

P3 - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit #1 Aug 18 –Oct 10	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 Visual Arts	Collaboration with Makerspace	Collaboration with Mandarin	Collaboration with Performing Arts		Collaboration with PSPE
Where we are in place and time	How we organize ourselves	Who we are	How we express ourselves	Sharing the planet	How the world works
An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional, social and spiritual health and well-being relationships and belonging learning and growing. 	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	An inquiry into the interdependence of human and natural worlds through: <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 	An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts
Money Central Idea Money is a human-made system that allows economies to function. Specified Concepts: form, function, responsibility Additional Concepts: systems, value, money Lines of Inquiry: An inquiry into <ol style="list-style-type: none"> Global currencies (form) Different ways to earn money (function) using money wisely (responsibility) Learner Profile principled, balanced	Water and Air; Liquids and Gas Central Idea Sustaining essential resources depends on natural cycles and human responsibility. Specified Concepts: form, change, responsibility Additional Concepts: renewable, sustainability, pollution, changes (physical, chemical) Lines of Inquiry: An inquiry into <ol style="list-style-type: none"> Properties of air and water (form) Water and air in the environment sustainability of essential resources (responsibility) Learner Profile knowledgeable, thinker, caring	Personal Journeys Central Idea Our identities are inspired by those we admire, helping us to connect and grow. Specified Concepts: form, connection, perspective Additional Concepts: journeys, identity, history Lines of Inquiry: An inquiry into <ol style="list-style-type: none"> identities and personal journeys (form) Significant people and events in the past and present (connection) How sharing personal journeys inspires us to grow (perspective) Learner Profile communicators, open-minded, reflective	Signs and Symbols Central Idea Signs and symbols facilitate global communication. Specified Concepts: function, causation, form Additional Concepts: organization, symbols, maps, patterns Lines of Inquiry: An inquiry into <ol style="list-style-type: none"> Signs and symbols around us (form) Signs and symbols foster communication (function, causation). How we create signs and symbols (function, causation). Learner Profile communicators, open-minded, risk-taker	Animal Adaptations Central Idea The relationship between living organisms and their environment influences survival and adaptations. Specified Concepts: form (function?), connection, responsibility Additional Concepts: adaptations, habitats, conservation, relationships Lines of Inquiry: An inquiry into <ol style="list-style-type: none"> Animal characteristics and adaptations (causation) how humans and animals influence each other and the environment. (connection) valuing and protecting animals (responsibility) Learner Profile knowledgeable, inquirers, caring	Simple Machines Central Idea Investigations and observations help us understand how simple machines enhance daily lives. Specified Concepts: function, change, causation Additional Concepts: technology, structure, efficiency, movement, discover, force Lines of Inquiry: An inquiry into <ol style="list-style-type: none"> how simple machines work the use of simple machines to make life easier the ways we use science to test and observe the world around us. Learner Profile inquirer, thinker

Approaches to Learning (ATL)					
<p>Social Skills: SS1.1.5 Be respectful to others.</p> <p>Self-Management Skills: SM2.3.1 Take responsibility for one's own actions.</p> <p>Research Skills: R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p>	<p>Communication Skills: C1.3.6 State opinions clearly, logically and respectfully.</p> <p>Research Skills: R1.4.4 Draw conclusions from relationships and patterns that emerge from data.</p> <p>Thinking Skills: T4.4 Record thinking and reflection processes.</p>	<p>Research Skills: R1.1.4 Outline a plan for finding necessary information.</p> <p>R1.3.3 Sort and categorize information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.</p> <p>Communication Skills: C2.2.2 Paraphrase accurately and concisely.</p>	<p>Social Skills: SS1.1.9 Build consensus and negotiate effectively.</p> <p>Research Skills: R1.4.5 Present information in a variety of formats and platforms.</p> <p>Communication Skills: C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p>	<p>Thinking Skills: T1.2.4 Organize relevant information to formulate an argument.</p> <p>Research Skills: R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p>Research Skills: R1.2.4 Gather information from a variety of primary and secondary sources.</p>	<p>Thinking Skills: T2.2.5 Ask "what if" questions and generate testable hypotheses.</p> <p>Self-Management Skills: SM1.7 Use time effectively and appropriately.</p> <p>Self-Management Skills: SM2.1.2 Be aware of body–mind connections.</p>
Social Emotional					
<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>A1.5 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>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>A1.2 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>

Science					
	<p>STRAND C: Matter and Energy Properties of Liquids and Solids</p> <p>C1. Relating Science and Technology to Our Changing World: assess ways in which liquids and solids and their uses can have an impact on society and the environment</p> <p>C1.1 assess practices related to the use, storage, and disposal of liquids and solids in the home in terms of the effects on personal health and safety and on the environment, and suggest ways to improve these practices</p> <p>C1.2 assess the impacts of changes of state of liquids and solids on humans and on environments</p> <p>C2. Exploring and Understanding Concepts: demonstrate an understanding of the properties and physical changes of liquids and solids</p> <p>C2.1 identify various types of matter in natural and built environments as liquids or solids</p> <p>C2.2 describe the properties of liquids and solids</p> <p>C2.3 describe properties of liquid water and solid water, and identify the conditions that cause changes from one state to the other</p>			<p>Strand B: Life Systems Growth and Changes in Animals</p> <p>B1. Relating Science and Technology to Our Changing World: assess ways in which animals have an impact on society and the environment, and ways in which human activities have an impact on animals and the places where they live</p> <p>B1.1 examine impacts that animals can have on society and the environment, and describe some ways in which any negative impacts can be minimized</p> <p>B1.2 assess impacts of various human activities on animals and the places where they live, and describe practices that can minimize negative impacts</p> <p>B2. Exploring and Understanding Concepts: demonstrate an understanding that animals grow and change and have distinct characteristics</p> <p>B2.1 compare physical characteristics of various animals, including characteristics that are constant and those that change</p>	<p>STRAND D: Structures and Mechanisms Simple Machines and Movement</p> <p>D1. Relating Science and Technology to Our Changing World: assess the impact of simple machines on society and on the environment</p> <p>D1.1 assess the impact of simple machines on the daily lives of people in various communities</p> <p>D1.2 assess the impact on the environment of technologies that use simple machines to facilitate movement</p> <p>D2. Exploring and Understanding Concepts: demonstrate an understanding of movement and ways in which simple machines help to move objects</p> <p>D2.1 describe different ways an object can move</p> <p>D2.2 identify ways in which the position of an object can be changed</p> <p>D2.3 identify the six basic types of simple machines: lever, inclined plane, wedge, pulley, wheel and axle, and screw</p> <p>D2.4 describe ways in which each type of simple machine</p>

	<p>C2.4 identify conditions in which the states of liquids and solids remain constant and conditions that can cause their states to change</p> <p>C2.5 describe some ways in which liquids and solids can be combined to make useful mixtures</p> <p>C2.6 classify solid objects and materials in terms of their buoyancy and in terms of their ability to absorb or repel water</p> <p>C2.7 explain the meaning of international symbols that give us information on the safety of substances</p> <p>STRAND E: Earth and Space Systems Air and Water in the Environment</p> <p>E1. Relating Science and Technology to Our Changing World: assess ways in which the actions of humans have an impact on the quality of air and water, and create plans to protect these resources</p> <p>E1.1 assess the impact of human activities on air and water, taking various perspectives into consideration, including those of First Nations, Métis, and Inuit, and plan a course of action to protect the quality of the air and/or water in the local community</p> <p>E1.2 assess their personal and household uses of water, and create a plan to use water responsibly</p>			<p>B2.2 describe the locomotion of various animals</p> <p>B2.3 describe the lifecycle of a variety of animals, including insects, amphibians, birds, and mammals</p> <p>B2.4 compare changes in the appearance and behavior of various animals as they go through a complete lifecycle</p> <p>B2.5 describe adaptations, including physical and/or behavioral characteristics, that allow various animals to survive in their natural environment</p>	<p>is used in daily life to make tasks easier</p> <p>D2.5 compare, qualitatively or quantitatively, the force required to move an object using various simple machines to the force required to move the object without using a simple machine</p>
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	<p>E1.3 examine the availability of fresh water and drinking water around the world, and describe the impact on communities</p> <p>E2. Exploring and Understanding Concepts: demonstrate an understanding of the properties of air and water, including water in various states, and of ways in which living things depend on air and water for their survival</p> <p>E2.1 demonstrate an understanding of the key properties of air and water</p> <p>E2.2 identify sources of water in the natural and built environments</p> <p>E2.3 describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection</p> <p>E2.4 identify the three states of water in the environment, and describe how temperature changes affect the state of water within the water cycle</p> <p>E2.5 describe ways in which living things, including humans, depend on air and water</p>				
Social Studies					

<p>Interrelationships within the Community:</p> <p>B1.2 identify some services and service-related occupations in their community and describe how they meet people's needs, including their own needs</p> <p>B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist</p> <p>Balancing Human Needs and Environmental Stewardship:</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary</p> <p>Variations and Global Communities:</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>Physical Features and Communities:</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>Heritage and Identity:</p> <p>Roles, Responsibilities, and Identity:</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>A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them.</p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>A2.5 evaluate evidence and draw conclusions about 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>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>	<p>Interrelationships and their Impact:</p> <p>B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary and formats</p> <p>B2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community</p> <p>The Elements of the Local Community:</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>B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units</p>		
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Math inside the Programme of Inquiry (integrated)

<p>Financial Literacy: F1.1 identify different ways of representing the same amount of money up to 200 using various combinations of coins, and up to 200 using various combinations of 1 and 2 coins and 5, 10, 20, 50, and 100 bills</p> <p>Numbers: B1.1 read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life</p> <p>B1.2 compare and order whole numbers up to and including 200, in various contexts.</p> <p>B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies B1.5 describe what makes a number even or odd</p>		<p>Measurement: 2.4 use units of time, including seconds, minutes, hours, and non- standard units, to describe the duration of various events</p> <p>Patterning and Algebra: C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent</p> <p>C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts</p> <p>Data Management: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of complementary 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 mode(s) of data set from one population will be the same for data collected from a different population</p>	<p>Geometry and Spatial Sense: E1.1 sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry</p> <p>E1.2 compose and decompose two- dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged</p> <p>E1.3 identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent</p> <p>Patterning and algebra: C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts</p> <p>C1.2 create and translate patterns using various representations, including shapes and numbers</p>		<p>Data Management and Probability: D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables</p> <p>D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels</p> <p>D1.4 identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, line plots, bar graphs, and tables, and explain what this measure indicates about the data</p> <p>D1.5 analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p>
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Math outside the Programme of Inquiry (standalone)

Geometry and Spatial Sense: Location and Movement:

E1.5 describe the relative positions of several objects and the movements needed to get from one object to another

Measurement:

E2.1 choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed

E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths

E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero

Numbers:

B2.4 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 100

Multiplication and Division:

B2.5 represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings

B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings

Fractions:

B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts

B1.7 recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts

Language Inside the Programme of Inquiry

<p><i>Digital Citizenship</i> A2.1 demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities</p> <p><i>Online Safety, Well-Being, and Etiquette</i> 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><i>Prereading: Activating Prior Knowledge</i> C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts</p> <p><i>Identifying the Purpose for Reading, Listening, and Viewing</i> C2.2 identify various purposes for engaging with texts, including enjoyment or finding information</p> <p><i>Analyzing Cultural Elements of Texts</i> C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning</p>	<p><i>Research and Information Literacy</i> A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning</p> <p><i>Monitoring of Understanding: Making and Confirming Predictions</i> C2.3 make predictions using background knowledge, text features, and evidence from the text</p> <p><i>Summarizing: Identifying Relevant Information and Drawing Conclusions</i> C2.6 identify the main idea in a simple text, and relate important details in sequence</p> <p><i>Analyzing Texts</i> C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements</p> <p><i>Research</i> D1.3 gather information and content relevant to a topic, using three or more sources</p>	<p><i>Media, Audience, and Production</i> A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator</p> <p><i>Listening Strategies for Comprehension</i> B1.2 identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand</p> <p><i>Text Patterns and Features</i> C1.3 identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning</p> <p><i>Point of View</i> C1.6 identify the narrator's point of view, including first person or third person, in simple texts, and suggest an alternative point of view to tell the story</p> <p><i>Monitoring of Understanding: Making Connections</i> 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><i>Speaking Purposes and Strategies</i> B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently</p> <p><i>Oral and Non-Verbal Communication Strategies</i> B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed</p> <p><i>Visual Elements of Texts</i> C1.4 identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p><i>Monitoring of Understanding: Ongoing Comprehension Check</i> C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p>	<p><i>Effective Listening Skills</i> B1.1 use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities</p> <p><i>Analyzing Texts</i> C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements</p> <p><i>Perspectives within Texts</i> C3.5 identify explicit and implicit perspectives communicated in a text, providing evidence, and describe how these perspectives could influence an audience</p> <p><i>Point of View</i> D2.4 identify the point of view, including first person, used in their texts</p>	<p><i>Elements of Style</i> C1.5 identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning</p> <p><i>Word Choice, Syntax, and Grammar in Oral Communication</i> B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension</p> <p><i>Literary Devices</i> C3.1 identify simple literary devices, including consonance and simile, and describe how they help communicate meaning</p> <p>D2.3 demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic</p>
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<p>Analysis and Response C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility</p>		<p>Organizing Content D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used</p>			
<p>Language Outside the Programme of Inquiry (year-long & foundational skills)</p>					
<p><i>Word-Level Reading and Spelling: Using Phonics Knowledge</i> B2.1 use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts</p> <p><i>Word-Level Reading and Spelling: Using Orthographic Knowledge</i> B2.2 use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading</p> <p><i>Word-Level Reading and Spelling: Using Morphological Knowledge</i> B2.3 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p><i>Vocabulary</i> B2.4 demonstrate an understanding of a variety of 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</p> <p><i>Reading Fluency: Accuracy, Rate, and Prosody</i> B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation</p> <p><i>Syntax and Sentence Structure</i> B3.1 identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences</p> <p><i>Grammar</i></p>					

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb “to be”, comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, 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 clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create

Developing Ideas

D1.2 generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas

Printing

D2.2 print legibly and fluently, with appropriate formation patterns, size, placement, and spacing

Revision

D2.5 make revisions to texts using feedback from others, such as adding or deleting sentences

Editing and Proofreading

D2.6 make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling

Producing Final Texts

D3.1 produce final texts using simple techniques, to achieve the intended effect

Publishing and Presenting Texts

D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression