

# HORIZONTAL AND VERTICAL PLANNER 2021-2022

**Grade Level: P2**

Duration	August 17- Sept 25	April 26- June 4	January 11- March 5	November 16- Jan 8	March 9- April 23	October 5 -Nov. 13
Transdisciplinary			<b>Makerspace</b>	<b>Mandarin</b>	<b>Visual Arts</b>	<b>Performing Arts &amp; PSPE</b>
Transdisciplinary Theme	<p><b>Who We Are</b></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures; rights and responsibilities</b>; what it means to be human</p>	<p><b>How we organize ourselves</b></p> <p>An inquiry into the <b>interconnectedness of human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>How the world works</b></p> <p>An inquiry into the natural world and its laws; the <b>interaction between the natural world (physical and biological) and human societies</b>; <b>how humans use their understanding of scientific principles</b>; the impact of scientific and technological advances on society and on the environment</p>	<p><b>How we express ourselves</b></p> <p>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>Sharing the planet</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with <b>other people and with other living things</b>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p>	<p><b>Where we are in place and time</b></p> <p>An inquiry into <b>orientation in place and time</b>; personal histories; homes and journeys; <b>the discoveries</b>, explorations and migrations of humankind; the relationships between and <b>the interconnectedness of individuals and civilizations</b>, from local and global perspectives</p>
Central idea:	<p><b>Roles &amp; Responsibilities</b></p> <p>The functioning of a community depends on people's actions.</p>	<p><b>Structures &amp; Needs</b></p> <p>Cities around the world create structures to meet the needs of the community.</p>	<p><b>Properties of Matter</b></p> <p>Understanding the way materials behave and interact determines how people use them.</p>	<p><b>Celebrations &amp; Traditions</b></p> <p>Celebrations can express the traditions of a culture.</p>	<p><b>Animal Growth &amp; Survival</b></p> <p>Changes in the environment can affect animal growth and survival</p>	<p><b>Simple Machines</b></p> <p>People use simple machines to help improve everyday life.</p>
Key concepts:	<p>Function (How does it work?)</p> <p>Responsibility (What are our obligations?)</p> <p>Connection (How is it linked to other things)</p>	<p>Connection (How is it linked to other things)</p> <p>Function (How does it work?)</p> <p>Form (What is it like?)</p>	<p>Form - What is it like?</p> <p>Change – How is it transforming?</p> <p>Connection – How is it transforming?</p>	<p>Form (What is it like?)</p> <p>Connection (How is it linked to other things)</p> <p>Perspective (What are the points of view?)</p>	<p>Responsibility (What are our obligations?)</p> <p>Causation (Why is it as it is)</p> <p>Change (How is it transforming?)</p>	<p>Function (How does it work?)</p> <p>Causation (Why is it as it is)</p> <p>Change (How is it transforming?)</p>
Related Concepts:	Community, responsibilities, consequences	Structures, community, organization	Matter, change, properties	Traditions, culture, beliefs	Responsibility, survival, change	Design, Technology, Forces
Lines of Inquiry:	1.How a community functions. (function)	1. The form of a city. (Form)	1.Properties of matter 2.How matter can change	1. Traditions and celebrations. (Form) 2. Different cultural celebrations. (Perspectives)	1.Changes in the environment that affect animals. (Change) 2.Reasons why animals are endangered. (Causation)	1. Simple machines developed overtime. (Form)

	2.The responsibilities of community members. (Responsibility)  3.How the actions of people affect a community. (Connection)	2.Similarities and differences between cities. (Function)  3. Cities meets the needs of the community. (Connection)	3.Why people choose materials for different purposes. (Function)  .	3.Similarities and differences between celebrations around the world. (connection)	3. Actions people can take to help animals (Responsibility)	2.How simple machines work. (Function)  3.Why we use simple machines (Causation)
Discipline focus:	Social Studies Language PSPE	Social Studies Math Language	Science Language Math	Social Studies Language Math	Science Language Math	Language Science Math
Teacher questions and provocations	What makes a community?  What is a community and how does a community work?  What are the responsibilities of community members?  What happens if people do not keep to their responsibilities?  How do you be a good citizen?	What is a city?  How are cities the same?  How are cities different?  What are the ways cities can give people what they need?	What are solids, liquids and gases?  How can materials be changed?  What are the properties of solids, liquids and gas?  How do the properties of matter help decide what they can be used for?	What is a tradition?  Why do people celebrate?  What are some similarities among celebrations?  What are some differences between celebrations?	How do changes in the environment occur?  How do changes in the environment affect animals?  Why do some animals become endangered?  What can we do to help animals?	What is a simple machine?  How have machines changed?  How do machines work?  Why do people use simple machines?
Approaches to Learning (ATLs)	<b>Communication skills</b> Listening <b>Social skills</b> Accepting responsibility Resolving conflict <b>Self-Management skills</b> Codes of behavior	<b>Thinking skills</b> Analysis Evaluation <b>Social skills</b> Adopting a variety of group roles Group decision making	<b>Thinking skills</b> Acquisition of knowledge <b>Research skills</b> Formulating questions Observing Recording data	<b>Communication skills</b> Writing <b>Self-Management skills</b> Time management <b>Social skills</b> Respecting others <b>Thinking skills</b> Dialectical thinking	<b>Self-Management skills</b> Informed choices <b>Communication skills</b> Presenting Speaking Viewing	<b>Communication skills</b> Speaking <b>Thinking skills</b> Synthesis <b>Social skills</b> Cooperating Group decision making
Learner Profile Attributes	Principled Balanced	Balanced Inquirer	Knowledgeable Inquirer	Open minded Communicator	Caring Communicator	Risk Taker Thinker
Language	<b>Oral Communication: Listening</b>	<b>Reading</b>	<b>Reading</b>	<b>Writing</b>	<b>Media Literacy</b>	<b>Oral Communication: Speaking</b>

	<p><b>Listening to Understand</b></p> <p>1.1 identify purposes for listening in a few different situations, formal and informal</p> <p>1.2 demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations</p> <p>1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>	<p><b>Reading for Meaning</b></p> <p>1.1 read a few different types of literary texts, graphic texts, and informational texts</p> <p><b>Purpose</b></p> <p>1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes</p> <p><b>Demonstrating Understanding</b></p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>Writing</b></p> <p><b>Developing and Organizing Content</b></p> <p><b>Research</b></p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</p> <p><b>Using Knowledge of Form and Style in Writing</b></p>	<p><b>Reading for Meaning</b></p> <p>1.1 read a few different types of literary texts, graphic texts, and informational texts</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>Text Features</b></p> <p>2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p> <p><b>Writing</b></p> <p><b>Using Knowledge of Form and Style in Writing</b></p> <p><b>Form</b></p> <p>2.1 write short texts using a few simple forms</p> <p>2.4 write simple but complete sentences that make sense</p> <p><b>Applying Knowledge of Language Conventions and Presenting Written work Effectively</b></p> <p>3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference</p> <p><b>Developing and Organizing Content</b></p> <p><b>Classifying Ideas</b></p> <p>1.4 sort ideas and information for their writing in a variety of</p>	<p><b>Developing and Organizing Content</b></p> <p>1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p>	<p><b>Understanding Media Texts</b></p> <p>1.1 identify the purpose and intended audience of some simple media texts</p> <p>1.3 express personal thoughts and feelings about some simple media works</p> <p>1.4 describe how different audiences might respond to specific media texts</p> <p><b>Creating Media Texts</b></p> <p>3.1 identify the topic, purpose, and audience for media texts they plan to create</p> <p>3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>Speaking to Communicate</b></p> <p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning</p> <p>2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p>	<p><b>Speaking to Communicate</b></p> <p>2.1 identify a few purposes for speaking</p> <p>2.2 demonstrate an understanding of appropriate speaking behavior in a few different situations, including paired sharing and small- and large group discussions</p> <p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.7 use one or more appropriate visual aids to support or enhance oral presentations</p> <p><b>Reading</b></p> <p><b>Understanding Form and Style</b></p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple "All About____" book</p>
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		<p>2.4 write simple but complete sentences that make sense</p> <p><b>Applying Knowledge of Language Conventions and Presenting Written work Effectively</b></p> <p>3.3 confirm spellings and word meanings or word choice using one or two resources</p>	<p>ways, with support and direction</p> <p>1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p><b>Oral language</b></p> <p><b>Listening to Understand</b></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations</p> <p><b>Speaking to Communicate</b></p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions</p>		<p>2.7 use one or more appropriate visual aids to support or enhance oral presentations</p>	
<p><b>Language Stand Alone</b> (during Daily 5)</p>	<p><b>#1 Daily 5 Training – choosing just right books, Phonics/ Sight Words</b></p> <p><b>Reading for Meaning Purpose</b></p> <p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p><b><u>Understanding form and style</u></b></p> <p><b>Text Forms</b></p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary</p>	<p><b>#6 Writing – story writing Using knowledge of form and style in writing</b></p> <p><b>Producing Drafts</b></p> <p>2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p> <p><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p><b>Spelling Unfamiliar Words</b></p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings</p>	<p><b>#4 Writer’s Workshop – elements of writing</b></p> <p><b>Reading</b></p> <p><b>Understanding form and style</b></p> <p><b>Elements of Style</b></p> <p>2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts</p> <p><b>Writing</b></p> <p><b>Developing and Organizing Content</b></p> <p><b>Purpose and Audience</b></p>	<p><b>#3 Reading Strategies/solving word problems</b></p> <p><b>Reading for Meaning</b></p> <p><b>Comprehension Strategies</b></p> <p>1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</p> <p><b>Demonstrating Understanding</b></p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p><b>Understanding form and style</b></p> <p><b>Text Patterns</b></p>	<p><b>#5 Reading for Understanding</b></p> <p><b>Making Inferences/Interpreting Texts</b></p> <p>1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them</p> <p><b>Extending Understanding</b></p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>Analysing Texts</b></p>	<p><b>#2 Sentence Writing</b></p> <p><b>Using knowledge of form and style in writing</b></p> <p><b>Form</b></p> <p>2.1 write short texts using a few simple forms</p> <p><b>Word Choice</b></p> <p>2.3 use familiar words and phrases to convey a clear meaning</p> <p><b>Sentence Fluency</b></p> <p>2.4 write simple but complete sentences that make sense</p> <p><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p>

	<p>texts such as a simple fictional story</p> <p><b>Reading for Meaning</b></p> <p><b>Variety of Texts</b></p> <p>1.1 read a few different types of literary texts</p> <p><b>Reading with Fluency</b></p> <p><b>Reading Familiar Words</b></p> <p>3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts</p>	<p><b>Grammar</b></p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I</p> <p><b>Proofreading</b></p> <p>3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference</p> <p><b>Producing Finished Works</b></p> <p>3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p>	<p>1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction</p> <p><b>Developing Ideas</b></p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p><b>Using knowledge of form and style in writing</b></p> <p><b>Voice</b></p> <p>2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</p> <p><b>Preparing for Revision</b></p> <p>2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers</p>	<p>2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts</p> <p><b>Reading Fluently</b></p> <p>3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p>	<p>1.7 identify the main idea and a few elements of texts, initially with support and direction</p> <p><b>Reading with Fluency</b></p> <p><b>Reading Unfamiliar Words</b></p> <p>3.2 predict the meaning of and solve unfamiliar words using different types of cues</p> <p><b>Reading Fluently</b></p> <p>3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p>	<p><b>Spelling Familiar Words</b></p> <p>3.1 spell some high-frequency words correctly</p> <p><b>Punctuation</b></p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</p>
Language - Yearlong	<p><b>Reflecting on Writing Skills and Strategies</b></p> <p>4.3 select pieces of writing they think show their best work and explain the reasons for their selection</p>					
Mathematics- Yearlong	<p><b>Stand Alone 2: Patterning and Algebra</b></p> <p><b>Patterns and Relationships</b></p> <p><b>C1.1</b> identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts</p> <p><b>C1.2</b> create and translate patterns using movements , sounds, objects, shapes, letters, and numbers</p> <p><b>C1.3</b> determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns</p> <p><b>C1.4</b> create and describe patterns to illustrate relationships among whole numbers up to 50</p> <p><b>C2.1</b> identify quantities that can change and quantities that always remain the same in real-life contexts</p>					

	<p><b>C2.2</b> determine whether given pairs of addition and subtraction expressions are equivalent or not</p> <p><b>C2.3</b> identify and use equivalent relationships for whole numbers up to 50, in various contexts</p> <p><b>C3.1</b> solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events</p> <p><b>C3.2</b> read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes</p>					
Mathematics		<p><b>Geometry and Spatial sense Geometric Properties</b></p> <p>sort three- dimensional objects and two- dimensional shapes according to one attribute at a time, and identify the sorting rule being used</p> <p>E1.2 construct three- dimensional objects, and identify two- dimensional shapes contained within structures and objects</p> <p>E1.3 construct and describe two- dimensional shapes and three- dimensional objects that have matching halves</p> <p>Location and Movement</p> <p>E1.4 describe the relative locations of objects or people, using positional language</p> <p>E1.5 give and follow directions for moving from one location to another</p>	<p><b>Measurement Attributes, Units, and Measurement Sense</b></p> <p>estimate, measure, and describe the capacity and/or mass of an object, through investigation using non- standard units</p> <p>relate temperature to experiences of the seasons</p> <p><b>Measurement Relationships</b></p> <p>compare two or three objects using measurable attributes, and describe the objects using relative terms</p>	<p><b>Measurement Time</b></p> <p>E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons</p> <p><b>Fractions</b></p> <p>B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2</p> <p>B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts</p> <p>B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10</p> <p><b>Multiplication</b></p> <p>B2.5 represent and solve equal- group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings</p>	<p><b>Data Management and Probability Collection and Organization of Data</b></p> <p>D1.1 Sort sets of data about people or things according to one attribute, and describe rules used for sorting</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables</p> <p><b>Data Visualization</b></p> <p>D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels.</p> <p>Data analysis D1.4 Order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs</p> <p>D1.5 Analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p>	<p><b>Measurement Attributes,</b></p> <p>E2.1 identify measurable attributes of two- dimensional shapes and three- dimensional objects, including length, area, mass, capacity, and angle</p> <p>E2.2 compare several everyday objects and order them according to length, area, mass, and capacity</p> <p>construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units</p> <p><b>Measurement Relationships</b></p> <p>compare two or three objects using measurable attributes, and describe the objects using relative terms</p> <p>describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length</p>

					<p>Probability</p> <p>D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</p> <p>D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size</p>	
Mathematics Stand-Alone	<p><b>Stand-alone 1:</b></p> <p><b>Money Sense</b></p> <p>F1.1 identify the various coins up to 50¢ and coins and bills up to 50, and compare their values</p> <p><b>Whole Number</b></p> <p>B1.1 read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life.</p> <p>B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts.</p> <p>B1.3 compare and order whole numbers up to</p>					<p><b>Stand Alone 2: Patterning and Algebra</b></p> <p><b>Patterns and Relationships</b></p> <p>identify and extend, through investigation, numeric repeating patterns</p> <p>identify a rule for a repeating pattern</p> <p>create a repeating pattern involving one attribute</p> <p>represent a given repeating pattern in a variety of ways</p> <p><b>Expressions and Equality</b></p> <p>determine, through investigation using a “balance” model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality</p>

	<p>and including 50, in various contexts</p> <p>B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting</p> <p>B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies</p> <p><b>Properties and Relationships</b></p> <p>B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations</p> <p>B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts</p> <p>B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used</p> <p><b>Addition and Subtraction</b></p> <p>B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole</p>					
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	numbers that add up to no more than 50					
Science			<p><b>Understanding Matter and Energy</b>  <b>Understanding basic concepts</b>  3.1 identify matter as everything that has mass and occupies space</p> <p>3.3 explain changes of state in matter and give examples of each</p> <p><b>Developing investigation and communication skills</b>  2.3 use scientific inquiry/experimentation skills to investigate changes of state and changes in matter</p> <p>2.4 use scientific inquiry/experimentation skills to determine how the physical properties of materials make them useful for particular tasks</p> <p><b>Understanding basic concepts</b>  3.3 describe the characteristics of liquid water and solid water, and identify the conditions that cause changes from one to the other</p>		<p><b>Understanding Life Systems</b>  <b>Relating science and technology to society and the environment</b>  1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening</p> <p><b>Understanding basic Concepts</b>  3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life</p> <p><b>Understanding basic Concepts</b>  3.10 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p> <p><b>Relating science and technology to society and the environment</b>  1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</p>	<p><b>Understanding Structures and Mechanisms</b>  <b>Developing investigation and communication skills</b>  2.2 investigate and describe different kinds of movement</p> <p>2.3 investigate the structure and function of simple machines</p> <p>2.4 use technological problem-solving skills, and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines</p> <p><b>Understanding basic concepts</b>  3.3 identify the six basic types of simple machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier</p> <p>3.5 identify simple machines used in devices that move people</p>

					<p><b>Developing investigation and communication skills</b></p> <p>2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behavior, and adaptations of an animal of their choice</p>	
Science - Yearlong	<p><b>Developing investigation and communication skills</b>  2.6 use appropriate science and technology vocabulary in oral and written communication  2.7 use a variety of forms to communicate with different audiences and for a variety of purposes  <b>Developing investigation and communication skills</b>  2.1 follow established safety procedures for working with heating appliances and hot materials  <b>Developing investigation and communication skills</b>  2.1 follow established safety procedures during science and technology investigations</p>					
Social Studies	<p><b>Heritage and Identity Roles and Responsibilities</b></p> <p>A1.1 describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times</p> <p><b>Roles, Responsibilities and Identity</b></p> <p>A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p><b>Roles, Relationships and Respect</b></p> <p>A3.1 describe some of their own roles,</p>	<p><b>People and the Environment Local Community</b></p> <p>B3. Understanding Context: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p> <p><b>Variations and Global Communities</b></p> <p>B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p> <p><b>Physical Features and Communities</b></p> <p>B3.6 identify basic human needs, and describe some ways in which people in</p>		<p><b>Heritage and Identity Past and Present Traditions</b></p> <p>A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong</p> <p>A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats</p> <p><b>Tradition and Heritage</b></p> <p>A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities</p>		

	<p>relationships, and responsibilities</p> <p>A3.2 identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have</p> <p>A3.4 identify some elements of respectful behaviour that they can practise in their everyday life and/or that other people practise</p> <p>Resources  <a href="https://jr.brainpop.com/socialstudies/communities/school/">https://jr.brainpop.com/socialstudies/communities/school/</a></p>	<p>communities around the world meet these needs</p> <p><b>Elements of the Local Community</b></p> <p>B3.3 describe the location of some significant places in their community, using relative location</p> <p>B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them</p>		<p>A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p>		
<p>Social Studies - Yearlong</p>	<p><b><u>Inquiry, past and present traditions</u></b></p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>					
<p>PSPE Social-Emotional</p>	<p><b>PSPE</b></p> <p><b>Identification and Management of Emotions*</b></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><b>Stress Management and Coping*</b></p>			<p><b>Self-Awareness and Sense of Identity*</b></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><b>Positive Motivation and Perseverance*</b></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>	

	<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><b>Healthy Relationships*</b></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>					
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