

**HORIZONTAL AND VERTICAL PLANNER
2024-2025**

Grade Level: ECE A

Duration	Week 5 in August/week 4 in October 19th Aug - 28th Oct (10 Weeks)	Week 1 November/ Week 2 of January 4th Nov – 20th Jan (10 Weeks)	Week 3 January/ week 4 of March 10th Feb – 7th April (9 Weeks)	Week of March/ Week 5 of May 21st April– 16th Jun (9 Weeks)
Transdisciplinary	PSPE	Performing Arts	Mandarin	Visual Arts
Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central Idea:	Identity People are similar and different in many ways.	Materials Exploration of materials creates opportunities for discovery and expression.	Environment Observing our environment helps us understand the world around us.	Living Things/Animals We share our environment with other living things.
Key Concepts:	Connection – How is it linked to other things? Perspective – What are the point of view? Responsibility – What are our obligations?	Connection –How is it linked to othe things? Function – How does it work? Perspective – What are the points of view?	Form – What is it like? Function – How does it work? Change - How is it transforming?	Causation – Why is it as it is? Connection - How is it linked to other things? Responsibility – What are our obligations?
Related Concepts:	Identity, Diversity, Self-esteem, Cooperation	Textures, Senses, Feelings, Expression	Patterns, Nature Treasures, Growth	Basic needs, Habitats, Survival, Advocacy
Lines of Inquiry:	1. How do I look and feel? 2. Our similarities and differences.	1.Exploration of materials to express my feelings.	1. Discovering our environment. 2. Recording our information.	1. Characteristics and needs of living things. (animals)

	3. Ways to be a good friend.	2. Properties and manipulation of materials. 3. Use of materials to express ourselves.	3. Communicating our discoveries.	2. Habitats of living things. (animals) 3. Impact of our choices on animal's habitats.
Discipline Focus:	Early Years PSPE	Early Years Performing Arts	Early Years Mandarin	Early Years Visual Arts
Teacher Questions & Provocations	What do I look like? How do I feel? What do my friends/family look like? What do I like/dislike? What makes me happy/sad/scared? Is this the same as my friends? What are my talents/strengths? What makes me different? How can we work as a group? What do we need to think about? How can I help my family/friends/teachers?	What do you see/hear? Can you describe that? What does it feel like? What feelings (emotions) can we have? What do you feel when you see/hear this? How does this music/art/story make you feel? Can you move how you feel? Can you show me how you feel (body language/drama/art/story/dance/Mmusi/construction)? What materials you use to show ...? How can you change this material?	What can we see/hear/feel around us? What can we find outside? How can we keep what we discover to show others? How do we describe what we found? How can we record this to show others? Can you see a pattern? Can you record it? What can we discover about light? How does it change? Can you see a shadow? How does it grow? Can we measure it? What do we know about seasons?	What do we know about the animals we are interested in (characteristics/behaviours)? What are the needs of animals and us to stay alive? What is a habitat? What do we do when we build a house or apartment building? Does the environment change? How? Are we sharing the space? Do the animals have what they need? How can we help them?
Approaches to Learning (ATLs)	<u>Social Skills:</u> SS1.1.2 Play cooperatively in a group: sharing, taking turns. SS1.1.3 Help others. <u>Self-management Skills</u> SM2.5.2 Show ability to adjust to new situations.	<u>Thinking Skills:</u> T4.1 Reflect on their learning by asking questions such as: • What did I learn today? • What can I already do? • What will I work on next? <u>Communication skills:</u> C1.3.1 Express oneself using words and sentences.	<u>Research Skills:</u> R1.2.2 Use all senses to observe and notice details. <u>Communication skills:</u> C1.1.2 Listen actively and respectfully to others speak. <u>Thinking Skills:</u> T2.2.3 Ask "what if" questions.	<u>Self-management Skills</u> SM2.2.1 Demonstrate persistence in tasks. <u>Research Skills:</u> R1.4.2 Present information in a variety of modalities. <u>Communication skills:</u> C4.1.6 Use mark-making to convey meaning.

		Research Skills: R2.2 Use media to communicate, share and connect with others.		
Learner Profile Attributes		Communicator Thinker Reflective	Inquirer Knowledgeable Thinker	Principled Balanced Caring
Year-long	<p>Demonstrating Literacy behaviours</p> <p>9.1 Use reading behaviours to make sense of familiar and unfamiliar texts in print. 10.3 Write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words. 10.4 Use classroom resources to support their writing. 10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts. 11.1 Demonstrate an interest in reading. 11.3 Demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print. 11.7 use illustrations to support comprehension of texts that are read by and with the educators.</p> <p>Demonstrating mathematics behaviours</p> <p>15.2 Investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects. 15.3 Make use of one-to-one correspondence in counting objects and matching groups of objects. 19.1 Ask questions that can be answered through data collections, collect data, and make representations of their observations using graphs. 16.1 Select an attribute to measure, determine an appropriate non-standard unit of measure, and measure and compare two or more objects.</p>			
Demonstrating Literacy behaviours	10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing. 11.2 Identify personal preferences in reading materials in different contexts.	1.10 Retell experiences, events, and familiar stories in proper sequence. 10.1 Demonstrate an interest in writing and choose to write in a variety of contexts. 11.4 Respond to a variety of materials that have been read aloud to them.	1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. 1.8 Ask questions for a variety of purposes and in different contexts. 11. 6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team.	10.2 Demonstrate an awareness that text can convey ideas or messages. 10.1 Demonstrate an interest in writing and choose to write in a variety of contexts.
Demonstrating Maths behaviours	16.1 Select an attribute to measure, determine an appropriate non-standard unit of measure, and measure and compare two or more objects. 16.2 Investigate strategies and materials used when measuring with non-	20.3 Compose pictures, designs, shapes, and patterns, using two-dimensional shapes; predict and explore reflective symmetry in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes and rearrange the	18.1 Identify and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gestures. 18.4 Create and translate patterns.	20.5 Investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.

	standard units of measure.	pieces into other shapes, using various tools and materials.		
Belonging and Contributing	5.1 Demonstrate respect and consideration for individual differences and alternative points of view 25.1 Recognize personal interests, strengths, and accomplishments. 25.2 Identify and talk about their own interests and preferences. 26.3 Describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong.	25.3 Express their thoughts and share experiences.	1.2 Listen and respond to others, both verbally and non-verbally for a variety of purpose and in a variety of contexts. 29.1 Identify similarities and differences between local environments.	29.2 Describe what would happen if something in the local environment changed. 29.3 Identify ways in which they can care for and show respect for the environment. 29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.
Problem Solving and Innovating	4.1 Use a variety of strategies to solve problems, including problems arising in social situation.	13.3 Select and use materials to carry out their own exploration. 24.4 Select and use tools, equipment, and materials to construct things.	13.2 Make predictions and observations before and during investigations. 14.3 Recognize, explore, describe, and compare patterns in the natural and built environment. 24.5 Communicate and record results and findings either individually or in groups.	14.1 Ask questions about and describe some natural occurrences, using their own observations and representations. 14.2 Sort and classify groups of living and non-living things in their own way.
Social Emotional Learning Skills	A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.	A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.	A1.3 Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.	A1.5 Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.
Self-regulation and Well-being	2.2 Demonstrate a willingness to try new experiences and to adapt to new situations. 3.3 Demonstrate an awareness of ways of making and keeping friends.	2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks. 7.1 Participate actively in creative movement and other	3.2 Demonstrate the ability to take turns during activity and discussions.	2.1 Demonstrate self-reliance and a sense of responsibility.

	6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why.	daily physical activities.		
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