

P6 - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit 1 Aug 18 –Oct 10	Unit 2 Oct 13 - Nov 21	Unit 3 Nov 24 – Jan 16 Week 15 – Week 20	Unit 4 Jan 19 - Mar 13	Unit 5 Mar 16 – Apr 30 (May 8 th)	Unit 6 May 12 – June 19th
Collaboration with Mandarin	Collaboration with Visual Arts	Collaboration with PSPE	Collaboration with Makerspace	Collaboration with Performing Arts	
Where we are in place and time	How the world works	Who we are	Sharing the planet	How we express ourselves	How we organize ourselves
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 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 	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 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 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 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
Central Idea: Stories of migration build people's understanding of challenges and opportunities. Specified Concepts: perspective, causation, change Additional Concepts: interpretation, contribution, settlement Lines of Inquiry: An inquiry into 1. Migration throughout history (perspective) 2. Reasons people migrate (causation) 3. How migration can change communities and cultures (change) Learner Profile: open-minded, knowledgeable	Central Idea Natural forces impact structural design and innovation. Specified Concepts: form, causation, responsibility Additional Concepts: structures, forces, design, adaptation Lines of Inquiry: An inquiry into 1. Internal and external forces (form) 2. Impact of forces on structures (causation) 3. Designing safe and innovative structures (responsibility) Learner Profile: inquirer, risk-taker	Central Idea: Human body systems are interdependent and influenced by our choices and the environment. Specified Concepts: function, connection, responsibility Additional Concepts: health, interaction, puberty Lines of Inquiry: An inquiry into 1. How body systems function and interact (function) 2. How external factors affect human health (interaction) 3. How personal choices influence well-being (responsibility) Learner Profile: balanced, caring	Central Idea Understanding energy transformation provokes sustainable solutions. Specified Concepts: change, perspective, connection Additional Concepts: conservation, transformation, sustainability Lines of Inquiry: An inquiry into 1. How energy transforms (change) 2. The influence of technological advances on energy consumption (perspective) 3. Development and implementation of sustainable energy solutions (connection) Learner Profile: reflective, communicator	<h1>PYP Exhibition</h1>	

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Approaches to Learning					
ATL R1.1.5 Evaluate and select appropriate information sources and/or digital tools based on the task. SS1.1.13 Advocate for one's own rights and needs, and those of others. T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections.	ATL C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities. R3.2 Differentiate reliable from unreliable resources. T3.7 Combine knowledge, conceptual understandings, and skills to create products or solutions.	ATL SS1.2.5 Be aware of own and others' emotions. SM2.4.1 Practice positive thinking and language that reinforces self-motivation. C4.1.7 Document information and observations in a variety of ways.	ATL SM1.11 Use technology effectively and productively. SS1.1.9 Build consensus and negotiate effectively. C1.3.8 Communicate with peers, experts, and members of the learning community using a variety of digital environments and media.		ATL R1.4.7 Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions. T1.3.4 Develop contrary or opposing arguments. SM1.13 Delegate and share responsibility for decision-making.
Social Emotional Learning					
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. 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.		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. 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. 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.			

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Science					
	<p>STRAND D: Structures and Mechanisms Forces Acting on Structures</p> <p>D1. Relating Science and Technology to Our Changing World: analyse social and environmental impacts of forces acting on structures, and assess ways to mitigate these impacts</p> <p>D1.1 analyse the effects of forces from natural phenomena on structures in natural and built environments</p> <p>D1.2 assess various ways in which humans mitigate impacts of forces from natural phenomena on structures in urban, rural, and remote communities</p> <p>D2. Exploring and Understanding Concepts: demonstrate an understanding of forces that act on structures, and how various structures withstand them</p> <p>D2.1 identify internal forces acting on a structure, and describe their effects on the structure</p> <p>D2.2 identify external forces acting on a structure, and describe their effects on the structure</p> <p>D2.3 describe forces resulting from natural phenomena that can have severe consequences for human-built structures, and identify structural features and materials that can allow such structures to withstand these forces</p> <p>D2.4 describe ways in which physical characteristics of various animal and plant species help to protect them from potentially harmful effects of forces</p>	<p>STRAND B: Life Systems Human Health and Body Systems</p> <p>B1. Relating Science and Technology to Our Changing World: analyze impacts of various social and environmental factors, human activities, and technologies on human health</p> <p>B1.1 assess effects of a variety of social and environmental factors on human health, and describe ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</p> <p>B1.2 evaluate beneficial and harmful effects of various technologies on human health and body systems, while taking different perspectives into consideration</p> <p>B1.3 explain how food literacy can support decisions that affect physical and mental health</p> <p>B2. Exploring and Understanding Concepts: demonstrate an understanding of the structure and function of human body systems and interactions within and between systems</p> <p>B2.1 identify systems of the human body, and describe their basic function</p> <p>B2.2 describe the basic structure and function of vital organs in various systems in the human body</p>	<p>STRAND E: Earth and Space Systems Conservation of Energy and Resources</p> <p>E1. Relating Science and Technology to Our Changing World: assess effects of energy and resource use on society and the environment, and suggest options for conserving energy and resources</p> <p>E1.1 analyse long-term impacts of human uses of energy and natural resources, on society and the environment, including climate change, and suggest ways to mitigate these impacts</p> <p>E1.2 evaluate effects of various technologies on energy consumption, and describe ways in which individuals can use technology to reduce energy consumption</p> <p>E1.3 analyse how First Nations, Métis, and Inuit communities use their knowledges and ways of knowing to conserve energy and resources</p> <p>E2. Exploring and Understanding Concepts: demonstrate an understanding of the conservation of energy, and the forms, sources, and uses of energy and resources</p> <p>E2.1 identify a variety of forms of energy, and describe how each form is used in everyday life</p> <p>E2.2 demonstrate an understanding of the law of conservation of energy, including how energy cannot be created or destroyed but can only be transformed from one form to another</p>		

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	<p>D2.5 describe ways in which protective equipment helps to protect humans from potentially harmful effects of forces</p>	<p>B2.3 describe interrelationships between human body systems</p> <p>B2.4 identify various diseases and medical disorders in humans and the organs and/or body system or systems that they affect</p>	<p>E2.3 describe how energy is stored as potential energy and transformed in a given device or system</p> <p>E2.4 demonstrate an understanding that when energy is transformed from one form to another, some energy may dissipate into the environment in the form of heat, light, and/or sound energy</p> <p>E2.5 identify renewable and non-renewable sources of energy</p> <p>E2.6 explain how the use of energy derived from fossil fuels changes the composition of the atmosphere and how these changes contribute to climate change</p>		
Social Studies					
<p>Social Studies</p> <p>A3.2 identify some different groups in their community and describe some of the ways in which they contribute to diversity</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>A3.7 identify some ways in which heritage is passed on through various family celebrations and practices.</p>		<p>PSPE/Human development and sexual health/mental health literacy</p> <p>D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behavior, and abusive and violent situations.</p> <p>D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty.</p> <p>D2.5 describe emotional and interpersonal stresses related to puberty, recognize signs that could indicate mental health concerns, and identify</p>			<p>Social Studies</p> <p>B1.1 assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance</p> <p>B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance</p> <p>B3.1 describe the major rights and responsibilities associated with citizenship</p>

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		strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being.			
Math: Inside the Programme of Inquiry					
<p>Whole Numbers B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate 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 100 000, in various contexts</p> <p>Patterns C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real life contexts</p> <p>C1.2 create and translate growing and shrinking patterns using various representations, including tables of values and graphs</p> <p>C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns</p> <p>C1.4 create and describe patterns to illustrate</p>	<p>Probability D2.1 use fractions to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions</p> <p>D2.2 determine and compare the theoretical and experimental probabilities of an event happening</p>	<p>Coding C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves conditional statements and other control structures</p> <p>C3.2 read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcomes</p> <p>Equations and Inequalities C2.3 solve equations that involve whole numbers up to 100 in various contexts, and verify solutions</p> <p>C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions</p> <p>Variables C2.1 translate among words, algebraic expressions, and visual representations that describe equivalent relationships</p>	<p>Location and Movement E1.4 plot and read coordinates in the first quadrant of a Cartesian plane using various scales, and describe the translations that move a point from one coordinate to another</p> <p>E1.5 describe and perform translations, reflections, and rotations up to 180° on a grid, and predict the results of these transformations</p> <p>Measurement E2.1 use appropriate metric units to estimate and measure length, area, mass, and capacity</p> <p>E2.2 solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units</p> <p>Angles E2.3 compare angles and determine their relative size by matching them and by measuring them using appropriate non- standard units</p>		<p>Money Concepts F1.1 describe several ways money can be transferred among individuals, organizations, and businesses</p> <p>F1.2 estimate and calculate the cost of transactions involving multiple items using various strategies</p> <p>Financial Management F1.3 design sample basic budgets to manage finances for various earning and spending scenarios</p> <p>F1.4 explain the concepts of credit and debt, and describe how financial decisions may be impacted by each</p> <p>Consumer Awareness F1.5 calculate unit rates for certain goods and services, and identify which rates offer the best value</p> <p>F1.6 describe the types of taxes that are collected by the different levels of government and explain how revenue is used to provide services in the community</p>

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relationships among whole numbers and decimal tenths and hundredths		<p>C2.2 evaluate algebraic expressions that involve whole numbers</p> <p>Geometric Reasoning E1.1 identify geometric properties of triangles, and construct different types of triangles when given side or angle measurements</p> <p>E1.2 identify and construct congruent triangles, rectangles, and parallelograms</p> <p>E1.3 draw top, front, and side views of objects, and match drawings with objects</p>	<p>E2.4 explain how protractors work, use them to measure and construct angles up to 180°, and use benchmark angles to estimate the size of other angles</p> <p>Area E2.5 use the area relationships among rectangles, parallelograms, and triangles to develop the formulas for the area of a parallelogram and the area of a triangle, and solve related problems</p> <p>E2.6 show that two-dimensional shapes with the same area can have different perimeters, and solve related problems</p>		
Math: Outside the Programme of Inquiry					
<p>Math Facts B2.2 recall and demonstrate multiplication facts from 0×0 to 12×12, and related division facts</p> <p>Addition and Subtraction B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms</p> <p>Multiplication and Division B2.6 represent and solve problems involving the multiplication of two-digit whole numbers by two-digit whole numbers using the area model and using algorithms,</p>	<p>Fractions B1.3 represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts</p> <p>B1.4 compare and order fractions from halves to twelfths, including improper fractions and mixed numbers, in various contexts</p> <p>Fractions, Decimals & Percents B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts</p> <p>B1.6 round decimal numbers to the nearest tenth, in various contexts</p>			<p>Data Collection & Organization D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population</p> <p>D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative-frequency tables</p> <p>Data Visualization D1.3 select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data;</p>	

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<p>and make connections between the two methods</p> <p>B2.7 represent and solve problems involving the division of three-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately</p> <p>B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts</p>	<p>B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts</p> <p>Math Facts B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations</p> <p>B2.3 use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used</p> <p>B2.5 add and subtract fractions with like denominators, in various contexts</p> <p>Multiplication and Division B2.8 multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings</p>			<p>display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>Data Analysis D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data</p> <p>D1.6 analyze different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</p>	
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Language: Inside the Programme of Inquiry					
Narrative Writing: Building Strong Sentences	Writing Descriptive Text: Grammar as a Tool for Clarity	Persuasive Text: Perspective and Audience Awareness	Informational Text: Polishing Punctuation	PYP Exhibition: Visual Design & Meaning	Information Text: Publishing and Presenting
<p>Syntax and Sentence Structure B3.1 identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences</p> <p>Capitalization and Punctuation B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence</p>	<p>Grammar B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly</p> <p>Capitalization and Punctuation B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence</p>	<p>Point of View and Perspective D2.4 identify the point of view, implicit and explicit perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives</p> <p>Visual Elements of Texts C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p>	<p>Producing Final Texts D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect</p> <p>Capitalization and Punctuation B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence</p>	<p>Producing Final Texts D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect</p> <p>Publishing and Presenting Texts D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message</p> <p>Visual Elements of Texts C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p>	<p>Point of View and Perspective D2.4 identify the point of view, implicit and explicit perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives</p> <p>Visual Elements of Texts C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p>
Building Comprehension Foundations	Nonfiction and Research Readiness	Perspective and Cultural Connections	Literary Analysis & Critical Thinking	PYP Exhibition: Application	Synthesis and Reflection

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<p>Using Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct</p> <p>Monitoring of Understanding: Ongoing Comprehension Check C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts</p>	<p>Point of View C1.6 identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story</p> <p>Analyzing Cultural Elements of Texts C3.4 identify cultural elements that are represented in various texts, including, norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture</p> <p>Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience</p>	<p>Visual Elements of Texts C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>Analyzing Texts C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, recording relevant information, and explaining cause and effect</p>	<p>Text Patterns and Features C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning</p> <p>Text Forms and Genres C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning</p> <p>Summarizing: Identifying Relevant Information and Drawing Conclusions C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion</p>	<p>Analysis and Response C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed</p> <p>Monitoring of Understanding: Making Connections C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p>	<p>Elements of Style C1.5 describe various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p> <p>C3.1 describe literary devices, including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p> <p>Making Inferences C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts</p>
Digital Foundations and Safety	Research and Information Literacy	Media Production and Audience Awareness	Digital Design & Innovation	PYP Exhibition: Application	Global Digital Citizenship

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<p>Digital Citizenship A2.1 explain 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>Online Safety, Well-Being, and Etiquette A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission.</p>	<p>Research and Information Literacy A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning</p> <p>Forms, Conventions, and Techniques A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts</p>	<p>Forms, Conventions, and Techniques A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts</p> <p>Media, Audience, and Production A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production</p>	<p>Innovation and Design A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions</p> <p>Community and Cultural Awareness A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community</p>	<p>Research and Information Literacy A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning</p> <p>Media, Audience, and Production A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production</p> <p>Innovation and Design A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions</p> <p>Community and Cultural Awareness A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community</p>	<p>Digital Citizenship A2.1 explain 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>Forms, Conventions, and Techniques A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts</p> <p>Community and Cultural Awareness A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community</p>
<p>Language: Year-long and Outside the Programme of Inquiry</p>					

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Effective Listening Skills

B1.1 use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

Syntax and Sentence Structure

B3.1 identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others

Organizing Content

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

Producing Drafts

D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Revision

D2.5 make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

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Reflecting on learning - writing skills and strategies

D1.5 describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator

D3.3 describe various strategies and tools that helped them communicate their intended message when publishing and presenting texts, and suggest steps for future improvement as a text creator