

# P1 - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit 1 August 18 – October 17	Unit 2 October 20 – December 19	Unit 3 January 5 – March 6	Unit 4 March 9 – April 24	Unit 5 April 27 - June 19
PSPE		Visual Arts & Makerspace	Makerspace - mini collab	Performing Arts & Mandarin
Who we are	Sharing the planet	How we organize ourselves	How the World Works	How we express ourselves
An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul>	An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, co-existence and wisdom</li> </ul>	An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design, innovation: possibilities and impacts</li> </ul>	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>
<p><b>Central Idea:</b> Communities are enhanced by the contributions of its members.</p> <p><b>Specified Concepts:</b> form, function, responsibility</p> <p><b>Additional Concepts:</b> inclusion, roles, collaboration, community</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Roles in communities we belong to</li> <li>How individual strengths contribute to communities.</li> <li>Our responsibilities to support and include others in the community.</li> </ol> <p><b>Learner Profile:</b> balanced, caring, principled</p>	<p><b>Central Idea</b> People can make choices to support the sustainability of the Earth's resources.</p> <p><b>Specified Concepts:</b> form, connection, responsibility</p> <p><b>Additional Concepts:</b> lifestyle, resources, waste, environment</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Earth's renewable and non-renewable resources. (Form)</li> <li>The impact of people's choices on the environment.(causation)</li> <li>Ways people can sustain the Earth's. Resources. (Responsibility)</li> </ol> <p><b>Learner Profile</b> inquirer, reflective, communicator</p>	<p><b>Central Idea</b> Many products undergo changes before they are consumed or used.</p> <p><b>Specified Concepts:</b> form, change, function</p> <p><b>Additional Concepts:</b> product origins, process, ingredients, materials, use</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Where do products come from? (form)</li> <li>Changes products go through. (change)</li> <li>Products can be created to benefit the community.(function)</li> </ol> <p><b>Learner Profile:</b> knowledgeable, risk-taker, caring</p>	<p><b>Central Idea</b> People make everyday objects based on the properties of materials.</p> <p><b>Specified Concepts:</b> form, function, connection,</p> <p><b>Additional Concepts:</b> structures, materials, classification, sources (natural and manmade), properties, purposes</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>Materials and their properties (form)</li> <li>How materials are used (function)</li> <li>Building to solve everyday problems and care for the environment</li> </ol> <p><b>Learner Profile:</b> inquirer, risk-taker</p>	<p><b>Central Idea</b> Stories are expressions of our ideas, feelings, and beliefs.</p> <p><b>Specified Concepts:</b> form, perspective, function</p> <p><b>Additional Concepts:</b> interpretation, messages, stories, theme.</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Stories include different elements. (form)</li> <li>Feelings and beliefs inspire stories.(perspective)</li> <li>Stories can be created and shared.(function)</li> </ol> <p><b>Learner Profile:</b> open-minded &amp; communicator</p>

Approaches to Learning				
<p><b>SS1.1.2</b> Play cooperatively in a group: sharing, taking turns.</p> <p><b>SS1.2.1</b> Be aware of own and others' feelings.</p> <p><b>C1.1.2</b> Listen actively and respectfully to others speak.</p>	<p><b>SM1.1</b> Choose and complete tasks independently.</p> <p><b>SM2.2.2</b> Use strategies to problem-solve.</p> <p><b>T1.3.1</b> Apply rules, strategies and ideas from one context to another</p>	<p><b>R1.2.3</b> Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images and so on.</p> <p><b>R1.3.2</b> Analyse and interpret information.</p> <p><b>R2.3</b> Communicate information and ideas using a variety of media (as their skills progress).</p>	<p><b>R1.2.1</b> Gather information from a variety of sources.(people, places, materials, literature.)</p> <p><b>T4.1</b> 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><b>T2.1.1</b> Practice "visible thinking" routines.</p>	<p><b>C1.3.2</b> Participate in conversations.</p> <p><b>C1.3.3</b> Negotiate ideas and knowledge with peers and teachers.</p> <p><b>T3.1</b> Make connections between units of inquiry.</p>
Social-Emotional Learning Skills				
<p><b>A1.4</b> 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><b>A1.5</b> 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>A1.1</b> 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>A1.3</b> 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><b>A1.2</b> 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>
Foundational Literacy Behaviours				
<p><b>1.11</b> 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>				

**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*)

**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*)

## Demonstrating Literacy and Behaviours

**1.9** describe personal experiences, using vocabulary and details appropriate to the situation

**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

**11.7** use illustrations to support comprehension of texts that are read by and with the educator(s) **3 Ways to Read a Book**

**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*)

**11.10** retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts (*e.g., read-alouds, shared reading experiences*), using pictures and/or props

**10.2** demonstrate an awareness that text can convey ideas or messages (*e.g., ask the educator to write out new words for them*)

**1.7** use specialized vocabulary for a variety of purposes (*e.g., terms for things they are building or equipment they are using*)

**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

**14.1** ask questions about and describe some natural occurrences, using their own observations and representations (*e.g., drawings, writing*)

**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 (*e.g., use the cover pictures and/or title to determine the topic and/or text form*)

**12.1** respond critically to animated works (*e.g., cartoons in which animals talk, movies in which animals go to school*)

**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*)

**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*)

**10.6** communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (*e.g., make a story map of "The Three Little Pigs" and retell the story individually to a member of the educator team during a writing conference*)

**10.1** demonstrate an interest in writing (*e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils*) and choose to write in a variety of

			<p><b>12.2</b> communicate their ideas, verbally and non-verbally, about a variety of media materials (<i>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</i>)</p> <p><b>10.4</b> use classroom resources to support their writing (<i>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</i>)</p> <p><b>10.5</b> experiment with a variety of simple writing forms for different purposes and in a variety of contexts</p>	<p>contexts (<i>e.g., draw or record ideas in learning areas</i>)</p> <p><b>21.2</b> dramatize rhymes, stories, legends, and folk tales from various cultures and communities (<i>e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area</i>)</p> <p><b>23.4</b> communicate their understanding of something (<i>e.g., a familiar story, an experience, a song, a play</i>) by representing their ideas and feelings through the arts</p>
<b>Demonstrating Mathematics Behaviours – Inside the Programme of Inquiry</b>				

		<b>Geometry</b> <p><b>17.1</b> explore, sort, and compare the attributes (<i>e.g., reflective symmetry</i>) and the properties (<i>e.g., number of faces</i>) of traditional and non-traditional two- dimensional shapes and three- dimensional figures (<i>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</i>)</p> <p><b>17.2</b> communicate an understanding of basic spatial relationships (<i>e.g., use terms such as “above/below”, “in/out”, “forward/backward”; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/ rotations]</i>) in their conversations and play, in their predictions and visualizations, and during transitions and routines</p> <p><b>17.3</b> investigate and explain the relationship between two- dimensional shapes and three- dimensional figures in objects they have made (<i>e.g., explain that the flat surface of a cube is a square</i>)</p> <p><b>19.1</b> ask questions that can be answered through data collection, collect data, and make</p>	<b>Patterns</b> <p><b>18.1</b> identify and describe informally the repeating nature of patterns in everyday contexts (<i>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</i>), using appropriate terminology (<i>e.g., “goes before”, “goes after”, “repeats”</i>) and gestures (<i>e.g., pointing, nodding, using slaps/claps</i>)</p> <p><b>18.2</b> explore and extend patterns using a variety of materials</p> <p><b>18.3</b> identify the smallest unit (the core) of a pattern and describe why it is important</p> <p><b>18.4</b> create and translate patterns</p>	<b>Probability</b> <p><b>20.6</b> use mathematical language _in informal discussions to describe probability in familiar, everyday situations</p>
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		<p>representations of their observations, using graphs</p> <p><b>19.2</b> interpret data presented in graphs and draw conclusions</p> <p><b>19.3</b> respond to and pose questions about data collection and graphs</p> <p><b>20.3</b> compose pictures, designs, shapes, and patterns, using two-dimensional shapes; predict and explore reflective symmetry in two-dimensional shapes (<i>e.g., visualize and predict what will happen when a square, a circle, or a rectangle is folded in half</i>); and decompose two-dimensional shapes into smaller shapes and rearrange the pieces into other shapes, using various tools and materials (<i>e.g., stickers, geoboards, pattern blocks, geometric puzzles, tangrams, a computer program</i>)</p> <p><b>20.5</b> investigate and describe how objects can be collected, grouped, and organized according to similarities and differences</p>		
<b>Demonstrating Mathematical Behaviours - Outside of the Programme of Inquiry</b>				
<b>Central Idea:</b> Numbers and operations can be understood through everyday situations.				<b>Central Idea:</b> Different kinds of measurement can be explored with non-standard units.

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<p><b>15.3</b> make use of one-to- one correspondence in counting objects and matching groups of objects</p> <p><b>15.4</b> demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting 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><b>15.5</b> subitize quantities to 5 without having to count, using a variety of materials (<i>e.g., dominoes, dot plates, dice, number of fingers</i>) and strategies (<i>e.g., composing or decomposing numbers</i>)</p> <p><b>15.6</b> use information to estimate the number in a small set (<i>e.g., apply knowledge of quantity; use a common reference such as a five frame; subitize</i>)</p> <p><b>20.1</b> demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (<i>e.g., show small quantities using fingers or manipulatives</i>)</p> <p><b>20.2</b> use, read, and represent whole numbers to 10 in a variety of meaningful contexts (<i>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</i>)</p> <p><b>Addition and Subtraction</b></p>			
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<b>15.10</b> investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives ( <i>e.g., join two sets of objects, one containing a greater number than the other, and count all the objects; separate out the smaller number of objects and determine how many remain</i> ) and counting strategies ( <i>e.g., use a counting sequence to determine how many objects there are altogether; count backward from the largest number to determine how many objects remain</i> )				
<b>Belonging and Contributing</b>				
<b>5.1</b> demonstrate respect and consideration for individual differences and alternative points of view ( <i>e.g., help a friend who speaks another language; adapt behaviour to accommodate a classmate's ideas</i> )  <b>26.1</b> understand that everyone belongs to a group/community ( <i>e.g., a family, a class, a religious community</i> ) and that people can belong to more than one group/community at a time  <b>26.2</b> understand that different groups/ communities may have different ways of being and working together  <b>26.3</b> describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong	<b>31.3</b> explore different elements of design ( <i>e.g., colour, line, shape, texture, form</i> ) in visual arts	<b>5.2</b> talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others ( <i>e.g., traditions, cultural events, myths, National symbols, everyday experiences</i> )  <b>25.3</b> express their thoughts ( <i>e.g., about a science discovery, about something they have made</i> ) and share experiences ( <i>e.g., experiences at home, cultural experiences</i> )  <b>31.1</b> explore different elements of drama ( <i>e.g., character, setting, dramatic structure</i> ) and dance ( <i>e.g., rhythm, space, shape</i> )	<b>28.3</b> develop an awareness of ways in which people adapt to the places in which they live ( <i>e.g., children in cities may live in high-rise buildings and use sidewalks and the subway; children in the country may take the bus to school</i> )  <b>29.2</b> describe what would happen if something in the local environment changed ( <i>e.g., if trees in the park were cut down, if the pond dried up, if native flowers were planted in the school garden</i> )  <b>29.1</b> identify similarities and differences between local environments ( <i>e.g., between a park and a pond, between a schoolyard and a field</i> )	<b>1.2</b> listen and respond to others, both verbally and non-verbally ( <i>e.g., using the arts, using signs, using gestures and body language</i> ), for a variety of purposes ( <i>e.g., to exchange ideas, express feelings, offer opinions</i> ) and in a variety of contexts ( <i>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</i> )

		<p><b>28.1</b> recognize people in their community and talk about what they do (<i>e.g., farmer, park ranger, police officer, nurse, Indigenous healer, store clerk, engineer, baker</i>) <b>Characters</b></p> <p><b>28.2</b> recognize places and buildings within their community, both natural and human-made, and talk about their functions (<i>e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave</i>) <b>Settings</b></p>		<p><b>29.3</b> identify ways in which they can care for and show respect for the environment (<i>e.g., feeding the birds in winter, reusing and recycling, turning off unnecessary lights at home, walking to school instead of getting a ride</i>)</p> <p><b>29.4</b> participate in environmentally friendly experiences in the classroom and the schoolyard (<i>e.g., plant and tend to plants; use local products for snack time; properly sort recycling</i>)</p>
Problem Solving and Innovating				

<p><b>24.1</b> identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices</p>	<p><b>13.1</b> state problems and pose questions in different contexts and for different reasons (<i>e.g., before, during, and after inquiries</i>)</p> <p><b>13.2</b> make predictions and observations before and during investigations</p>	<p><b>13.4</b> communicate results and findings from individual and group investigations (<i>e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, and labels</i>)</p> <p><b>24.4</b> select and use tools, equipment, and materials to construct things</p> <p><b>24.5</b> communicate and record results and findings either individually or in groups (<i>e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels, or in charts</i>)</p>	<p><b>14.2</b> sort and classify groups of living and non-living things in their own way (<i>e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams</i>)</p> <p><b>14.3</b> recognize, explore, describe, and compare patterns in the natural and built environment</p>	
<b>Self-regulation and Well-being</b>				
<p><b>1.3</b> use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (<i>e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; feeling</i>)</p> <p><b>2.1</b> demonstrate self-reliance and a sense of responsibility (<i>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</i>)</p>	<p><b>2.3</b> demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (<i>e.g., choose learning tasks independently; try something new; persevere with tasks</i>)</p> <p><b>3.1</b> act and talk with peers and adults by expressing and accepting positive messages (<i>e.g., use an appropriate tone of voice and gestures; give compliments; give and accept constructive criticism</i>)</p>	<p><b>2.2</b> demonstrate a willingness to try new experiences (<i>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</i>) and to adapt to new situations (<i>e.g., having visitors in the classroom, having a different educator occasionally, going on a field trip, riding the school bus</i>)</p>	<p><b>4.1</b> use a variety of strategies to solve problems, including problems arising in social situations (<i>e.g., trial and error, checking and guessing, cross-checking – looking ahead and back to find material to add or remove</i>)</p>	<p><b>3.2</b> demonstrate the ability to take turns during activity and discussions (<i>e.g., while engaged in play with others; in discussions with peers and adults</i>)</p>

<p><b>2.4</b> 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> <p><b>2.5</b> develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset; have an imaginary conversation with a tree or an insect; role- play emotions with dolls and puppets)</p>				
<b>Continuous</b>				
<p><b>Demonstrating Literacy Behaviours</b></p> <p><b>1.1</b> explore sounds, rhythms, and language structures, with guidance and on their own.</p> <p><b>1.6</b> use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems</p> <p><b>1.8</b> 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 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)</p> <p><b>11.1</b> 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>				

**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)

**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 (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

**11.4** respond to a variety of materials that have been read aloud to them (e.g., paint, draw, or construct models of characters or settings)

#### **Demonstrating Mathematical Behaviours:**

**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])

**15.9** compose and decompose quantities to 10 (e.g., make multiple representations of numbers using two or more colours of linking cubes, blocks, dot strips, and other manipulatives; play "shake and spill" games)

#### **Belonging & Contributing**

**5.1** demonstrate respect and consideration for individual differences and alternative points of view (e.g., help a friend who speaks another language; adapt behaviour to accommodate a classmate's ideas)

**25.1** recognize personal interests, strengths, and accomplishments

**25.2** identify and talk about their own interests and preferences

**27.1** develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others (e.g., speaking confidently, stating boundaries, making choices)

**27.2** think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness

**27.3** recognize discriminatory and inequitable practices and behaviours and respond appropriately

**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

#### **Problem Solving & Innovating**

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

**13.3** select and use materials to carry out their own explorations

**24.2** state problems and pose questions as part of the process of creating and designing

**24.3** make predictions and observations as part of the process of creating and designing

### **Self Regulation & Well-Being**

**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*)

**6.4** discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations (*e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body*)

**6.5** discuss and demonstrate in play what makes them happy and unhappy, and why

\*\*\**Learning outcomes are taken from 2016 Ontario Kindergarten Programme document.*