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| **Kindergarten Science**  **CURRICULAR COMPETENCIES (DO)**  In science, the curricular competencies introduced in K are expanded in a developmental continuum focused on the doing of science. | | **BIG IDEAS (UNDERSTAND)** | | | | | | | | | |
| Plants and animals  have observable features. | | | Humans interact with matter every day through familiar materials. | | The motion of objects  depends on  their properties. | Daily and seasonal changes affect all living things. | | | |
| **CONTENT (KNOW)** | | | | | | | | | |
| basic needs of plants and animals *(food, water, shelter and space)* | adaptations of local plants *(roots, stem, leaves, flower, seeds)* and animals *(shape, size, feet, teeth, etc.)* | Local First Peoples’ uses of plants and animals | properties *(colour, texture, hardness, lustre etc.)* of familiar materials *(fabric, wood, plastic, glass etc.)* | effects of pushes/pulls on movement *(how things move)* | effects of size, shape, and materials on movement | weather changes *(cloud cover, precipitation and wind)* | seasonal changes *(winter, spring, summer, fall)* | living things make changes to accommodate daily  and seasonal cycles *(physical and behavioural)* | First Peoples knowledge of seasonal changes |
|  | | Inquiry Question(s) | | | Inquiry Question(s) | | Inquiry Question(s) | Inquiry Question(s) | | | |
| Questioning and predicting | Demonstrate curiosity and a sense of wonder about the world. |  |  |  |  |  |  |  |  |  |  |
| Observe objects and events in familiar contexts. |  |  |  |  |  |  |  |  |  |  |
| Ask simple questions about familiar objects and events. |  |  |  |  |  |  |  |  |  |  |
| Planning and conducting | Make exploratory observations using their senses. |  |  |  |  |  |  |  |  |  |  |
| Safely manipulate materials. |  |  |  |  |  |  |  |  |  |  |
| Make simple measurements using non-standard units. |  |  |  |  |  |  |  |  |  |  |
| Processing and analyzing data and information | Discuss observations. |  |  |  |  |  |  |  |  |  |  |
| Represent observations and ideas by drawing. |  |  |  |  |  |  |  |  |  |  |
| Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge |  |  |  |  |  |  |  |  |  |  |
| Experience and interpret the local environment. |  |  |  |  |  |  |  |  |  |  |
| Applying and innovating | Take part in caring for self, family, classroom and school through personal approaches. |  |  |  |  |  |  |  |  |  |  |
| Transfer and apply learning to new situations. |  |  |  |  |  |  |  |  |  |  |
| Generate and introduce new or refined ideas when problem solving. |  |  |  |  |  |  |  |  |  |  |
| Commu-nicating | Share observations and ideas orally. |  |  |  |  |  |  |  |  |  |  |
| Express and reflect on personal experiences of place. |  |  |  |  |  |  |  |  |  |  |