



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027



P1

Age: 5-6 years old

Unit 1 Aug 17 – Oct 16 In collaboration with Performing Arts	Unit 2 Oct 19 – Dec 18 In collaboration with PSPE	Unit 3 Jan 6 – Mar 5 In collaboration with VA	Unit 4 Mar 8 – Apr 30 In collaboration with Makerspace	Unit 5 May 6 – Jun 18 In collaboration with Mandarin
How we organize ourselves	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves
An inquiry into systems, structures and networks through: - 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: - 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: - rights, responsibilities and dignity of all - pathways to just, peaceful and reimagined futures - nature, complexity, co-existence and wisdom	An inquiry into histories and orientation in place, space and time through: - periods, events and artefacts - communities, heritage, culture and environment - natural and human drivers of movement, adaptation, and transformation.	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
Central Idea: Communities make choices that can help people feel included, respected, and treated fairly. Specified Concepts: connection, function, responsibility Additional Concepts: identity, communities, bias/fairness, inclusion An inquiry into: - How people belong to different groups and communities (Connection) - How rules and decisions affect people (Function) - Ways people can support fairness and belonging (responsibility) Learner Profile: caring, principled, open-minded	Central Idea: Choices, relationships and active living support our well-being. Specified Concepts: form, connection, function Additional Concepts: relationships, movement, identity, well-being, choices An inquiry into: - What well-being looks and feels like (form). - How our bodies and minds help us grow and stay healthy (connection) - The impact of choices and active living on well-being (function) Learner Profile: principled, balanced, communicator	Central Idea: People solve problems by trying ideas and working together. Specified Concepts: function, change, connection. Additional Concepts: viewpoints, conflict resolution, big/small, natural or built problems. An inquiry into: - How people solve problems in everyday life (function) - How asking questions and trying ideas helps us change and grow (change) - How people can inspire change through their ideas and actions (connection) Learner Profile: reflective, perspective, caring.	Central Idea: Natural and built places are connected in many ways and need our care. Specified Concepts: form, change, responsibility Additional Concepts: respect, sustainability, observation, environment An inquiry into: - What we notice in natural and built environments. (form) - How environments change over time (change) - How we care for and respond to changes in environments over time. (responsibility). Learner Profile: inquirer, risk-taker and thinker	Central Idea: Stories are expressions of our ideas, feelings, beliefs and who we are. Specified Concepts: form, causation, perspective Additional Concepts: interpretation, messages, stories, theme. Lines of Inquiry An inquiry into: - Stories include different elements. (form) - How feelings and beliefs influence stories. (causation) - Stories can be created and shared. (perspective) Learner Profile: open-minded, communicator
SDG Connections				
10- Reduced Inequalities	3- Good health and well being	12 – Responsible consumption	11- Sustainable cities and communities	4– Quality Education



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Approaches to Learning (ATL)				
Social Skills SS1.1.2 Play cooperatively in a group: sharing, taking turns. SS1.2.1 Be aware of own and others' feelings. Communication Skills C1.1.2 Listen actively and respectfully to others speak.	Research Skills R1.2.1 Gather information from a variety of sources (people, places, materials, literature.) 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? T2.1.1 Practice "visible thinking" routines.	Self-Management Skills SM1.1 Choose and complete tasks independently. SM2.2.2 Use strategies to problem-solve. Thinking Skills T1.3.1 Apply rules, strategies and ideas from one context to another	Research Skills R1.2.3 Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images and so on. R1.3.2 Analyse and interpret information. R2.3 Communicate information and ideas using a variety of media (as their skills progress).	Communication Skills C1.3.2 Participate in conversations. C1.3.3 Negotiate ideas and knowledge with peers and teachers. Thinking Skills T3.1 Make connections between units of inquiry.
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. A1.5 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.	A1.3 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.	A1.1 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 behaviours, as they participate in learning experiences, in order to support the development of personal resilience.	
Strand A: Foundations of Language				
A1.1 listen and respond A1.2 use language conventions and non-verbal communication A3.4 express personal thoughts and feelings about texts A4.1 use knowledge of letters, words, and sentences, with pictures and	A2.2 use proper formation patterns to write letters A2.3 isolate and blend phonemes, and segment simple words into phonemes A3.5 make predictions about unfamiliar texts, using background knowledge	A2.5 read and spell simple words using phonemic awareness and phonics knowledge A2.4 identify simple grapheme-phoneme correspondences A3.1 identify purposes for choosing different texts	A1.3 understand and use new words and develop morphological awareness A3.2 apply knowledge of words, sentence structure, and punctuation A2.6 read short sentences fluently, including those with explicitly taught	A2.1 name upper- and lowercase letters (both in and out of order) A2.5 read and spell simple words using phonemic awareness and phonics knowledge A2.3 isolate and blend phonemes, and segment simple words into phonemes



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symbols, to create simple texts A4.2 use classroom writing resources to support creating simple texts	A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts A4.2 use classroom writing resources to support creating simple texts	A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts A4.2 use classroom writing resources to support creating simple texts	words, with increasing accuracy, to support comprehension A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts A4.2 use classroom writing resources to support creating simple texts	A3.6 make connections to a variety of texts A3.3 read and understand simple texts, using background knowledge and beginning knowledge of words, grammar, and sentence structure A4.1 use knowledge of letters, words, and sentences, with pictures and symbols, to create simple texts A4.2 use classroom writing resources to support creating simple texts
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Strand A: Foundations of Mathematics

A5. The Mathematical Processes: apply mathematical processes (i.e., problem solving; reasoning and proving; reflecting; connecting; communicating; representing; and selecting tools and strategies) - Yearlong

Standalone	Integrated	Integrated	Standalone	Integrated
A6.1 explore what numbers are used for A6.2 understand when counting forward, the quantity gets bigger and when counting backward, the quantity gets smaller A6.3 identify and write numbers to 20 A6.4 subitize quantities to 5 A6.8 count to 20 by 1s, starting from any number A8.1 sort objects or data using one attribute	A8.2 collect and record data to answer questions of interest, and display it in concrete graphs or picture graphs A8.3 respond to data in concrete graphs and picture graphs by interpreting it and drawing conclusions A8.4 describe how likely familiar events are to happen	A6.5 compose and decompose quantities to 10 A6.6 understand the concept of more than, the same (equal), or less than A6.7 estimate the number of objects in small collections and check by counting A6.9 solve equal-share problems using concrete materials A6.10 describe relationships between any two numbers from 0 to 20 A6.11 recall addition facts to 5 and related subtraction facts A6.12 solve situations involving addition and subtraction to 10 using concrete materials Word Problems	A7.1 identify, describe, and create patterns A7.2 identify the core of a pattern and describe why it is important A7.3 show that patterns can be represented in different ways because the core remains the same A7.4 extend patterns in both directions and identify any missing elements A9.7 give and follow directions for moving from one location to another. A9.1 identify, sort, and compare the most common two-dimensional shapes, including circle, hexagon, rhombus, and trapezoid A9.2 identify, sort, and compare the most common three-	A10.1 describe different ways that objects can be measured A10.2 compare the length, area, mass, and capacity of objects using concrete materials Reviewing word problems, and all the other learning outcomes which will not get scored in this unit.



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			dimensional objects, including cube, sphere, prisms, cone, and pyramid A9.3 in structures they have made, identify three-dimensional objects and two-dimensional shapes A9.4 construct two-dimensional pictures and three-dimensional structures with matching halves A9.5 put two-dimensional shapes together to make other shapes, break them into smaller shapes, and put them together in different ways A9.6 describe basic spatial relationships and movements, and visualize objects from different perspectives	
Strand B: Problem Solving and Innovating				
B12. Scientific Investigation and Engineering Design: use an inquiry process to engage in scientific investigations and to design, build, and test models and structure B12.1 state problems and pose questions (Year-long) B12.2 make predictions and observations while exploring, investigating, and designing (Year-long)				
B12.4 draw conclusions and communicate results	B11.2 test and refine instructions B11.3 communicate and record step-by-step instructions using symbols, words, or pictures B12.6 follow safety rules to help prevent injuries, including concussion, and demonstrate an understanding of the importance of these practices	B12.1 state problems and pose questions	B12.3 select materials and tools to carry out investigations and to construct models and structures B12.5 design, build, and test models and structures B13.1 ask questions about and describe some natural occurrences B13.2 sort and classify groups of living and non-living things B13.3 compare patterns in natural and built environments	B11.1 use directional and positional language to create and follow instructions involving movement B12.2 make predictions and observations while exploring, investigating, and designing
Strand C: Self-Regulation and Well-Being				



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C15.5 develop empathy for others, and acknowledge and respond to each other's feelings. C15.2 demonstrate a willingness to try new experiences and to adapt to new situations C14.4 use problem-solving skills in social situations C14.3 demonstrate an awareness of ways of making and keeping friends	C14.2 show the ability to take turns C16.1 demonstrate an understanding of the effects of healthy, active living on the mind and body C16.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating C16.3 practise and discuss appropriate personal hygiene that promotes personal, family, and community health	C15.4 demonstrate self-control and adapt behavior to different contexts	C15.3 demonstrate self-motivation, initiative, and confidence in their approach to learning. C15.1 demonstrate self-reliance and a sense of responsibility	C14.1 act and talk with peers and adults by expressing and accepting positive messages
Strand D: Belonging and Contributing				
D19.1 recognize personal interests, strengths, and accomplishments D20.2 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong D21.1 stand up for themselves, and apply behaviours that enhance their own and others' wellbeing D21.2 think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness D21.3 recognize discriminatory and inequitable practices and behaviours and respond Appropriately D22.1 recognize people in their community and talk about what they do	D20.1 understand that everyone belongs to multiple groups and communities, and that these groups and communities together shape identity D19.2 identify and talk about their own interests and preferences	D23.1 identify similarities and differences between local environments D23.2 describe what would happen if something in the local environment changed D23.3 describe ways in which they care for and respect the environment	D22.2 recognize places and buildings within their community, both natural and human-made, and talk about their functions	D19.3 express their thoughts and share experiences D20.3 demonstrate respect for different perspectives and identify areas of connection

***Learning outcomes are taken from 2026 Ontario Kindergarten Programme document.

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



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