

ECEA - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit 1 August – October Early Years & PSPE	Unit 2 October – December Early Years & Performing Arts	Unit 3 January – March Early Years & Mandarin	Unit 4 March – June Early Years & Visual Arts
Who we are	How we express ourselves	How the world works	Sharing the planet
<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, emotional, social and spiritual health and well-being relationships and belonging learning and growing. 	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts 	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, co-existence and wisdom
<p>Central Idea We are all unique and we all belong.</p> <p>Specified Concepts: connection, perspective, responsibility</p> <p>Additional Concepts: identity, diversity, self-esteem, cooperation</p> <p>Lines of Inquiry: An inquiry into 1. How I look and feel (Perspective) 2. Our similarities and differences. (Connection) 3. Ways to be a good friend. (Responsibility)</p> <p>Learner Profile: open-minded, risk-taker, caring</p>	<p>Central Idea Exploring materials helps us to create and share our ideas.</p> <p>Specified Concepts: connection, function, perspective</p> <p>Additional Concepts: texture, senses, feelings, expression</p> <p>Lines of Inquiry: An inquiry into 1. Exploration of emotions using senses. (Perspective) 2. Properties and manipulation of materials. (Function) 3. Use of materials to express ourselves. (Connection)</p> <p>Learner Profile: communicator, thinker, reflective</p>	<p>Central Idea Watching the world helps us see patterns and changes</p> <p>Specified Concepts: form, function, change</p> <p>Additional Concepts: patterns, nature, treasures, grow</p> <p>Lines of Inquiry: An inquiry into 1. Discovering our environment. (Form) 2. Recording our information. (Function) 3. Communicating our discoveries. (Change)</p> <p>Learner Profile: inquirer, knowledgeable, thinker</p>	<p>Central Idea We live and grow with other living things.</p> <p>Specified Concepts: causation, connection, responsibility</p> <p>Additional Concepts: basic needs, survival, advocacy, habitats</p> <p>Lines of Inquiry: An inquiry into 1. Characteristics and needs of living things. (animals) (Causation) 2. Habitats of living things. (animals) (Connection) 3. Impact of our choices on animal's habitats. (Responsibility)</p> <p>Learner Profile: principled, balanced, caring</p>

Teacher Questions and 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?	Teacher Questions and Provocations 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/music/construction)? What materials you use to show ...? How can you change this material?	Teacher Questions and Provocations 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?	Teacher Questions and Provocations 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?
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Approaches to Learning (ATLs)			
Social Skills: SS1.1.2 Play cooperatively in a group: sharing, taking turns. SS1.1.3 Help others. Self-management Skills: SM2.5.2 Show ability to adjust to new situations.	Thinking Skills: 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? Communication Skills: C1.3.1 Express oneself using words and sentences. Research Skills: R2.2 Use media to communicate, share and connect with others.	Research Skills: R1.2.2 Use all senses to observe and notice details. Communication Skills: C1.1.2 Listen actively and respectfully to others speak. Thinking Skills: T2.2.3 Ask “what if” questions.	Self-management Skills SM2.2.1 Demonstrate persistence in tasks. Research Skills: R1.4.2 Present information in a variety of modalities. Communication Skills: C4.1.6 Use mark-making to convey meaning.
Demonstrating Literacy Behaviours			

1.9 describe personal experiences, using vocabulary and details appropriate to the situation	<p>1.1 explore sounds, rhythms, and language structures, with guidance and on their own</p> <p>21.1 express their responses to drama and dance</p> <p>21.4 respond to music from various cultures</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 (e.g., terms for things they are building or equipment they are using)</p>	<p>10.2 Demonstrate an awareness that text can convey ideas or messages.</p> <p>11.4 Respond to a variety of materials that have been read aloud to them.</p>
Yearlong- Literacy Behaviours <p>10.4 Use classroom resources to support their writing.</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators.</p> <p>8.4 demonstrate control of small muscles (e.g., use a functional grip when writing) in activities in a variety of learning areas (e.g., sand table, water table, visual arts area) and when using a variety of materials or equipment</p>			
Self-regulation and Wellbeing			
<p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>3.3 Demonstrate an awareness of ways of making and keeping friends.</p> <p>6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why.</p> <p>6.3 practice and discuss appropriate personal hygiene that promotes personal, family, and community health</p>	<p>1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond</p> <p>7.1 Participate actively in creative movement and other daily physical activities.</p>	<p>3.2 Demonstrate the ability to take turns during activity and discussions.</p>	<p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>2.4 demonstrate self-control and adapt behaviour to different contexts within the school environment.</p>

Demonstrating Mathematics Behaviors			
17.2 communicate an understanding of basic spatial relationships in their conversations and play, in their predictions and visualizations, and during transitions and routines (ECEA – on/under only)	15.5 subitize quantities to 3 without having to count, using a variety of materials and strategies. (Adapt to 3 for ECEA)	18.2 explore and extend patterns 18.4 Create and translate patterns. 17.3 investigate and explain the relationship between two-dimensional shapes in objects they have made (ECEA 2D shapes only)	20.5 Investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.
Mathematics – Yearlong 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.			
Problem Solving and innovating			
24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices	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.	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.

Belonging and Contributing			
<p>25.1 Recognize personal interests, strengths, and accomplishments.</p> <p>25.2 Identify and talk about their own interests and preferences.</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>(Adapt to talk about family)</p>	<p>25.3 Express their thoughts and share experiences.</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>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>29.1 Identify similarities and differences between local environments.</p>	<p>29.2 Describe what would happen if something in the local environment changed.</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>
Social-Emotional Learning skills			
<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>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>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>A1.5 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>