



# Curriculum Expectations

## Handbook



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## **Message To The Parents**

Inventive Minds Kidz Academy (IMKA) exists to serve the unique learning needs of each student as well as to enhance his or her academic experience beyond the classroom and prepare them for the next stage in their lives. Inventive Minds Kidz Academy is committed to providing your child with the best and safest possible educational experience.

In this academic year our goal is to enhance your children's educational skills. Please review some of the expectations in Language, Mathematics, Science and Technology, Personal and Social Development and The Arts for Inventive Minds Kidz Academy.

Teachers plan programs that allow children to achieve the learning expectations through activities that emphasize the integrated nature of learning. For example, a cooking activity may include knowledge, skills, or attitudes from the areas of mathematics, science, technology, language, and personal and social development. Teachers design programs that highlight links within and among areas of learning and that enable children to connect what they learn in school with

their own experiences and the activities of everyday life. We will be using a center based learning approach in order to provide more one-on-one and peer learning experiences.

IMKA believes parents are partners in learning and we support your involvement in your child's education. That's why we have prepared for you this clear and concise plan of our specific curriculum expectations. By being familiar with the specific curriculum expectations, you can see what your child should be learning in class and work with teachers to improve your child's academic achievement. We welcome your presence and urge you to participate in parent-teacher conferences, school events, and be active on school councils. Most of all, we urge you to provide your children with encouragement, support and praise to assist them in having a successful school experience.

We hope you find this curriculum guide helpful. If you have questions or if you would like to discuss the curriculum expectations, please feel free to contact the office. Please note that the skills below are developmental skills we wish to achieve by the end of the year. **Remember each child develops at their own pace.**



## Development Skill: Print Concept

Preschoolers	Junior Kindergarten	Senior Kindergarten
<p>1. Demonstrates knowledge that print carries and its meaning.</p> <p>2. Demonstrates knowledge of left- to-right and top- to- bottom directionality.</p>	<p>1. Demonstrates knowledge of book orientation.</p> <p>2. Develops predictions.</p> <p>3. Demonstrates knowledge that print carries meaning.</p> <p>4. Demonstrates knowledge of left-to-right and top-to-bottom directionality.</p> <p>5. Discriminates between letter and word.</p>	<p>1. Demonstrates knowledge of book orientation.</p> <p>2. Develops predictions.</p> <p>3. Demonstrates knowledge that print carries meaning.</p> <p>4. Demonstrates knowledge of left-to-right and top-to-bottom directionality.</p> <p>5. Discriminates between letter and word.</p> <p>6. Demonstrate full knowledge of printing independently.</p>









# Oral Communication



## Development Skill: Oral Communication

Preschoolers	Junior Kindergarten	Senior Kindergarten
<ol style="list-style-type: none"> <li>1. Communicates needs to peers and adults.</li> <li>2. Follows simple directions and respond appropriately to familiar questions.</li> <li>3. Asks questions, expresses feelings and shares ideas.</li> <li>4. Uses language to connect new experiences with what they already know.</li> <li>5. Demonstrates awareness of individual sounds and sound patterns in language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicates needs to peers and adults.</li> <li>2. Listens and responds to others in a variety of contexts.</li> <li>3. Follows simple directions and responds appropriately to familiar questions.</li> <li>4. Describes personal experiences and retells familiar stories, using appropriate vocabulary and basic story structure.</li> <li>5. Asks questions, expresses feelings, and shares ideas.</li> <li>6. Uses language to connect new experiences with what they already know.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicates messages and follows basic instructions and directions.</li> <li>2. Asks questions about their immediate environment and offers personal opinions.</li> <li>3. Listens and reacts to stories and recount personal experiences.</li> <li>4. Respond to familiar or predictable language patterns by joining in or using choral response.</li> <li>5. Apply some basic rules of participating in a conversation and working with others.</li> </ol>

## Oral Communication (*continued*)

Preschoolers	Junior Kindergarten	Senior Kindergarten
	<p>7. Listens and responds orally to language patterns in stories and poems.</p> <p>8. Demonstrates awareness of individual sounds and sound patterns in language.</p> <p>9. Uses gestures, tone of voice, and other nonverbal means to communicate more effectively.</p>	<p>6. Views, reads, and listens to media works with simple messages or factual information and describes what they have learned.</p> <p>7. Can create simple media works using conventions (e.g., sentence structure) of oral language and of various media that is appropriate to the grade.</p> <p>8. Since we feel that spelling and grammar are important, our program will also emphasize phonic skills, word analysis &amp; word building opportunities.</p>







## Development Skill: Reading

Preschoolers	Junior Kindergarten	Senior Kindergarten
<p>1. Listens to stories, poems, and non-fiction materials for enjoyment and information.</p> <p>2. Respond appropriately to a variety of materials read aloud to them.</p> <p>3. Identify favourite books and retell the stories in their own words.</p> <p>4. Demonstrate understanding of a story by making predictions.</p> <p>5. Make connections between their own experiences and those of storybook characters.</p>	<p>1. Listen to stories, poems, and non-fiction materials for enjoyment and information.</p> <p>2. Respond appropriately to a variety of materials read aloud to them.</p> <p>3. Identify favourite books and retell the stories in their own words.</p> <p>4. Demonstrate understanding of a story by making predictions.</p> <p>5. Make connections between their own experiences and those of storybook characters.</p> <p>6. Demonstrate awareness of some conventions of written materials.</p>	<p>1. Students will be expected to read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment).</p> <p>2. Read aloud in a way that communicates the meaning.</p> <p>3. Read independently, using reading strategies appropriate for this grade level.</p> <p>4. Express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to</p>

## Reading (*continued*)

Preschoolers	Junior Kindergarten	Senior Kindergarten
<p>6. Recognize that words often consist of beginning, middle, and final sounds.</p> <p>7. Identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning.</p>	<p>7. Identify some features of books and other written materials.</p> <p>8. Recognize that words often consist of beginning, middle, and final sounds.</p> <p>9. Identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning.</p> <p>10. Uses language patterns and sound patterns to identify words and to predict the next word.</p>	<p>their own knowledge and experience.</p> <p>5. Independently select stories and other reading materials by a variety of authors.</p> <p>6. Understand the vocabulary and language structures appropriate for this grade level.</p> <p>7. Use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.</p>





Writing



## Development Skill: Writing

Preschoolers	Junior Kindergarten	Senior Kindergarten
<ol style="list-style-type: none"> <li>1. Print most of the letters of the alphabet, their own name, names of family members and some short words.</li> <li>2. Recognizes own name in print.</li> <li>3. Demonstrates an established hand preference.</li> <li>4. Demonstrates correct pencil grip.</li> <li>5. Able to hold scissors and cut.</li> <li>6. Colors within the lines.</li> <li>7. Traces his/her name legibly.</li> <li>8. Traces the alphabet</li> </ol>	<ol style="list-style-type: none"> <li>1. Write using a variety of tools and media.</li> <li>2. Write simple messages using a combination of pictures, symbols, letters, phonetic spellings, and familiar words.</li> <li>3. Contribute words or sentences to a class narrative that is written down on a chart by the teacher.</li> <li>4. Print most of the letters of the alphabet, their own name and names of family members, and some short words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet).</li> <li>2. Organize information so the writing conveys a clear message (e.g. describe events in the proper sequence: We went to see the dog. I liked him a lot. We took him home on the bus).</li> <li>3. Write simple sentences using proper punctuation such as periods and commas.</li> <li>4. Produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information).</li> </ol>

## Writing (*continued*)

Preschoolers	Junior Kindergarten	Senior Kindergarten
		<p>5. Use materials from other media sources (e.g., computer clip-art) to enhance their writing.</p> <p>6. Begin to revise written work, with the assistance of the teacher.</p> <p>7. Use and spell correctly the vocabulary appropriate for this grade level.</p> <p>8. Use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.</p>





# Number Sense + Numeration

## Development Skill: Number Sense & Numeration

Preschoolers	Junior Kindergarten	Senior Kindergarten
<p>1. Sort and classify objects into sets according to specific characteristics, and describe those characteristics;</p> <ul style="list-style-type: none"> <li>• match objects by one-to-one correspondence;</li> <li>• estimate and count to identify sets with more, fewer, or the same number of objects;</li> <li>• count orally to 30, and use cardinal and ordinal numbers during play and daily classroom routines;</li> <li>• recognize numerals from 1 to 10;</li> </ul>	<p>1. Sort and classify objects into sets according to specific characteristics, and describe those characteristics;</p> <ul style="list-style-type: none"> <li>• match objects by one-to-one correspondence;</li> <li>• estimate and count to identify sets with more, fewer, or the same number of objects;</li> <li>• count orally to 100, and use cardinal and ordinal numbers during play and daily classroom routines;</li> <li>• recognize and write numerals from 1 to 20;</li> <li>• demonstrate awareness of addition and subtraction in everyday activities</li> </ul>	<p>1. Understand whole numbers by exploring number relationships using concrete materials.</p> <ul style="list-style-type: none"> <li>-understand numerals, ordinals, and the corresponding words, and demonstrate the ability to print them; understand the concept of order by sequencing events;</li> <li>--compare and order whole numbers using concrete materials and drawings to develop number meanings</li> <li>-represent fractions using concrete materials; understand and explain basic operations (addition and subtraction) of whole numbers by modelling and discussing a variety of problem situations</li> <li>-develop proficiency in adding one-digit whole numbers; solve simple problems involving counting, joining, and taking one group away from another, and describe and explain the strategies</li> </ul>



## Number Sense & Numeration *(continued)*

Preschoolers	Junior Kindergarten	Senior Kindergarten
		<p>used; estimate quantity in everyday life.</p> <ul style="list-style-type: none"> <li>- count orally to 1000, and use cardinal and ordinal numbers during play and daily classroom routines;</li> <li>- recognize and write numerals from 0 to 100;</li> <li>- print number words up to 1-10.</li> </ul>

## Development Skill: Spatial Sense & Geometry

Preschoolers	Junior Kindergarten	Senior Kindergarten
1. identify and sort two-dimensional shapes.	1. Use language accurately to describe basic spatial relationships.  2. Identify and sort three-dimensional objects.  3. Identify and sort two-dimensional shapes.	1. Describe and classify three-dimensional figures and two-dimensional shapes using concrete materials and drawings.  2. Build three-dimensional objects and models.  3. Understand basic concepts in transformational geometry using concrete materials and drawings.

## Development Skill: Patterning

Preschoolers	Junior Kindergarten	Senior Kindergarten
1. Identify and reproduce simple patterns.	1. Identify & reproduce simple patterns.  2. Create and extend simple patterns using a variety of materials or actions.	1. Students will be expected to explore patterns and pattern rules.  2. Identify relationships between and among patterns.









## Development Skill: Data Management & Properties

Preschoolers	Junior Kindergarten	Senior Kindergarten
<p>1. Place some specific types of objects on concrete graphs and pictographs.</p> <p>2. Compare information on objects, using two categories.</p>	<p>1. Place some specific types of objects on concrete graphs and pictographs.</p> <p>2. Compare information on objects, using two categories.</p> <p>3. Use simple grids correctly.</p> <p>4. Use language of probability.</p>	<p>1. Collect, organize, and describe data using concrete materials and drawings.</p> <p>2. Interpret displays of data using concrete materials, and discuss the data.</p> <p>3. Demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.</p>





Exploration  
+ Experimentation



## Development Skill: Exploration & Experimentation

Preschoolers	Junior Kindergarten	Senior Kindergarten
<p>1 Describe certain natural occurrences through their observations.</p> <p>2. Describe some differences between living and non-living things.</p> <p>3. Understand the basic needs of animals and plants (e.g., the need for food, air, and water).</p>	<p>1 describe some natural occurrences, using their own observations;</p> <p>2. Describe certain differences between living and non-living things. Describe local natural habitats and identify patterns and cycles in the natural world.</p> <p>3. Describe certain characteristics of natural materials and demonstrate understanding of basic concepts related to them.</p> <p>4. Describe the functions of common objects found at home and at school.</p>	<p>1. Characteristics and Needs of Living Things - Students will be expected to demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water).</p> <p>2. Investigate the characteristics and needs of animals and plants. Demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.</p> <p>3. Characteristics of Objects and Properties of Materials - Students will be expected to distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood).</p> <p>4. Investigate the properties of materials and make appropriate use of materials when designing and making objects.</p> <p>5. Describe the function of specific materials in manufactured objects that they and others use in daily life.</p>



## Exploration & Experimentation (*continued*)

Preschoolers	Junior Kindergarten	Senior Kindergarten
	<p>5. Identify energy sources used by familiar tools or toys.</p> <p>6. Experiment with simple machines. Make a specific plan</p> <p>7. Describe the steps, and carry out the plan.</p> <p>8. Make appropriate observations about results or findings.</p> <p>9. Demonstrate awareness of the need for recycling.</p>	<p>6. Energy in our Lives - Students will be expected to demonstrate an understanding of ways in which energy is used in daily life and investigate some common devices and systems that use energy and ways in which these can be controlled manually.</p> <p>7. Describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.</p> <p>8. Everyday Structures - Students will be expected to demonstrate awareness that structures have distinctive characteristics and design structures that meet a specific need.</p> <p>9. Demonstrate understanding of the characteristics of different structures and of ways in which they are made, and recognize and use some systems in the home or at school.</p> <p>10. Daily and Seasonal Cycles - Students will be expected to demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things.</p> <p>11. Investigate changes that occur in a daily cycle and in a seasonal cycle and describe how living things, including humans, adapt to and prepare for daily and seasonal changes.</p>



## Development Skill: Self-Awareness and Self-Reliance

Preschoolers	Junior Kindergarten	Senior Kindergarten
<ul style="list-style-type: none"> <li>• identify and talk about their own interests and preferences;</li> <li>• express their own thoughts and share experiences;</li> <li>• adapt readily to new situations;</li> <li>• attempt new tasks willingly;</li> <li>• demonstrate self-control by following class room rules and routines in different contexts in school.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and talk about their own interests and preferences;</li> <li>• express their own thoughts and share experiences;</li> <li>• adapt readily to new situations;</li> <li>• attempt new tasks willingly;</li> <li>• demonstrate self-control by following class room rules and routines in different contexts in school.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize personal strengths and accomplishments;</li> <li>• identify and talk about their own interests and preferences;</li> <li>• express their own thoughts and share experiences;</li> <li>• adapt readily to new situations;</li> <li>• demonstrate self-reliance;</li> <li>• attempt new tasks willingly;</li> <li>• demonstrate self-control by following class room rules and routines in different contexts in school.</li> </ul>







# Physical Activities

## Development Skill: Health & Physical Activities

Preschoolers	Junior Kindergarten	Senior Kindergarten
<ol style="list-style-type: none"> <li>1. Name body parts</li> <li>2. Identify nutritious foods.</li> <li>3. Select clothing appropriate for the weather.</li> <li>4. Demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name body parts and talk about their function.</li> <li>2. Identify nutritious foods.</li> <li>3. Select clothing appropriate for the weather.</li> <li>4. Practice appropriate personal hygiene.</li> <li>5. Identify safe and unsafe situations, materials, and equipment.</li> <li>6. Identify and apply basic safety rules.</li> <li>7. Identify substances that are harmful to the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name body parts and talk about their function.</li> <li>2. Identify nutritious foods.</li> <li>3. Select clothing appropriate for the weather.</li> <li>4. Practice appropriate personal hygiene.</li> <li>5. Identify safe and unsafe situations, materials, and equipment.</li> <li>6. Identify and apply basic safety rules.</li> <li>7. Identify substances that are harmful to the body.</li> </ol>

## Development Skill: Health & Physical Activities *(continued)*

Preschoolers	Junior Kindergarten	Senior Kindergarten
	<p>8. Demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed.</p> <p>9. Participate willingly in creative movement, dance, and other daily physical activities.</p>	<p>8. Demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed.</p> <p>9. Participate willingly in creative movement, dance, and other daily physical activities.</p> <p>10. Use different types of equipment and materials with ease.</p> <p>11. Demonstrate balance, ease, and flexibility in movement.</p> <p>12. Demonstrate spatial awareness.</p>





## Development Skill: Social Relationships

Preschoolers	Junior Kindergarten	Senior Kindergarten
<ol style="list-style-type: none"> <li>1. Demonstrate consideration for others by helping them.</li> <li>2. Identify feelings and emotions and express them in acceptable ways.</li> <li>3. Act and talk in appropriate ways with peers and adults during activity periods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate consideration for others by helping them.</li> <li>2. Identify feelings and emotions and express them in acceptable ways.</li> <li>3. Act and talk in appropriate ways with peers and adults during activity periods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Act and talk in appropriate ways with peers and adults during activity periods.</li> <li>2. Demonstrate consideration for others by helping them.</li> <li>3. Share responsibility for planning classroom events and activities.</li> <li>4. Identify feelings and emotions and express them in acceptable ways.</li> <li>5. Use a variety of simple strategies to solve social problems.</li> <li>6. Recognize, in situations involving others, advances or suggestions that threaten their safety or well-being.</li> </ol>



Toddler  
Goals

A young child with red hair is shown in profile, looking down at a table. On the table are various colorful toys, including a blue plate, a pink cup, and several colorful blocks. The background is blurred, showing more toys and a colorful wall.

Development  
+ Milestones



## Development Goals & Milestones for Toddlers

Print Concept	Writing	Phonemic Awareness
<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of book orientation.</li> <li>2. Demonstrates knowledge that print carries meaning.</li> <li>3. Demonstrates knowledge of left-to-right and top-to-bottom directionality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explores an empty space of a sheet of paper with scribbles.</li> <li>2. Draws squiggles and other shapes to represent letters.</li> <li>3. Forms some letters correctly with assistance.</li> <li>4. Demonstrates an established hand preference.</li> <li>5. Demonstrates a correct pencil grip.</li> <li>6. Expresses some ideas by describing pictures, drawing, or storytelling.</li> <li>7. Contributes some ideas during an interactive writing activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognizes the sounds thought.</li> <li>2. Recognizes the action sounds of the sounds thought.</li> <li>3. Matches words that begin with the same sound.</li> <li>4. Recognizes Simple rhyming words.</li> </ol>



## Development Goals & Milestones for Toddlers (*continued*)

Visual Discrimination	Geometry/Shapes/Colours	Algebra Ordering & Sorting
<p>1. Recognizes and identifies the similarities in Objects, Shapes, and Colors.</p> <p>2. Recognizes and identifies differences in objects, shapes and colours.</p>	<p>1. Recognizes his/her primary shapes Triangle, Square, Circle, and Rectangle.</p> <p>2. Identifies his/her primary shapes Triangle, Square, Circle, and Rectangle.</p> <p>3. Recognizes and identifies geometric shapes in the environment.</p> <p>4. Recognizes two dimensional geometric shapes.</p>	<p>1. Identifies basic patterns in: objects, shapes, colors</p> <p>2. Recognizes and identifies how to sort, classify and order sets according to the attributes of: shape, size and color.</p> <p>3. Order objects according to size: small, middle and large.</p>

## Development Goals for Toddlers (*continued*)

Measurement	Numeration	Social Studies	Science
<p>1. Explores measurement through play.</p> <p>O Recognizes and identifies the use of thermometer.</p> <p>O Recognizes and identifies the use of scale.</p> <p>O Recognizes and identifies the use of measuring cups.</p> <p>O Recognizes and identifies the use of ruler.</p>	<p>1. Rote Counts to --- ---Independently</p> <p>2. Recognizes “how many” in sets of objects (0-20).</p> <p>3. Recognizes and identifies numerals 0-20.</p> <p>4. Count with understanding and recognizes “how many” in sets of objects (0-20).</p> <p>5. Recognizes number prints 0-20.</p>	<p>1. Rural community living.</p> <p>2. Can Identify community helpers (Dentist, Police man, Fire man, Nurse).</p>	<p>1. Understands the concept of thermometer.</p> <p>2. Identifies common mammals.</p> <p>3. Identifies the necessities for plant growth (sun, water, soil and air).</p> <p>4. Understands the importance of washing hands.</p> <p>5. Understands the importance of brushing teeth.</p>



## Development Goals & Milestones for 12–18 Month Children

Growth and Development	Physical Milestones	Visual Discrimination	Geometry, Shapes & Colours
<p>At this stage, children need the chance to learn these lessons or developmental tasks:</p> <ul style="list-style-type: none"> <li>- Attachment</li> <li>- Trust</li> <li>- Autonomy</li> <li>- Growing</li> <li>- Independence</li> </ul>	<p>Walks holding your hand or on their own.</p> <p>Stands up without assistance.</p> <p>Climbs stairs.</p> <p>Throws balls.</p> <p>Builds towers of two to four blocks.</p> <p>Takes off their clothes.</p> <p>Helps to feed themselves.</p> <p>Picks up food with fingers, holds spoon, drinks from cup.</p> <p>Develops food preferences.</p>	<p>Recognizes the similarities in Objects, Shapes, and Colors.</p> <p>Recognizes differences in Objects, Shapes and Colors.</p>	<p>Recognizes his/her primary shapes Triangle, Square, Circle, and Rectangle.</p> <p>Recognizes two dimensional geometric shapes.</p>



## Development Goals & Milestones (*continued*)

Phonemic Awareness	Cognitive: Learning and Thinking	Algebra, Ordering & Sorting
<p>Recognizes the sounds thought.</p> <p>Recognizes the action sounds of the sounds thought.</p> <p>Recognizes simple rhyming words.</p> <p>Points with their finger to ask for things or shows interest in something.</p> <p>Says more words every month.</p> <p>Points to familiar objects or body parts when asked.</p> <p>Favorite words become "no" and "mine".</p> <p>Likes simple stories, picture books, songs, and rhymes.</p>	<p>Develops object permanence (knows something exists even when it is out of sight).</p> <p>Likes to look for dropped or hidden objects.</p> <p>Follows simple instructions.</p> <p>Begins pretend play.</p> <p>Scribbles with crayons.</p>	<p>Introduced to basic patterns in objects, shapes and colors.</p> <p>Introduced to how to sort, classify and order sets according to the attributes of shape, size and colour.</p> <p>Introduced to order objects according to size; small, middle and large.</p>