

ECEB - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit 1 August 18- October 17	Unit 2 October 20 – December 19	Unit 3 January 5 – March 20	Unit 4 March 23 – May 29
Early Years & PSPE	Early Years & Visual Arts and Performing Arts	Early Years	Early Years & Mandarin
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 help each other and work together in our community.</p> <p>Specified Concepts: function, responsibility, connection</p> <p>Additional Concepts: friends, family, teamwork, conflict, resolution</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> People in our community and what they do.(function) How we play and solve problems together. (connection) How we care about others and our community.(responsibility) <p>Learner Profile: caring, principled</p>	<p>Central Idea We can express ourselves through words, art and actions.</p> <p>Specified Concepts: form, change, perspective</p> <p>Additional Concepts: sound, movement, art, culture, stories</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Expressing ourselves through sound & movement. (form) Expressing ourselves visually. (change) Sharing our personal stories.(perspective) <p>Learner Profile: risk-taker, open-minded, communicator</p>	<p>Central Idea We can learn about the world by observing and investigating</p> <p>Specified Concepts: change, causation, function</p> <p>Additional Concepts: light, cause and effect, motion</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Learning to observe. (change) Predicting change. (causation) Communicating what we learn. (function) <p>Learner Profile: inquirer, thinker, reflective</p>	<p>Central Idea Our actions help care for living things.</p> <p>Specified Concepts: form, function, responsibility</p> <p>Additional Concepts: growth, needs, living things</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Needs of plants.(form) Uses of plants. (function) Our responsibility towards living things. (plants). (responsibility) <p>Learner Profile: balanced, knowledgeable</p>

Approaches to Learning (ATLs)			
<p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SM1.3 Follow classroom routines.</p> <p>SS1.2.1 Be aware of own and others' feelings.</p>	<p>C1.1.2 Listen actively and respectfully to others speak.</p> <p>C4.1.8 Communicate using a range of technologies and materials.</p> <p>SM2.2.4 Manage feelings and resolve conflict.</p>	<p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>R1.3.1 Sort and categorize information and materials, arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills.</p> <p>T1.1.1 Observe carefully.</p>	<p>T2.1.2 Use discussion and play to generate new ideas and investigations.</p> <p>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?</p> <p>C1.3.2 Participate in conversations.</p>
Demonstrating Literacy Behaviours			
<p>11.2 Identify personal preferences in reading materials in different contexts.</p> <p>1.4 sustain interactions in different contexts (e.g., with materials, with other children, with adults)</p>	<p>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 (e.g., in new and creative ways, using drama, visual arts, non-verbal communication, and representations; in a conversation)</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educator(s)</p>	<p>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)</p> <p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>10.4 use classroom resources to support their writing (e/g/, a classroom word wall that is made up of children's names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)</p>	<p>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)</p> <p>11.6 use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team</p>
<p>Yearlong - Demonstrating Literacy Behaviors</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>			

Self-regulation and wellbeing			
3.2 demonstrate the ability to take turns in activities and discussions (e.g., engage in play activities with others; listen to peers and adults)	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) 7.1 participate actively in creative movement and other daily, physical activities.	2.2 demonstrate a willingness to try new activities (e.g., experiment with new materials/tools; try out activities in a different learning area; select and persist with challenging activities; experiment with writing) and to adapt to new situations (e.g., having visitors in the classroom, having a different educator occasionally, going on a field trip, riding the school bus)	2.1 Demonstrate self-reliance and a sense of responsibility. 3.3 demonstrate an awareness of ways of making and keeping friends (e.g., sharing, listening, talking, helping, entering into play or joining a group with guidance from the educators)
Demonstrating Mathematics Behaviors			
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	18.1 identify and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gest. 18.2 explore and extend patterns using a variety of materials. 18.4 create and translate patterns.	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-standard units of measure. 20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.	15.3 make use of one-to-one correspondence in counting objects and matching groups of objects 15.6 use information to estimate the number in a small set (e.g., apply knowledge of quantity; use a common <i>reference such as a five frame; subitize</i>) 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])
Yearlong - Demonstrating Mathematics Behaviours			
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.			

Problem Solving and Innovating			
4.1 use a variety of simple 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)	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. 13.4 communicate results and findings from individual and group investigations. 24.3 make predictions and observations as part of the process of creating and designing	17.1 explore, sort, and compare the attributes (e.g., reflective symmetry) and the properties (e.g., number of faces) of traditional and non-traditional two-dimensional shapes and three-dimensional figures (e.g., when sorting and comparing a variety of triangles: notice similarities in number of sides, differences in side lengths, sizes of angles, sizes of the triangles themselves; see smaller triangles in a larger triangle).
Belonging and Contributing			
5.1 demonstrate respect and consideration for individual differences and alternative points of view. 26.3 describe, both verbally and non- verbally, ways in which they contribute to the various groups to which they belong. 28.1 Recognize people in the community and talk about what they do. 29.1 identify similarities and differences between local environments.	27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being. 27.2 think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness.	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 (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 activities; 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 creatures outdoors) 1.4 sustain interactions in different contexts (e.g., with materials, with other children, with adults)	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). 29.2 Describe what would happen if 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.
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>
--	---	---	--