

HORIZONTAL AND VERTICAL PLANNER 2021-2022

Grade Level: ECE A

Duration	September - November	November - December	January - March	March - June
Transdisciplinary Theme	PSPE 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	Performing Arts 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	Visual Arts 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.	Mandarin 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:	Relationships My relationships connect me to others.	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?	Change – How is it transforming? Causation – why is it like it is? Perspective – What are the point of view?	Form – What is it like? Function – How does it work?	Causation – Why is it as it is? Connection - How is it linked to other things? Change - How is it transforming?
Related Concepts:	Family, relationships, culture, self-identity, talents, routines, independence skills, agreements, cooperation, group skills	Shapes, textures, colours, lines, senses, feelings, expression, movement (PE), drama, music	Patterns, light, nature treasures, discovery, plants and growth in our environment, cycles, seasons, observation, recording	Basic needs, habitats, commonalities, differences, survival, change/effect, help, advocacy
Lines of Inquiry:	1. Significant relationships and groups we belong to. 2. Self -identity and what makes us unique. 3. Contributions we can make to our home and relationships.	1. Exploration of emotions using senses. 2. Properties and manipulation of materials. 3. Use of materials to express ourselves.	1. Discovering our environment. 2. Ways to collect information. 3. Communicating our discoveries.	1. Characteristics and needs of living things. (animals) 2. Habitats of living things. (animals) 3. Similarities and connections between us and animals. (needs) 4. Impact of our choices on animal's habitats.
Discipline Focus:	Early Years PSPE	Early Years PE (Movement/Dance/ Performing Arts)	Early Years Visual Arts	Early Years Mandarin
Teacher Questions & Provocations	Who is in my family? Who do I have a relationship with? Important people to me? What is a community, my communities/groups?	What do you see/hear? Can you describe that? What does it feel like? What feelings (emotions) can we have?	What can we see/hear/feel around us? What can we find outside? How can we keep what we discover to show others?	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?

	<p>What are the roles in my family/community?</p> <p>What is my role? What can I do to help? How can I be independent in my routines?</p> <p>What is important in my family/culture?</p> <p>What do I like/dislike?</p> <p>What makes me happy/sad/scared?</p> <p>Is this the same as my friends?</p> <p>What are my talents/strengths?</p> <p>What is special about me?</p> <p>How can we work as a group? What do we need to think about?</p>	<p>What do you feel when you see/hear this?</p> <p>How does this music/art/story make you feel?</p> <p>Can you move how you feel?</p> <p>Can you show me how you feel (body language/drama/art/story/dance/Mmusi/construction)?</p> <p>What materials you use to show ...?</p> <p>How can you change this material?</p>	<p>How do we describe what we found?</p> <p>How can we record this to show others?</p> <p>Can you see a pattern? Can you record it?</p> <p>What can we discover about light? How does it change? Can you see a shadow?</p> <p>How does it grow? Can we measure it?</p> <p>What do we know about seasons?</p>	<p>Where do we live? Is it the same as the animals?</p> <p>What do we do when we build a house or apartment building? Does the environment change? How?</p> <p>Are we sharing the space?</p> <p>Do the animals have what they need?</p> <p>How can we help them?</p>
Approaches to Learning (ATLs)	<p>Social Skills Cooperating Group decision making</p>	<p>Critical and Creative Thinking A1.6 apply skills that help them think critically and creatively as they participate in learning experiences, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p>Self-Management Skills Fine motor and Gross motor skills, Spatial awareness (PE)</p>	<p>Research skills Observing Formulating questions</p> <p>Communication skills Listening to directions, listening to others, listening to information</p>	<p>Thinking skills Acquisition of knowledge Comprehension</p>
Learner Profile Attributes	<p>Perspective Balanced</p>	<p>Communicator Risk Taker</p>	<p>Inquirer Knowledgeable Thinker</p>	<p>Principled Caring</p>
Year-long	<p>Social Emotional Learning Skills (PSPE) Identification and Management of Emotions*</p> <p>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.</p> <p>Demonstrating Literacy and Maths behaviours</p> <p>1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes and in a variety of contexts (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing experiences; while solving a class math problem; in imaginary or exploratory play; in the learning areas; while engaged in games and outdoor play; while making scientific observations of plants and animals outdoors)</p> <p>1.8 ask questions for a variety of purposes (e.g., for direction, for assistance, to innovate on an idea, to obtain information, for clarification, for help in understanding something, out of curiosity about something, to make</p>			

meaning of a new situation) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud and shared reading experiences; while exploring the schoolyard or local park; in small groups, in learning areas)

10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

10.3 write simple messages (e.g., a grocery list on unlined paper, a greeting card made on a computer, labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words

15.3 make use of one-to-one correspondence in counting objects and matching groups of objects

20.1 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation

20.2 use, read, and represent whole numbers to 10 in a variety of meaningful contexts (e.g., use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built in the blocks area; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant in the dramatic play area)

15.7 explore and communicate the function/purpose of numbers in a variety of contexts (e.g., use magnetic and sandpaper numerals to represent the number of objects in a set [to indicate quantity]; line up toys and manipulatives, and identify the first, second, and so on [to indicate ordinality]; use footsteps to discover the distance between the door and the sink [to measure]; identify a favourite sports player: "My favourite player is number twenty-four" [to label or name])

15.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and counting strategies

11.1 demonstrate an interest in reading (e.g., expect to find meaning in pictures and text; choose to look at reading materials; respond to texts read by the educator team; reread familiar text; confidently make attempts at reading

9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)

22. 1 communicate their ideas about something through music, drama, dance, and/or the visual arts

1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.

1.10 retell experiences, events, and familiar stories in proper sequence (e.g orally) in new and creative ways using drama, visual arts, non-verbal communication, and representations; in a conversation)

Problem solving and innovating

1.4 sustain interactions in different contexts (e.g., with materials, with other children, with adults)

24.4 select and use tools, equipment, and materials to construct things.

Belonging and contributing

3.3 demonstrate an awareness of ways of making and keeping friends.

Self-regulation and well being

2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks

1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)

SR and WB - Physical skills

7.1 participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks)

7.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles (e.g., tossing and catching beanbags, skipping, lacing, drawing)

8.1 demonstrate spatial awareness in activities that require the use of large muscles.

	<p>8.2 demonstrate control of large muscles with and without equipment (e.g., climb and balance on playground equipment; roll, throw, and catch a variety of balls; demonstrate balance and coordination during parachute games; hop, slide, wheel, or gallop in the gym or outdoors)</p> <p>8.3 demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement (e.g., run, jump, and climb; walk on the balance beam; play beach-ball tennis; catch a ball; play hopscotch)</p> <p>8.4 demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>30.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (e.g., contribute their own ideas to role playing; create their own actions to accompany a song or chant and/or follow actions created by a classmate); in music (e.g., contribute their own ideas to a class song); and in visual arts (e.g., create a sculpture from clay).</p>			
<p>Demonstrating Literacy and Maths behaviours</p>	<p>5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural background of others.</p> <p>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.</p> <p>1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling)</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.</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area).</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educator.</p> <p>16.1 select an attribute to measure (e.g., capacity), determine an appropriate non-standard unit of measure (e.g., a small margarine container), and</p>	<p>31.1 explore different elements of music, drama and dance</p> <p>30.2 explore a variety of tools, materials, and processes of their own choice (e.g., blocks, puppets, flashlights, streamers, castanets, rhythm sticks, natural and recycled materials) to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>31.3 explore different elements of design in visual arts.</p> <p>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 pieces into other shapes, using various tools and materials.</p> <p>21.1 express their responses to drama and dance (e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance)</p> <p>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form.</p> <p>21.6 respond to a variety of visual art forms and music from various cultures and communities</p>	<p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>10.1 demonstrate an interest in writing and choose to write in a variety of contexts.</p> <p>14.3 recognize, explore, describe, and compare patterns in the natural and built environment (e.g., patterns in the design of buildings, in flowers, on animal coats, etc)</p> <p>18.1 identify and describe informally the repeating nature of patterns in everyday contexts (e.g., patterns in nature such as morning-noon-night, the four seasons, or the arrangement of leaves on the stem of a plant; the pattern on a piece of clothing; the pattern made by floor tiles; the pattern of words in a book or poem; the pattern on a calendar or in a schedule; the pattern of the beat or rhythm in songs), using appropriate terminology (e.g., "goes before", "goes after", "repeats") and gestures (e.g., pointing, nodding, using slap/claps)</p> <p>18.2 explore and extend patterns using a variety of materials.</p> <p>9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)</p>	<p>11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts, using pictures and/or props.</p> <p>12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)</p> <p>19.1 ask questions that can be answered through data collections, collect data, and make representations of their observations using graphs.</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p> <p>19.2 interpret data presented in graphs and draw conclusions.</p> <p>12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)</p> <p>11.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter.</p> <p>15.4 demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting</p>

	<p>measure and compare two or more objects (e.g., determine which of two other containers holds the most water).</p>	<p>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form</p> <p>23.4 communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through the arts.</p> <p>11.4 respond to a variety of materials that have been read aloud to them.</p> <p>30.2 explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>1.10 retell experiences, events, and familiar stories in proper sequence.</p> <p>1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create words.</p>	<p>11.2 identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, or computerized interactive texts that they enjoy) in different contexts (e.g., educator team read-alouds, shared experiences in reading books, independent reading time).</p> <p>17.2 communicate an understanding of basic spatial relationships (e.g., use terms such as “above/below”, “in/out”, “forward/backward”; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/rotations]) in their conversations and play, in their predictions and visualizations, and during transitions and routines.</p> <p>11.5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them.</p>	<p>sequence is always the same – 1 is followed by 2, 2 by 3, and so on) and of order irrelevance (i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting).</p>
<p>Belonging and Contributing</p>	<p>25.1 recognize personal interests, strengths, and accomplishments</p> <p>26.1 understand that everyone belongs to a group/community and that people can belong to more than one group/community at a time</p> <p>6.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong</p>	<p>25.2 identify and talk about their own interests and preferences</p> <p>3.3 demonstrate an awareness of ways of making and keeping friends</p> <p>3.1 act and talk with peers and adults by expressing and accepting positive messages.</p>	<p>25.3 express their thoughts (e.g., about a science discovery, about something they have made) and share experiences (e.g., experiences at home</p> <p>29.4 participate in environmentally friendly experiences in the classroom and the schoolyard (e.g., plant and tend to plants; use local products for snack time; properly sort recycling)</p>	<p>29.3 identify ways in which they can care for and show respect for the environment</p> <p>29.4 participate in environmentally friendly experiences in the classroom and the schoolyard.</p> <p>2.1 demonstrate self-reliance and a sense of responsibility</p>

Problem Solving and Innovating	<p>2.1 demonstrate self-reliance and a sense of responsibility (e.g., make choices and decisions on their own; take care of personal belongings; know when to seek assistance; know how to get materials they need)</p> <p>24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>	<p>7.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles</p> <p>4.1 use a variety of strategies to solve problems, including problems arising in social situations (e.g., trial and error, checking and guessing, cross-checking – looking ahead and back to find material to add or remove)</p>	<p>14.1 ask questions about and describe some natural occurrences, using their own observations and representations (e.g., drawings, writing)</p> <p>13.1 state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)</p> <p>13.2 make predictions and observations before and during investigations.</p> <p>13.3 select and use materials to carry out their own explorations.</p> <p>13.4 communicate results and findings from individual and group investigations (e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, and labels)</p>	<p>29.1 identify similarities and differences between local environments.</p> <p>13.1 state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)</p> <p>13.3 select and use materials to carry out their own explorations.</p>
Social Emotional Learning Skills (PSPE)	<p>Self-Awareness and Sense of Identity</p> <p>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.</p>	<p>Healthy Relationships</p> <p>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.</p>	<p>Stress Management and Coping</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.</p>	<p>Positive Motivation and Perseverance</p> <p>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.</p>
Self-regulation and Well-being	<p>7.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p> <p>6.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.</p> <p>6.5 discuss and demonstrate in play what makes them happy and unhappy, and why.</p>	<p>27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort and self-acceptance of others</p> <p>2.5 develop empathy for others and acknowledge and respond to each other's feelings.</p> <p>5.1 demonstrate respect and consideration for individual differences and alternative points of</p>	<p>3.2 demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults)</p> <p>2.2 demonstrate a willingness to try new experiences (e.g., experiment with new materials/tools; try out activities in a different learning area; select and persist with things that are challenging; experiment with writing) and to adapt to new situations (e.g., having</p>	<p>6.1. demonstrate an understanding of the effects of healthy, active living on the mind and body.</p> <p>2.4 demonstrate self-control (e.g., be aware of and label their own emotions; accept help to calm down; calm themselves down after being upset) and adapt behaviour to different contexts within the school environment (e.g., follow routines and rules in the classroom, gym, library, playground)</p>

		view (e.g., help a friend who speaks another language; adapt behaviour to accommodate a classmate's ideas)	visitors in the classroom, having a different educator occasionally, going on a field trip, riding the school bus) 6.3 Practice and discuss appropriate personal hygiene that promotes personal, family, and community health	
--	--	--	--	--