

**HORIZONTAL AND VERTICAL PLANNER  
2021-2022**

**Grade Level: ECE B**

Duration	August - October		November - January	January - March		April - June
Transdisciplinary	PSPE		Performing Arts	Mandarin		Visual Arts
Transdisciplinary Theme	<p><b>Who We Are</b> 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</p>	<p><b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p><b>How we express ourselves</b> 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</p>	<p><b>How the world works</b> 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.</p>	<p><b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> 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</p>
Central Idea:	<p><b>Relationships/Community</b></p> <p>Our actions affect our relationships and the community.</p>		<p><b>Expression/Creativity</b></p> <p>We have more than 100 languages to express our ideas.</p>	<p><b>Nature/Environment</b></p> <p>Observing and investigating our environment helps us understand the world around us.</p>		<p><b>Living Things/Plants</b></p> <p>Choices we make can affect living things.</p>

Key Concepts:	<p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p>		<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Perspective – What are the points of view?</p>	<p>Change – How is it transforming?</p> <p>Causation – Why is it like it is?</p>		<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Responsibility – What are our obligations?</p>
Related Concepts:	<p>Relationship, Friends, Family, Choices, Conflict resolution, Cooperation, Teamwork, Helping</p>		<p>Sound, movement, dance, expression, stories, drama, imagination, creativity, culture, art and music responses</p>	<p>Light, color, pattern, shape, design, observation, evidence, measurement, predicting, experimenting, problem-solving, recording, discovery</p>		<p>Growth, measurement, change, health, diet, medicine, simple ecosystems (plant/insect), pollution, recycling, eco-friendly strategies, survival</p>
Lines of Inquiry:	<p>1. Our relationships in our communities.</p> <p>2. Actions that build community.</p> <p>3. Contributing to our community.</p>		<p>1. Expressing ourselves through sound &amp; movement.</p> <p>2. Expressing ourselves visually.</p> <p>3. Sharing our personal stories.</p>	<p>1. Learning to observe.</p> <p>2. Predicting change.</p> <p>3. Communicating what we learn.</p>		<p>1. Needs of plants.</p> <p>2. Uses of plants.</p> <p>3. Our responsibility towards living things. (plants)</p>

<p>Teacher questions &amp; provocations</p>	<p>Who are important people in my life? (significant relationships)</p> <p>Who do I have a relationship with? (family friends, pets, etc)</p> <p>What communities do I belong to?</p> <p>Who am I connected to? in my family, class, school community?</p> <p>How can I contribute to our community?</p> <p>How can I help at home/class/school/community?</p> <p>If I make a poor choice how will my friend feel?</p> <p>How can I "mend" our friendship?</p> <p>How can I be caring to others?</p> <p>(ACTION)</p>		<p>What are some emotions we may feel?</p> <p>How can we use colour or art to communicate our feelings to others?</p> <p>When we look at some artwork or listen to some music, how do we feel?</p> <p>What message might the artist or musician want to communicate?</p> <p>How can we use movement or sound to express our feelings to others?</p> <p>How can we communicate a story to others? Is there another way other than writing/book? (Data? Music? Sound? movement?)</p> <p>Can we use sound or music to add to our stories?</p> <p>How can we respond to music through dance and movement?</p> <p>What is our culture? How can we express our culture to others?</p> <p>How else could we express ourselves (100 Languages) (ACTION)</p>	<p>What can we see, hear, feel?</p> <p>Can you see a pattern/shadow/colours/shapes/ light?</p> <p>How can we record what we see to share with others?</p> <p>What do you think will happen?</p> <p>What happened? Why?</p> <p>What do you think will change? How did it change? Why?</p> <p>How can we show others what happened?/changed?</p> <p>What do we want to find out more about? What did you find interesting to explore?</p> <p>Can we change it? how did you change it?</p> <p>Provocation Wonderwall question: What do we want to find about more about?</p> <p>How can we communicate our discoveries? (ACTION)</p>	<p>What do living things need to survive and grow?</p> <p>What do plants need to live and grow?</p> <p>How can we use plants in our lives? For our health?</p> <p>Why are plants important in our environment?</p> <p>How are we connected to our environment?</p> <p>What are some consequences of our choices on the plants in our environment?</p> <p>What responsibilities do we have towards plants?</p> <p>What responsibility to we have for our planet? How can we care for our planet? (ACTION)</p>
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Approaches to Learning (ATLs)	<p><b><u>Social Skills:</u></b> Accepting responsibility, Resolving conflict. Cooperating and decision making</p> <p><b><u>Communication Skills:</u></b> Listening Speaking</p>		<p><b><u>Communication Skills:</u></b> Listening Speaking Reading Writing Viewing Presenting</p> <p><b><u>Self-Management Skills:</u></b> Gross and fine motor, Organization Time management</p> <p>Creative thinking and innovation.</p>	<p><b><u>Communication Skills:</u></b> Listening Speaking Reading Writing Viewing Presenting</p> <p><b><u>Research Skills:</u></b> Formulating questions Observing Collecting data</p> <p><b><u>Thinking Skills:</u></b> Acquisition of knowledge Comprehension Analysis</p>		<p><b><u>Thinking Skills:</u></b> Acquisition of knowledge, Comprehension Analysis Critical thinking</p> <p><b><u>Research Skills:</u></b> Formulating questions, Observing Collecting data</p>
Learner Profile Attributes	Caring Principled Open-minded		Risk-taker Communicator	Inquirer Knowledgeable		Thinker Balanced
Discipline Focus	Language, Math, PSPE, Social Studies		Language, ICT, Art, Math	Science, Math, Language		Language, Science, Social Studies, Math
Language	<p><b><i>Belonging and Contributing</i></b> 1.2 listen and respond to others, both verbally and non-verbally for a variety of purpose and in a variety of contexts</p> <p>3.1 act and talk with peers and adults by expressing and accepting positive messages</p> <p>25.3 express their thoughts and share experiences</p> <p><b><i>Demonstrating Literacy and Mathematics Behaviours</i></b></p> <p>15.7 explore and communicate the function/</p>		<p><b><i>Demonstrating Literacy and Mathematics Behaviours</i></b> 1.1 explore sounds, rhythms, and language structures, with guidance and on their own.</p> <p>11.9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence.</p> <p>9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print.</p>	<p><b><i>Demonstrating Literacy and Mathematics Behaviours</i></b> 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 new words.</p> <p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>19.1 ask questions that can be answered through data collections, collect data, and make</p>		<p><b><i>Demonstrating Literacy and Mathematics Behaviours</i></b> 9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print.</p> <p>10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts.</p> <p>15.6 use information to estimate the number in a small set.</p> <p>11.10 retell information from non-fiction materials</p>

	<p>purpose of numbers in a variety of contexts</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</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>10.1 demonstrate an interest in writing and choose to write in a variety of contexts.</p> <p>31.3 explore different elements of design in visual arts</p> <p>25.3 express thoughts and share feelings.</p> <p>31.1 explore different elements of drama and dance</p> <p>31.2 explore different elements of music</p>	<p>representations of their observations using graphs.</p> <p>19..6 interpret data presented in graphs and draw conclusions.</p>		<p>that have been read by and with the educator team in a variety of contexts, using pictures and/or props.</p> <p>14.1 ask questions about and describe some natural occurrences, using their own observations and representations.</p> <p>11.8 demonstrate knowledge of most letters of the alphabet in different contexts.</p> <p>8.5 demonstrate spatial awareness by doing activities that require the use of small muscles.</p> <p>7.1 participate actively in creative movement and other daily, physical activities.</p> <p>7.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p>
<p>Language - Yearlong</p>	<p>Phonics (Jolly Phonics order) Rhyming</p> <p>1.4 sustain interactions in different contexts</p> <p>1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know.</p> <p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>1.8 ask questions for a variety of purposes and in different contexts.</p> <p>11.1 demonstrate an interest in reading</p>					

	<p>11.2 identify personal preferences in reading materials in different contexts.</p> <p>concepts of print when a text is read aloud or when they are beginning to read print.</p> <p>11.4 respond to a variety of materials that have been read aloud to them.</p> <p>11. 6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team.</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators.</p> <p>11.8 demonstrate knowledge of most letters of the alphabet in different contexts.</p> <p><b>Problem Solving and Innovating</b></p> <p>1.4 sustain interactions in different contexts</p> <p>1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know.</p> <p>1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.</p> <p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>1.8 ask questions for a variety of purposes and in different contexts.</p> <p>1. 9 describe personal experiences, using vocabulary and details appropriate to the situation.</p> <p>1.10 retell experiences, events, and familiar stories in proper sequence.</p> <p>4.1 use a variety of strategies to solve problems, including problems arising in social situation.</p> <p>6.1 demonstrate an understanding of the effects of healthy, active living on the mind and body.</p> <p>6.2 investigate the benefits of nutritious foods and explore ways to ensuring healthy eating.</p>				
Mathematics	As above – Literacy and Math behaviours		<p>18.4 create and translate patterns.</p> <p>18.1 identify and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gest</p>	<p>16.1 select an attribute to measure, determine an appropriate non-standard unit of measure, and measure and compare two or more objects.</p> <p>16.2 investigate strategies and materials</p>	<p><b>Problem solving and Innovation</b></p> <p>15.9 compose and decompose quantities to 10</p> <p>1.10 investigate addition and subtraction in everyday experiences</p>

			<p>18.2 explore and extend patterns using a variety of materials</p> <p>18.3 identify the smallest unit (the core) of a pattern and describe why it is important.</p> <p>14.3 recognize, explore, describe, and compare patterns in the natural and built environment.</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities,</p>	used when measuring with non-standard units of measure		<p>and routines through the use of modelling strategies and manipulatives and counting strategies</p> <p>20.6 use mathematical language in informal discussions to describe probability in familiar, everyday situations.</p>
Mathematics - Yearlong	<p>4.1 use a variety of strategies to solve problems, including problems arising in social situations</p> <p>17.1 explore, sort, and compare the attributes and the properties of traditional and non-traditional two-dimensional shapes and three-dimensional figures when sorting and comparing a variety of triangles.</p> <p>17.2 communicate an understanding of basic spatial relationships in their conversations and play, in their predictions and visualizations and during transitions and routines.</p> <p>17.3 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made.</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>20.4 build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains</p>					

	<p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p> <p>20.6 use mathematical language, in informal discussions to describe probability in familiar, everyday situation.</p>					
Science				<p><b>Problem Solving and innovating</b></p> <p>29.1 identify similarities and differences between local environments.</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 exploration.</p> <p>13.4 communicate results and findings from individual and group investigations</p> <p><b>Prob Solving and Innovation</b></p> <p>24.3 make predictions and observations as part of the process of creating and designing</p>		<p><input type="checkbox"/> 25.1 recognize personal interests, strengths, and accomplishments</p> <p><input type="checkbox"/> 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>29.3 identify ways in which they can care for and show respect for the environment.</p> <p>29.4 participate in environmentally friendly experience in the classroom and the schoolyard.</p> <p>6.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating.</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>



<b>Science - Yearlong</b>						
<b>Social Studies</b>	<p><b>Belonging and Contributing</b>  4.1 use a variety of strategies to solve problems, including problem arising in social situations</p> <p>5.1 demonstrate respect and consideration for individual differences and alternative points of view.</p> <p>2.5 develop empathy for others, and acknowledge and respond to each other's feelings.</p> <p>3.3 demonstrate an awareness of ways of making and keeping friends.</p> <p>7.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities</p> <p>26.2 understand that different groups/ communities may have different ways of being and working together</p> <p>26.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong.</p> <p><b>Social-Emotional Learning Skills</b></p>		<p><b>Self-Awareness and Sense of Identity</b>  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>27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being,</p> <p>27.2 think critically about fair/unfair and biased behaviors towards both themselves and others, and act with compassion and kindness.</p> <p>1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</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>22.1 communicate their ideas about something</p>	<p>3.2 demonstrate the ability to take turns during activity and discussions.</p> <p><b>Critical and Creative Thinking</b>  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. (PYP ATL</p>		<p>1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.</p> <p>2.1 demonstrate self-reliance and a sense of responsibility.</p> <p>2.4 demonstrate self-control and adapt behavior to different contexts within the school environment</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>through music, drama, dance, and/or the visual arts</p>			
<p><b>Social Studies - Yearlong</b></p>	<p>4.1 use a variety of strategies to solve problems, including problems arising in social situations</p> <p>25.1 recognize personal interests, strengths, and accomplishments</p> <p>25.2 identify and talk about their own interests and preferences</p> <p>25.3 express their thoughts and share experiences</p>					