						
Assessment/Feedback						
Personal & Social Responsibility						
-Develops positive attitudes and behaviours toward learning -Accepts and practises responsibility -Demonstrates and practises independence -Experiences and expresses feelings in socially acceptable ways -Contributes to group activities -Develops positive relationships with others						
Environmental & Community Awareness						
Demonstrates curiosity, interest and a willingness to learn about the environment and community						
Explores familiar places and things in the environment and community						
Uses materials in the environment and community and becomes aware of how others use materials						

Add specific learner expectations and possible learning activities to each month. Not all squares will be filled every month, depending on how you map out the outcomes over the year or what areas you need to focus on. Some learner expectations will carry over multiple months/be ongoing.

General Outcomes are listed below at left. Use the [Kindergarten Program Statement](#) and [Kindergarten Curriculum Overview Document](#) for Specific Learner Expectations, rationale, and overarching principles.

Physical Skills & Well Being						
<i>Acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments</i>						
<i>Develops fine motor and perceptual motor skills through participation in a variety of activities</i>						
<i>Develops attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others</i>						
<i>Assumes responsibility to lead an active way of life</i>						
Creative Expression						
<i>Explores self-expression through creative thought and through language, art, movement, music and drama Becomes aware of various forms of expression</i>						
<i>Becomes aware of various forms of expression</i>						
Assessment/Feedback						
Learning Centres						

Add specific learner expectations and possible learning activities to each month. Not all squares will be filled every month, depending on how you map out the outcomes over the year or what areas you need to focus on. Some learner expectations will carry over multiple months/be ongoing.

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Guests/Field Trips						
Special Events/Holidays						
Literature/Read Alouds						
Resources						

Add specific learner expectations and possible learning activities to each month. Not all squares will be filled every month, depending on how you map out the outcomes over the year or what areas you need to focus on. Some learner expectations will carry over multiple months/be ongoing.

General Outcomes are listed below at left. Use the [Kindergarten Program Statement](#) and [Kindergarten Curriculum Overview Document](#) for Specific Learner Expectations, rationale, and overarching principles.

Sources:

Alberta. Alberta Education. (2011). *Kindergarten Curriculum Overview*. Retrieved from <https://education.alberta.ca/media/160232/kindergarten-curriculum-overview.pdf>. Edmonton, Alta.: Alberta Education.

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