

**Preschool Math Curriculum revised June 2018**

|                      | <b>Nursery</b>  | <b>KGI</b>   | <b>KGII</b>   |
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| <b>Data Handling</b> | <p>D.1 demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute ( color, shape, size)</p> <p>D.2 understand that information about themselves and their surroundings can be obtained in different ways.</p> <p>D.3 discuss chance in daily events (impossible, maybe, certain).</p> <p>D.4 sort and discuss real objects by one attribute.</p> <p>D.5 create living graphs using real objects and people.</p> <p>D.6 describe real objects and events by attributes.</p> | <p>D.1 demonstrate an ability to organize objects into categories by sorting and classifying (shape, color, size, materials, action...)</p> <p>D.2 understand that information about themselves and their surroundings can be obtained in different ways.</p> <p>D.3 discuss chance in daily events (impossible, maybe, certain).</p> <p>D.4 manipulate and represent information through pictographs and tally marks.</p> <p>D.5 sort and label real objects by attributes.</p> <p>D.6 create pictographs and tally marks.</p> <p>D.7 create living graphs using real objects and people.</p> <p>D.8 describe real objects and events by attributes.</p> <p>D.9 read and describe primary data presented in concrete graphs and pictographs.</p> <p>D10. recognize and create a criteria for sorting.</p> | <p>D.1 demonstrate an ability to organize objects into categories by sorting and classifying by one or more attributes (shape, color, size, pattern, texture, materials, usage, characteristics, action, usage ...)</p> <p>D.2 understand that information about themselves and their surroundings can be collected and recorded in different ways.</p> <p>D.3 understand and express the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).</p> <p>D.4 sort and label real objects by attributes.</p> <p>D.5 create a pictograph and sample bar graph of real objects.</p> <p>D.6 collect and represent data in different types of graphs, for example, tally marks, bar graphs.</p> <p>D.7 collect, display and interpret data for the purpose of answering questions/ inquiries.</p> <p>D.8 interpret data by comparing quantities (for example, more, fewer, less than, greater than).</p> <p>D.9 use tree, Venn and Carroll diagrams to explore relationships between data.</p> |
| <b>Measurement</b>   | <p>M.1 understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full.</p> <p>M.2 identify, describe and sequence up to three events in their daily routine, for example, before, after, bedtime, story time...</p> <p>M.3 Manipulate non-standard measuring units.</p>   | <p>M.1 estimate, compare and order objects by length/ height</p> <p>M2.manipulate and compare capacities.</p> <p>M.3 identify, compare and describe attributes of real objects using appropriate mathematical terminology.</p> <p>M.4 measure and record data to compare the length, height, capacity of objects using non-standard units.</p> <p>M.4 use non-standard units of measurement to solve problems in real-life situations involving length, height.</p> <p>M.5 identify, describe and sequence up to five events in their daily routine.</p>   | <p>M.1 estimate, compare and order objects by length/ height / weight/capacity</p> <p>M.2 identify, compare and describe attributes of real objects using appropriate mathematical terminology.</p> <p>M.3 estimate, measure and record data to compare the length, height, weight and capacity of objects using non-standard units</p> <p>M.4 use non-standard units of measurement to solve problems in real-life situations involving length and weight.</p> <p>M.5 identify, describe and sequence up to seven events (or more) in their daily routine.</p> <p>M.6 understand the function of the clock by exploration of time (morning, noon, afternoon, night).</p>   |

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| <p><b>Shape and Space</b></p>      | <p>SS.1 describe the relative locations of objects using positional language for example: inside, outside, above, below, next to, behind, in front of, up, down.<br/> SS.2 move in a certain place, or move something following specific instructions.<br/> SS.3 Identify and describe few 2D shapes.<br/> SS. 4 construct some models using geometric shapes.</p> | <p>SS.1 describe the relative locations of objects using positional language; for example: inside, outside, above, below, next to, behind, in front of, up, down.<br/> SS.2 move in a certain place, or move something following specific instructions.<br/> SS.3 Identify and describe 2D shapes.<br/> SS. 4 construct and represent (with guidance) models using geometric shapes.<br/> SS.5 understand, describe and compare some characteristics of 2D shapes.</p> | <p>SS.1 describe the relative locations of objects using positional language; for example: inside, outside, above, below, next to, behind, in front of, up, down.<br/> SS.2 move in a certain place, or move something following specific instructions.<br/> SS.3 decode a plan (Moving in a maze, a grid. - connecting points. - Inquiring about a place - Following signs on a path. - Following a path without arrows. - Encoding and decoding paths).<br/> SS.4 understand, describe and compare some characteristics of 2D and 3D shapes.<br/> SS.5 build models from certain geometric shapes and usual solids.</p> |
| <p><b>Pattern and Function</b></p> | <p>PF1. understand that patterns can be found in everyday situations (sounds and colors).<br/> PF2. identify patterns (sounds and colors).<br/> PF3.reproduce patterns (sounds and colors).<br/> PF4. extend a pattern ( sounds and colors).</p>   | <p>PF1. understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.<br/> PF2. identify patterns using one attribute<br/> PF3.reproduce pattern using one attribute.<br/> PF4. extend patterns using one attribute.<br/> PF5. create patterns using one attribute.</p>   | <p>PF1. identify and describe repeating patterns involving one attribute (e.g., color, size, shape, thickness, orientation).<br/> PF2. represent a given repeating pattern in a variety of ways.<br/> PF3. extend, through investigation, geometric patterns involving one attribute.<br/> PF4. create a repeating pattern involving one attribute.<br/> PF5. identify a rule for a repeating pattern.<br/> PF6. Compare two patterns.</p>  |

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| <p><b>Numbers</b></p> | <p><b>Quantity Relationships</b><br/> N1.identify and order whole numbers to 5.<br/> N2.represent and compare whole numbers to 5.<br/> N3.demonstrate, using concrete materials, the concept of conservation of number (e.g., 5 counters represent the number 5, regardless whether they are close together or far apart).<br/> N4. estimate the number of objects in a set, and check by counting (till 5)<br/> N5.recognize groups from 1 to 5 objects without counting.<br/> N6.understand that, for a set of objects, the number name of the last object counted, describes the quantity of the whole set.</p> <p><b>Counting</b><br/> N7.demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting.<br/> N8. count to determine the number of objects in a set till 5<br/> N9.connet numerals to sets (to 5)<br/> N10. Use the language of mathematics to compare quantities (more, less, the same).</p> <p><b>Operational Sense</b><br/> N11. use the concept of numbers to solve daily problems involving addition and subtraction till 5.</p> | <p><b>Quantity Relationships</b><br/> N1.identify and order whole numbers to 10.<br/> N2. represent, compare, and order whole numbers to 10.<br/> N3.demonstrate, using concrete materials, the concept of conservation of number (e.g., 10 counters represent the number 10, regardless whether they are close together or far apart).<br/> N4. estimate the number of objects in a set, and check by counting (till 10)<br/> N5.recognize groups from 1 to 10 objects without counting.<br/> N6.understand that, for a set of objects, the number name of the last object counted, describes the quantity of the whole set.</p> <p><b>Counting</b><br/> N7.demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting.<br/> N8. count to determine the number of objects in a set till 10<br/> N9.connet numerals to sets (to 10)<br/> N10. use the language of mathematics to compare quantities (more, less, the same as 10).<br/> N11. read and print numerals till 5.<br/> N.12 use ordinal numbers till 5</p> <p><b>Operational Sense</b><br/> N13. use the concept of numbers to solve daily problems involving addition and subtraction till 10.</p> | <p><b>Quantity Relationships</b><br/> N1.identify and order whole numbers to 10.<br/> N2. represent, compare, and order whole numbers to 10.<br/> N3.demonstrate, using concrete materials, the concept of conservation of number (e.g., 10 counters represent the number 10, regardless whether they are close together or far apart).<br/> N4. estimate the number of objects in a set, and check by counting (till 10)<br/> N5.recognize groups from 1 to 10 objects without counting.<br/> N6.understand that, for a set of objects, the number name of the last object counted, describes the quantity of the whole set.<br/> N7. read numerals till 30</p> <p><b>Counting</b><br/> N8.demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting.<br/> N9. count to determine the number of objects in a set till 10<br/> N10.connet numerals to sets (to 10)<br/> N11. use the language of mathematics to compare quantities (more, less, the same as 10).<br/> N.12 use ordinal numbers till 10.<br/> N13. read and print numerals till 10.<br/> N14. count by 1s, 2s, 5s and 10s.<br/> N15. Count backward from 10 to 0.</p> <p><b>Operational Sense</b><br/> N16. use the concept of numbers to solve daily problems involving addition and subtraction till 10.</p> |
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