



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEA

Age: 2-4 years old

Unit 1 Aug 17 – Oct 16	Unit 2 Oct 19 – Dec 18	Unit 3 Jan 6 – Mar 26	Unit 4 Apr 6 – Jun 18
In collaboration with PSPE	In collaboration with VA	In collaboration with PA	In collaboration with Mandarin
Who we are	How we express ourselves	How the world works	Sharing the planet
An inquiry into identity as individuals and as part of a collective through: - 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: - inspiration, imagination, creativity - personal, social and cultural modes and practices of communication - intentions, perceptions, interpretations and responses	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts	An inquiry into the interdependence of human and natural worlds through: - rights and responsibilities, dignity of all - pathways to just, peaceful and reimagined futures - nature, complexity, co-existence and wisdom
Central Idea Children are unique and belong in inclusive communities. Specified Concepts: connection, perspective, responsibility Additional Concepts: identity, diversity, self-regulation, routines, belonging Lines of Inquiry An inquiry into: - Managing myself, identifying and expressing feelings (perspective) - Our similarities and differences (connection) - Connecting to others in the community (responsibility) Learner Profile: open-minded, risk-taker, caring TeWhariki Strand: Belonging, Wellbeing, Contribution	Central Idea Exploring materials helps children create and share ideas. Specified Concepts: connection, function, causation Additional Concepts: texture, sense, experimentation, materials Lines of Inquiry: - Exploration of emotions using senses (causation) - Properties and manipulation of materials (function) - Use of materials to express ourselves (connection) Learner Profile: communicator, thinker, reflective TeWhariki Strand: Exploration, Communication, Wellbeing, Contribution	Central Idea Understanding patterns helps children learn about the world. Specified Concepts: form, function, change Additional Concepts: patterns, nature, observation Lines of Inquiry An inquiry into: - Patterns, cycles, and changes we notice in nature (<i>form</i>) - Tools and methods we use to observe and record discoveries (<i>function</i>) - Ways children communicate ideas and discoveries (change) Learner Profile: inquirer, knowledgeable, thinker TeWhariki Strand: Exploration, Communication	Central Idea Living things grow and live together. Specified Concepts: causation, connection, responsibility Additional Concepts: needs & wants, survival, advocacy, habitats Lines of Inquiry An inquiry into: - What helps animals stay alive and healthy (causation). - Habitats of living things (animals) (connection). - Impact of our choices on animal habitats (responsibility). Learner Profile: principled, balanced, caring Te Whariki Strand: Belonging, Contribution, Exploration
TeWhariki Strands: Subject specific learning outcomes are intentionally woven throughout the five strands, ensuring that knowledge, skills, and understandings are developed in a holistic way. The five strands, along with the PYP subject learning outcomes provide a framework for planning, teaching, and assessment. Belonging: The health and wellbeing of the child are protected and nurtured. Wellness: Children and their families feel a sense of belonging. Contribution: Opportunities for learning are equitable, and each child's contribution is valued. Communication: Opportunities for learning are equitable, and each child's contribution is valued. Exploration: The child learns through active exploration of the environment.			



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Links to SDG and Good Life Goals			
Good Health and Well Being Quality Education  	Industry, Innovation and Infrastructure Reduced Inequalities  	Sustainable cities and Communities Responsible consumption & Production  	Climate Action Life below water & Life on land   
Approaches to Learning			
Social Skills: SS1.1.2 Play cooperatively in a group sharing, taking turns. SS1.1.3 Help others. Self-management Skills: SM2.5.2 Show ability to adjust to new situations.	Thinking Skills: T4.1 Reflect on their learning by asking questions such as: What did I learn today? What can I already do? What will I work on next? Communication Skills: C1.3.1 Express oneself using words and sentences. Research Skills: R1.2.2 Use all senses to observe and notice details.	Research Skills: R1.4.1 Notice relationships and patterns. Communication Skills: C1.1.2 Listen actively and respectfully to others speak. Thinking Skills: T2.2.3 Ask "what if" questions.	Self-management Skills SM2.2.1 Demonstrate persistence in tasks. Research Skills: R1.4.2 Present information in a variety of modalities. Communication Skills: C4.1.6 Use mark-making to convey meaning.
Social-Emotional Learning skills			
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. PSP.EY1.03 Demonstrate competence and perseverance with daily tasks	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. PSP.EY1.05 Recognize that others have different emotions and perspectives	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. PSP.EY1.22 Use the body as a mode of expression	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. PSP.EY1.11 Talk about interactions with the environment
Literacy Behaviours			
LAN.EY1.V.05 Realize that visual information reflects the way people think and feel LAN.EY1.O.03 Follow classroom directions and routines using context cues	LAN. EY. W. 5 Use a variety of tools for writing (mark making) LAN.EY1.V.07 Use body language and facial expressions to communicate meaning	LAN.EY1.O.05 Use oral language to communicate needs and express ideas LAN.EY1.O.08 Express thoughts, ideas, wonderings and opinions as part of inquiries	LAN.EY1.R.03 Realize that print carries meaning LAN.EY1.R.07 Participate in shared reading of texts



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	LAN.EY1.O.02 Participate appropriately as listener and speaker		
Yearlong LAN.EY1.W.01 Use own marks and symbols to convey meaning. LAN.EY1.O.02 Participate appropriately as listener and speaker LAN.EY1.O.12 Join in and remember rhymes, songs games and classroom routines LAN.EY1.R.06 Show an interest in books and reading LAN.EY1.W.04 Experiment with mark making and writing tools LAN.EY1.O.01 Realize that everyone has the right to speak and be listened to LAN.EY1.V.02 Show curiosity about the visual world			
Demonstrating Early Math Behaviours			
MAT.EY1.02 Obtain information about themselves, others and surroundings MAT.EY1.03 Discuss chance in daily events (impossible, maybe, certain)	MAT.EY1.01 Describe and sort sets of loose parts MAT.EY1.10 Explain that, for a set of objects, the number name of the last object counted describes the quantity of the whole set	MAT.EY1.07 Identify, describe and sequence familiar events in daily routines (before, after, bedtime, today, tomorrow) MAT.EY1.07 Identify, describe, extend and create repeating patterns MAT.EY1.06 Distinguish between 2D and 3D shapes used in construction based on their characteristics.	MAT.EY1.05 Compare the length, mass and capacity of objects using non-standard units (blocks, hands)
Yearlong MAT.EY1.08 Demonstrate one-to-one correspondence in different ways such as clapping and counting objects, recognizing that the order in which objects are counted does not matter MAT.EY1.11 Compare the magnitude of whole numbers, identifying which group of objects is more or less			
Demonstrating Early Science and Social Studies Behaviours			
SOC.EY1.02 Listen to feelings and points of view of others in circle time SOC.EY1.04 Demonstrate fair play in play-based inquiries SOC.EY1.14 Recognize diverse perspectives and ideas PSP.EY1.13 Demonstrate awareness of basic hygiene routines	SCI.SL.2 Explore ways to make sound SCI.MP.2 Identify properties of materials SOC.EY1.03 Participate in shared reading and show learning through play-based experiences	SOC.EY1.09 Demonstrate responsibility within collective actions SOC.EY1.06 Identify different sources of light and sound SCI.EY1.04 Understand human impact on environment	SOC.EY1.13 Recognize places familiar in the school locality SOC.EY1.11 Participate in outdoor experiences through play SCI.EY1.01 Identify that living things have basic needs to survive SCI.EY1.02 Investigate how living things survive

*** Learning outcomes are inspired by Te Whariki and IB PYP Subject Continuums

*** This is a live document and subject to change as need arises



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