



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 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
Early Years & PSPE	Early Years & Visual Arts and Performing Arts	Early Years	Early Years & 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 People work together and contribute to their community. Specified Concepts: function, responsibility, connection Additional Concepts: friends, family, teamwork, conflict, resolution, community members Lines of Inquiry An inquiry into: - Roles of people in our community. (function) - How we play, learn and solve problems together. (connection) - How our contributions help our community (responsibility) Learner Profile: caring, principled, thinker	Central Idea People express ideas and feelings in different ways. Specified Concepts: form, change, perspective Additional Concepts: sound, movement, art, stories Lines of Inquiry An inquiry into: - Expressing ourselves through sound & movement. (form) - Expressing ourselves through art and symbols. (change) - Sharing and retelling stories in different ways (perspective) Learner Profile: risk-taker, open-minded, communicator	Central Idea We learn about the world through observing and investigating Specified Concepts: change, causation, function Additional Concepts: light, cause and effect, motion, sound Lines of Inquiry An inquiry into: - Observing the world around us (change) - Predicting change. (causation) - Communicating what we learn. (function) Learner Profile: inquirer, thinker, reflective	Central Idea Our actions affect the care and growth of living things Specified Concepts: form, connection, responsibility Additional Concepts: growth, needs, living things Lines of Inquiry An inquiry into: - Exploring the parts of plants and what they need to grow. (form) - Uses of plants. (connection) - Our responsibility towards living things. (plants). (responsibility) Learner Profile: balanced, knowledgeable, open-minded
Approaches to Learning (ATL) SS1.1.2 Play cooperatively in a group: sharing, taking turns. SM1.3 Follow classroom routines. SS1.2.1 Be aware of own and others' feelings.	Approaches to Learning (ATL) C1.1.2 Listen actively and respectfully to others speak. C4.1.8 Communicate using a range of technologies and materials. SM2.2.4 Manage feelings and resolve conflict.	Approaches to Learning (ATL) R1.1.1 Ask or express through play questions that can be researched. R1.3.1 Sort and categorize information and materials, arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills. T1.1.1 Observe carefully.	Approaches to Learning (ATL) T2.1.2 Use discussion and play to generate new ideas and investigations. 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? C1.3.2 Participate in conversations.



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old

Social-Emotional Learning Skills	Social-Emotional Learning Skills	Social-Emotional Learning Skills	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.	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.	A1.3 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.	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.
SDG Connections	SDG Connections 	SDG Connections	SDG Connections 
Te Whariki Strands: Contribution Belonging Wellbeing	Te Whariki Strands: Communication Exploration Belonging	Te Whariki Strands: Exploration Communication	Te Whariki Strands: Contribution Wellbeing
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.			
Demonstrating Early Literacy Behaviours			
LAN.EY2.O.05 Understand simple questions and direction LAN.EY2.O.09 Use new words and phrases to help express ideas and feelings LAN.EY2.R.08 Recognize own name in print LAN.EY2.W.01 Use own marks and symbols to convey meaning	LAN.EY2.O.12 Tell their own stories using words, gestures and objects/artefacts LAN.EY2.V.02 Use visual information to help understand a story LAN.EY2.R.09 Identify characters in a story LAN.EY2.W.12 Use writing to express feelings and ideas	LAN.EY2.O.17 Describe and explain using specific vocabulary of the target language LAN.EY2.V.10 Create simple visual presentations for a specific audience LAN.EY2.R.06 Predict what might happen in a story LAN.EY2.W.10 Write letters, numbers, and symbols in meaningful contexts	LAN.EY2.O.14 Distinguish and use sounds of target language with increasing accuracy LAN.EY2.V.03 Connect visual information with their own experiences LAN.EY2.R.12 Use phonetic awareness to support reading LAN.EY2.W.05 Show an interest in writing



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old

Yearlong

LAN.EY2.O.07 Join in with and remember rhymes, songs, game and classroom routines
LAN.EY2.V.08 Start to share information and ideas using different media
LAN.EY2.V.07 Express feelings and ideas through drawing and other visual media

LAN.EY2.R.10 Connect stories to personal experiences
LAN.EY2.R.07 Listen and respond to shared texts
LAN.EY2.R.01 Handle books correctly
LAN.EY2.R.11 Show interest in different types of texts

LAN.EY2.W.04 Use a variety of tools for writing
LAN.EY2.W.07 Experiment with mark-making and writing tools
LAN.EY2.W.11 Realize that writing is a form of communication

Demonstrating Early Mathematical Behaviours

Number Sense

MAT.EY2.15 Recognize that numbers are found in the environment

MAT.EY2.16 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.EY2.20

Compare the magnitude of whole numbers, identifying which group of objects is more or less

Patterning

MAT.EY2.13 Identify, describe, extend and create repeating patterns

MAT.EY2.14 Describe patterns in various ways (for example, words, drawings, symbols, materials, actions, numbers, movement)

Measurement

MAT.EY2.05 Describe and compare attributes (longer, shorter, heavier, empty, full, hotter, colder)

MAT.EY2.06 Describe observations about events and objects in authentic situations.

MAT.EY2.07 Compare the length, mass and capacity of objects using non-standard units (blocks, hands)

MAT.EY2.08 Use non-standard units of measurement fairly to solve problems in authentic situations involving length, mass and capacity.

MAT.EY2.11 Sort 2D and 3D shapes based on their characteristics

MAT.EY2.21 Recognize groups of zero to 10

MAT.EY2.03 Create graphs using concrete objects

MAT.EY2.01 Discuss chance in daily events (impossible, maybe, certain)

MAT.EY2.04 Identify, describe and sequence familiar events in daily routines (before, after, bedtime, today, tomorrow)

MAT.EY2.09 Use calendars to determine the date, and to identify and sequence days of the week and months of the year.

MAT.EY2.12 Identify locations and directions (inside, above, next to)

MAT.EY2.17 Recognize that the counting sequence (1, 2, 3 ...) stays the same

MAT.EY2.18 Represent numbers by combining and partitioning

MAT.EY2.19 Notice that the number of objects in different positions and orientations stays the same

MAT.EY2.22 Count forwards and backwards in ones from different numbers to and from 10

Demonstrating Early Social Studies & Science Behaviours



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old

SOC.EY2.05 Recognize different roles people have within a community	SOC.EY2.09 Show risk-taking attributes to question and challenge the world.	SOC.EY2.01 Generate ideas, wonderings and emerging theories	SCI.EY2.01 Identify, sort and classify living and nonliving things.
SOC.EY2.06 Describe groups and communities to which they belong	SOC.EY2.10 Listen to personal narratives	SCI.EY2.05 Observe daylight over time	SCI.EY2.02 Identify that living things have basic needs to survive
SOC.EY2.07 Contribute to small group actions that impact a community	SCI.EY2.06 Identify patterns and cycles (weather, day/night, seasons)	SCI.EY2.11 Sort, classify and describe materials	SCI.EY2.08 Suggest ways to care for resources
SCI.EY2.12 Observe patterns and draw conclusions			
SOC.EY2.02 Listen to feelings and points of view of others in circle time (highlight in unit 2)			
SOC.EY2.22 Participate in play requiring resilience and reflect on feelings			
SOC.EY2.12 Demonstrate how to be part of a group and invite others to join			
SCI.EY2.07 Understand human impact on environment			

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

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



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027

ECEB

Age: 4-5 years old