

## P2 - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit 1 August 18 –October 17	Unit 2 Oct 13 - Nov 21	Unit 3 Nov 24 – Jan 16	Unit 4 Jan 19 - Mar 13	Unit 5 Mar 16 – Apr 30	Unit 6 May 5 – June 19th
Collaboration with Makerspace		Collaboration with PSPE	Collaboration with Performing Arts	Collaboration with Visual Arts	Collaboration with Mandarin
Sharing the planet	Where we are in place and time	How we express ourselves	How the world works	Who we are	How we organize ourselves
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 histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation, and transformation</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>	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 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 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>
<b>Central Idea</b> Energy powers our lives and impacts the environment  <b>Specified Concepts:</b> form, function, responsibility,  <b>Additional Concepts:</b> energy, supply and demand, movement and change, resources  <b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. Types of energy (form) 2. Energy usage (function) 3. Sustainable practices(responsibility)  <b>Learner Profile:</b> principled, communicator	<b>Central Idea</b> Natural cycles affect people's lifestyles and how they adapt.  <b>Specified Concepts:</b> change, causation, connection  <b>Additional Concepts:</b> seasonal changes, lifestyles, adaptations, artefacts  <b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. Natural cycles in our environment (change) 2. How natural cycles influence what we do (causation) 3. How people use artifacts to adapt to changes (connection)  <b>Learner Profile:</b> balanced, thinker	<b>Central Idea</b> Celebrations express the traditions of a culture.  <b>Specified Concepts:</b> form, perspective, connection  <b>Additional Concepts:</b> traditions, culture, beliefs, values  <b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. Traditions and celebrations(form) 2. Differences between cultures and traditions around the world (perspective) 3. Sharing our cultures and traditions to foster international mindedness (connection)  <b>Learner Profile:</b> open-minded, reflective	<b>Central Idea</b> People make everyday objects based on the properties of materials.  <b>Specified Concepts:</b> form, function, connection,  <b>Additional Concepts:</b> structures, materials, classification, sources (natural and manmade), properties, purposes  <b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. Materials and their properties (form) 2. How materials are used (function) 3. Building to solve everyday problems and care for the environment  <b>Learner Profile:</b> inquirer, risk-taker	<b>Central Idea</b> People's roles and actions help create a healthy environment.  <b>Specified Concepts:</b> function, causation, responsibility  <b>Additional Concepts:</b> environment, consequences, community, living things, relationships, roles  <b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. The needs of living things (function) 2. Characteristics of a healthy environment (causation) 3. Different ways people care for the environment (responsibility)  <b>Learner Profile:</b> knowledgeable, caring,	<b>Central Idea</b> Cities around the world create structures to meet the needs of the community.  <b>Specified Concepts:</b> form, connection, perspective  <b>Additional Concepts:</b>  structures, community, organization  <b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. The form of a city. (form) 2. Similarities and differences between cities. (connection)

					<p>3. Cities meet the needs of the community. (perspective)</p> <p><b>Learner Profile:</b> balanced, thinker</p>
<b>Approaches to Learning</b>					
<p>Self-Management Skills: SM 2.5.6 Work through change</p> <p>Communication Skills: C 1.1 Listen actively</p> <p>Social Skills: SS1.2.4 Be aware of others and own impact</p>	<p>Social Skills: SS 1.1.7 Learn cooperatively in a group</p> <p>Self-management Skills: SM 2.1.3 Use strategies to support concentration</p> <p>Communication Skills: C2.2.5 Organize information logically.</p>	<p>Communication Skills: C1.2.4 Be aware of cultural differences when providing and interpreting communication.</p> <p>Thinking Skills: T2.1.5 Practice “visible thinking” strategies and techniques</p> <p>Social Skills: SS 1.2.5 Be aware of others emotions</p>	<p>Research Skills: R 1.1.3 Ask or design relevant questions</p> <p>Self-Management Skills: SM 1.7 Use time effectively</p> <p>Thinking Skills: T 1.3.3 Draw conclusions</p>	<p>Communication Skills: C1.1.6 Listen actively and respectfully while others speak.</p> <p>Social Skills: SS1.2.4 Be aware of own and others’ impact as a member of a learning group.</p>	<p>Social Skills: SS1.1.12 Take on a variety of roles in group learning.</p> <p>Thinking Skills: T1.1.8 Use models and simulations to explore complex systems and issues.</p> <p>Research Skills: R1.4.5 Present information in a variety of formats and platforms.</p>
<b>Social Emotional</b>					
<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>A1.1</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>A1.5</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>A1.4</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>A1.2</b> apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviors, as they participate in learning experiences, in order to support the development of personal resilience.</p>
<b>Science</b>					

<p><b>Matter and Energy: Energy in Our Lives</b></p> <p><b>C1. Relating Science and Technology to Our Changing World:</b> assess uses of energy at home, at school, and in the community, and suggest ways to use energy responsibly</p> <p><b>C1.1</b> describe everyday uses of energy at school and at home, and suggest ways to use energy responsibly  <b>C1.2</b> describe how the lives of people and other living things would be affected if electrical energy were no longer available</p> <p><b>C2. Exploring and Understanding Concepts:</b> demonstrate an understanding of how energy affects their lives, and that the Sun is the principal source of energy for Earth</p> <p><b>C2.1</b> demonstrate an understanding that energy is the ability to move or change something</p> <p><b>C2.2</b> demonstrate an understanding that the Sun is Earth's principal source of energy, including how it warms the air, land, and water; is a source of light for Earth; and makes it possible for plants to grow</p> <p><b>C2.3</b> identify food as a source of energy for living things</p> <p><b>C2.4</b> identify everyday uses of various sources of energy</p>	<p><b>Earth and Space Systems: Daily and Seasonal Changes</b></p> <p><b>E1. Relating Science and Technology to Our Changing World:</b> assess the impact of daily and seasonal changes on living things, including humans</p> <p><b>E1.1</b> assess the impact of daily and seasonal changes on human outdoor activities, and identify innovations that enable people to engage in various activities year-round</p> <p><b>E1.2</b> assess ways in which daily and seasonal changes have an impact on society, the environment, and living things in the natural environment</p> <p><b>E2. Exploring and Understanding Concepts:</b> demonstrate an understanding of daily and seasonal changes and of how living things respond to those changes</p> <p><b>E2.1</b> demonstrate an understanding of Earth's relationship to the Sun and that this relationship results in daily and seasonal changes on Earth</p> <p><b>E2.2</b> demonstrate an understanding that a cycle is a series of repeating events, and that cycles can be observed in daily and seasonal changes</p> <p><b>E2.3</b> describe the changes in the amount of light and heat from the Sun that occur</p>		<p><b>Structures and Mechanisms: Everyday Materials, Objects, and Structures</b></p> <p><b>D1. Relating Science and Technology to Our Changing World:</b> assess the impact on people and the environment of everyday objects, including structures, and the materials they are made of</p> <p><b>D1.1</b> identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important</p> <p><b>D1.2</b> assess everyday objects, including structures, that have similar purposes, in terms of the materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed</p> <p><b>D2. Exploring and Understanding Concepts:</b> demonstrate an understanding that objects, including structures, have observable characteristics and are made from materials with specific properties that determine how they are used</p> <p><b>D2.1</b> describe objects as things that are made of one or more materials</p> <p><b>D2.2</b> identify structures that are objects designed to support a load, including</p>		<p><b>D2.8</b> identify sources in nature of some common materials that are used to make various objects, including structures</p>
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<p><b>C2.5</b> demonstrate an understanding that humans get the energy resources they need from the world around them, and that the supply of many of these resources is limited</p> <p><b>C2.6</b> describe seasonal differences in how we use energy and in the forms of energy we use</p>	<p>throughout the day and in the four seasons</p> <p><b>E2.4</b> describe and compare the four seasons in terms of the weather, including precipitation and temperature, in their local area</p> <p><b>E2.5</b> describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes</p> <p><b>E2.6</b> describe how humans prepare for, and respond to, daily and seasonal changes</p>		<p>those acting as supporting frameworks for objects</p> <p><b>D2.3</b> identify materials that are used to make various everyday objects, including structures</p> <p><b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses</p> <p><b>D2.5</b> describe purposes of everyday objects, including structures</p> <p><b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p> <p><b>D2.7</b> identify different kind of fasteners and describe uses for each</p> <p><b>D2.8</b> identify sources in nature of some common material that are used to make various objects, including structures</p>		
<b>Social Studies</b>					
		<p><b>Social Studies</b> <b>Heritage and Identity</b></p> <p><b>Past and Present Traditions</b> <b>A2.1</b> 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><b>A2.2</b> gather and organize information on some of the</p>		<p><b>Social Studies</b> <b>Heritage and Identity</b></p> <p><b>Roles and Responsibilities</b> <b>A1.1</b> 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><b>Social Studies</b> <b>People and the Environment and the Local Community</b> <b>B3. Understanding Context:</b> describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic</p>

		<p>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>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>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, 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 practice in their everyday life and/or that other people practice</p>	<p>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 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</p>
<b>Language inside the Programme of Inquiry (Integrated)</b>					
<p><b>Effective Listening Skills</b></p> <p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities.</p> <p><b>Speaking Purposes and Strategies</b></p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use</p>	<p><b>Online Safety, Well-Being, and Etiquette</b></p> <p>A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission</p> <p><b>Text Patterns and Features</b></p>	<p><b>Listening Strategies for Comprehension</b></p> <p>B1.2 identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally</p> <p><b>Oral and Non-Verbal Communication Strategies</b></p> <p>B1.4 identify and use oral and non-verbal communication</p>	<p><b>Research and Information Literacy</b></p> <p>A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning</p> <p><b>Summarizing: Identifying Relevant Information and Drawing Conclusions</b></p>	<p><b>Forms, Conventions, and Techniques</b></p> <p>A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts</p> <p><b>Point of View</b></p>	<p><b>Using Foundational Knowledge and Skills to Comprehend Texts</b></p> <p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p><b>Literary Devices</b></p> <p>C3.1 identify simple literary devices, including rhyme,</p>

<p>appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently.</p> <p><b>Prereading: Identifying the Purpose for Reading, Listening and Viewing</b> C2.2 Identify purposes for engaging with texts, including enjoyment or finding information</p> <p><b>Prereading: Activating Prior Knowledge</b> C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	<p>C1.3 identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning</p> <p><b>Monitoring of Understanding: Making and Confirming Predictions</b> C2.3 make predictions using background knowledge, text features, and evidence from the text</p> <p><b>Monitoring of Understanding: Ongoing Comprehension Check</b> C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p> <p><b>Analyzing Texts</b> C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events.</p>	<p>strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages</p> <p><b>Monitoring of Understanding: Making Connections</b> C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them</p> <p><b>Voice</b> D2.3 demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about a topic.</p>	<p>C2.6 identify important information in a simple text, including the main idea</p> <p><b>Research</b> D1.3 gather information and content relevant to a topic, using a single source</p> <p><b>Organizing Content</b> D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used</p>	<p>C1.6 identify the narrator's point of view in a variety of texts, and suggest an alternative point of view to tell the story</p> <p><b>Purpose and Audience</b> D1.1 identify the topic, purpose, and audience for various simple texts they plan to create</p> <p><b>Producing Final Texts</b> D3.1 produce final texts, using simple techniques, to achieve the intended effect</p> <p><b>Publishing and Presenting Texts</b> D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>	<p>alliteration, and onomatopoeia, and describe how they help communicate meaning</p> <p><b>Visual Elements of Texts</b> C1.4 demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text</p> <p><b>Word Choice, Syntax, and Grammar in Oral Communication</b> B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas</p>
<b>Language Outside the Programme of Inquiry (year-long foundational skills)</b>					
<p><b>Phonemic Awareness</b> B2.1 use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes</p> <p><b>Alphabetic Knowledge</b> B2.2 name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity</p> <p><b>Phonics: Grapheme-Phoneme Correspondence</b> B2.3 identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity</p> <p><b>Word-Level Reading and Spelling: Using Phonics Knowledge</b> B2.4 use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts</p> <p><b>Word-Level Reading and Spelling: Using Orthographic Knowledge</b></p>					

B2.5 use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading

*Word-Level Reading and Spelling: Using Morphological Knowledge*

B2.6 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

*Vocabulary*

B2.7 demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

*Reading Fluency: Accuracy, Rate, and Prosody*

B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression

*Syntax and Sentence Structure*

B3.1 identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences

*Grammar*

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

*Capitalization and Punctuation*

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end

*Printing*

D2.2 print letters and words with appropriate formation patterns, size, placement, and spacing

## Math inside the Programme of Inquiry

	<b>Patterning and Algebra Patterns and Relationships</b>	<b>Measurement Time</b>	<b>Measurement Attributes,</b>	<b>Data Management and Probability</b>	<b>Geometry and Spatial sense Geometric Properties</b>
	<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>E2.3</b> read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons</p>	<p><b>E2.1</b> identify measurable attributes of two- dimensional shapes and three- dimensional objects, including length, area, mass, capacity, and angle</p> <p><b>E2.2</b> compare several everyday objects and order them according to length, area, mass, and capacity</p> <p><b>Financial Literacy</b></p>	<p><b>Collection and Organization of Data</b></p> <p><b>D1.1</b> Sort sets of data about people or things according to one attribute, and describe rules used for sorting</p> <p><b>D1.2</b> collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of</p>	<p><b>E1.1</b> sort three- dimensional objects and two- dimensional shapes according to one attribute at a time, and identify the sorting rule being used</p> <p><b>E1.2</b> construct three- dimensional objects, and identify two- dimensional shapes contained within structures and objects</p> <p><b>E1.3</b> construct and describe two- dimensional shapes and three- dimensional objects that have matching halves</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>Coding</b></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>		<p><b>F1.1</b> identify the various coins up to 50¢ and coins and bills up to 50, and compare their values</p>	<p>information; record the data using methods of their choice; and organize the data in tally tables</p> <p><b>Data Visualization</b></p> <p><b>D1.3</b> display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels.</p> <p><b>Data analysis</b></p> <p><b>D1.4</b> Order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs</p> <p><b>D1.5</b> Analyze 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>Probability</b></p>	<p><b>Location and Movement</b></p> <p><b>E1.4</b> describe the relative locations of objects or people, using positional language</p> <p><b>E1.5</b> give and follow directions for moving from one location to another</p>
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				<p><b>D2.1</b> 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><b>D2.2</b> 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>	
<b>Math Outside the Programme of Inquiry</b>					
<p><b>Whole Number</b></p> <p><b>B1.1</b> read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life.</p> <p><b>B1.2</b> compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts.</p> <p><b>B1.3</b> compare and order whole numbers up to and including 50, in various contexts</p> <p><b>B1.4</b> estimate the number of objects in collections of up to</p>		<p><b>Multiplication</b></p> <p><b>B2.5</b> 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>Fractions</b></p> <p><b>B1.6</b> use drawings to represent and solve fair-share problems that involve 2 and 4</p>			

<p>50, and verify their estimates by counting</p> <p><b>B1.5</b> count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies</p> <p><b>Addition and Subtraction</b></p> <p><b>B2.1</b> use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations</p> <p><b>B2.2</b> recall and demonstrate addition facts for numbers up to 10, and related subtraction facts</p> <p><b>B2.4</b> use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50</p>		<p>sharers, respectively, and have remainders of 1 or 2</p> <p><b>B1.7</b> recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts</p> <p><b>B1.8</b> 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>			
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