



P2 - HORIZONTAL & VERTICAL PLANNER - 2026-2027

P2

Age: 6-7 years old

Unit #1 Aug 17 – Sept 30	Unit #2 Oct 8 – Nov 20	Unit #3 Nov 23 – Jan 15	Unit #4 Jan 18 – Mar 12	Unit #5 Mar 15 – Apr 30	Unit #6 May 6 – Jun 18
Collaboration with PSPE	Collaboration with Makerspace	Collaboration with Visual Arts	Collaboration with Mandarin	Collaboration with Performing Arts	
Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organize ourselves	How the world works
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	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 understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts
Central Idea: Communities thrive when people care for themselves, others, and their environment. Specified Concepts: function, causation, responsibility Additional Concepts: needs, perspective, environment, consequences belonging, relationships, empathy. Lines of Inquiry An inquiry into: - What helps communities thrive (function) - How relationships and actions affect well-being (causation) - Ways people contribute to healthy communities (responsibility) Learner Profile: caring, principled, thinker	Central Idea Energy from natural and human-made sources powers life and affects the world around us. Specified Concepts: form, function, responsibility, Additional Concepts: energy, movement and change, resources Cause/effect, choice Lines of Inquiry An inquiry into: - Different sources of energy in our lives. (form) - How energy affects living things and everyday life.(function) - Ways people can use energy responsibly. (responsibility) Learner Profile: principled, communicator, knowledgeable	Central Idea Natural cycles affect people's lifestyles and how they adapt. Specified Concepts: change, causation, connection Additional Concepts: seasonal changes, lifestyles, adaptations, artefacts Lines of Inquiry An inquiry into: - Natural cycles in our environment (change) - How natural cycles influence what we do(causation) - How people adapt to natural changes (connection) Learner Profile: balanced, thinker	Central Idea Celebrations express the traditions of a culture. Specified Concepts: form, perspective, connection Additional Concepts: traditions, culture, beliefs, values Lines of Inquiry An inquiry into: - Traditions and celebrations(form) - Similarities and differences between celebrations. (perspective) - Sharing our cultures and traditions to foster international mindedness (connection) Learner Profile: open-minded, reflective	Central Idea People make choices about how cities are organized. Specified Concepts: form, connection, change Additional Concepts: structures, community, organization Lines of Inquiry: An inquiry into - The structures, services, and features of cities. (form) - How different cities meet the needs of communities. (connection) - How choices about city design affect people and communities. (change) Learner Profile: balanced, thinker, risk-taker	Central Idea The materials people choose influence how everyday objects are designed and used. Specified Concepts: form, function, -perspective, Additional Concepts: structures, materials, classification, sources (natural and manmade), properties, purposes Lines of Inquiry: An inquiry into - Properties of materials and how they are classified. (form) - How properties of materials affect how they are used. (function) - Why people choose different materials to solve problems or meet needs. (perspective) Learner Profile: risk-taker, thinker, inquirer



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Links to SDGs and Good Life Goals					
Approaches to Learning (ATL)					
Communication Skills: C1.1.6 Listen actively and respectfully while others speak. Social Skills: SS1.2.4 Be aware of own and others' impact as a member of a learning group.	Self-Management Skills: SM 2.5.6 Work through change Communication Skills: C 1.1 Listen actively Social Skills: SS1.2.4 Be aware of others and own impact	Social Skills: SS 1.1.7 Learn cooperatively in a group Self-management Skills: SM 2.1.3 Use strategies to support concentration Communication Skills: C2.2.5 Organize information logically.	Communication Skills: C1.2.4 Be aware of cultural differences when providing and interpreting communication. Thinking Skills: T2.1.5 Practice "visible thinking" strategies and techniques Social Skills: SS 1.2.5 Be aware of others' emotions	Social Skills: SS1.1.12 Take on a variety of roles in group learning. Thinking Skills: T1.1.8 Use models and simulations to explore complex systems and issues. Research Skills: R1.4.5 Present information in a variety of formats and platforms.	Research Skills: R 1.1.3 Ask or design relevant questions Self-Management Skills: SM 1.7 Use time effectively Thinking Skills: T 1.3.3 Draw conclusions
Social Emotional					
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.	A1.4 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. -		A1.2 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.
Language Inside the Programme of Inquiry					
Using Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Purpose and Audience D1.1 identify the topic, purpose, and audience for various simple texts they plan to create					



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Oral – personal narrative; location in school, needs	Research informational genre	Cycles; cause and effect	Personal Narratives, listening as researchers, asking questions	Persuasive; compare contrast	Scientific Writing
Effective Listening Skills B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities. Speaking Purposes and Strategies B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently. Prereading: Identifying the Purpose for Reading, Listening and Viewing C2.2 identify purposes for engaging with texts, including enjoyment or finding information Prereading: Activating Prior Knowledge C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts	Visual Elements of Texts C1.4 demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text Research D1.3 gather information and content relevant to a topic, using a single source Purpose and Audience D1.1 identify the topic, purpose, and audience for various simple texts they plan to create Analyzing Texts C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events. Forms, Conventions, and Techniques A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts	Online Safety, Well-Being, and Etiquette 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 Text Patterns and Features C1.3 identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text Monitoring of Understanding: Ongoing Comprehension Check C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	Listening Strategies for Comprehension B1.2 identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally Oral and Non-Verbal Communication Strategies B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages Monitoring of Understanding: Making Connections 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 Voice D2.3 demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about a topic. Point of View C1.6 identify the narrator's point of view in a variety of texts, and suggest an alternative point of view to tell the story	Literary Devices C3.1 identify simple literary devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning Word Choice, Syntax, and Grammar in Oral Communication B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas (mandarin) 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	Research and Information Literacy A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning Summarizing: Identifying Relevant Information and Drawing Conclusions C2.6 identify important information in a simple text, including the main idea Organizing Content D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used



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Language Outside the Programme of Inquiry (year-long & foundational skills)					
<i>Phonemic Awareness</i> B2.1 use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes <i>Alphabetic Knowledge</i> B2.2 name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity <i>Phonics: Grapheme-Phoneme Correspondence</i> B2.3 identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity <i>Word-Level Reading and Spelling: Using Phonics Knowledge</i> B2.4 use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts <i>Word-Level Reading and Spelling: Using Orthographic Knowledge</i> B2.5 use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading <i>Word-Level Reading and Spelling: Using Morphological Knowledge</i> B2.6 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words <i>Vocabulary</i> B2.7 demonstrate an understanding of commonly used 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 <i>Reading Fluency: Accuracy, Rate, and Prosody</i> B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression <i>Syntax and Sentence Structure</i> B3.1 identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences <i>Grammar</i> B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun "I", the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly <i>Capitalization and Punctuation</i> B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end <i>Printing</i> D2.2 print letters and words with appropriate formation patterns, size, placement, and spacing					



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Foundation of Reading and Writing: B2.1, B2.2, B2.4, B2.5, B2.6, B2.7, B2.8 – [Foundations Continuum \(Sch1\)_D8_Final_AODA_rev_July_27_\(1\).pdf](#)

Language Conventions Continuum for Reading and Writing B3 [AppendixB_ConventionsContinuum_v2](#)

UFLI Lesson:	UFLI Lesson:	UFLI Lesson:	UFLI Lesson:	UFLI Lesson:	UFLI Lesson:
Science & Social Studies					
Heritage and Identity Roles, Responsibilities and Identity 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 Roles, Relationships and Respect A3.1 describe some of their own roles, relationships, and responsibilities A3.2 identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have A3.4 identify some elements of respectful behaviour that they can practice in their everyday life and/or that other people practice	Matter and Energy: Energy in Our Lives C1. Relating Science and Technology to Our Changing World: assess uses of energy at home, at school, and in the community, and suggest ways to use energy responsibly C1.1 describe everyday uses of energy at school and at home, and suggest ways to use energy responsibly C1.2 describe how the lives of people and other living things would be affected if electrical energy were no longer available C2. Exploring and Understanding Concepts: demonstrate an understanding of how energy affects their lives, and that the Sun is the principal source of energy for Earth C2.1 demonstrate an understanding that energy is the ability to move or change something	Earth and Space Systems: Daily and Seasonal Changes E1. Relating Science and Technology to Our Changing World: assess the impact of daily and seasonal changes on living things, including humans E1.1 assess the impact of daily and seasonal changes on human outdoor activities, and identify innovations that enable people to engage in various activities year-round E1.2 assess ways in which daily and seasonal changes have an impact on society, the environment, and living things in the natural environment E2. Exploring and Understanding Concepts: demonstrate an understanding of daily and seasonal changes and of how living things respond to those changes E2.1 demonstrate an understanding of Earth's relationship to the Sun and	Heritage and Identity Past and Present Traditions A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats Tradition and Heritage A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities A3.5 demonstrate an understanding of simple chronology by identifying	People, the Environment and the Local Community B3. describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance Variations and Global Communities 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 Physical Features and Communities B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs Elements of the Local Community B3.3 describe the location of some significant places in their community, using relative location	Structures and Mechanisms: Everyday Materials, Objects, and Structures D1. Relating Science and Technology to Our Changing World: assess the impact on people and the environment of everyday objects, including structures, and the materials they are made of D1.1 identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important D1.2 assess everyday objects, including structures, that have similar purposes, in terms of the materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed D2. Exploring and Understanding Concepts: demonstrate an understanding that objects, including structures, have observable characteristics



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	C2.2 demonstrate an understanding that the Sun is Earth's principal source of energy, including how it warms the air, land, and water; is a source of light for Earth; and makes it possible for plants to grow C2.3 identify food as a source of energy for living things C2.4 identify everyday uses of various sources of energy C2.5 demonstrate an understanding that humans get the energy resources they need from the world around them, and that the supply of many of these resources is limited C2.6 describe seasonal differences in how we use energy and in the forms of energy we use	that this relationship results in daily and seasonal changes on Earth E2.2 demonstrate an understanding that a cycle is a series of repeating events, and that cycles can be observed in daily and seasonal changes E2.3 describe the changes in the amount of light and heat from the Sun that occur throughout the day and in the four seasons E2.4 describe and compare the four seasons in terms of the weather, including precipitation and temperature, in their local area E2.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes E2.6 describe how humans prepare for, and respond to, daily and seasonal changes	and organizing chronologically some important events and people from multiple generations in their family and/or community	B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing	and are made from materials with specific properties that determine how they are used D2.1 describe objects as things that are made of one or more materials D2.2 identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects D2.3 identify materials that are used to make various everyday objects, including structures D2.4 describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses D2.5 describe purposes of everyday objects, including structures D2.6 identify properties of materials that enable the objects made from them to perform their intended function D2.7 identify different kind of fasteners and describe uses for each D2.8 identify sources in nature of some common material that are used to make various objects, including Structures
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Math inside the Programme of Inquiry – P2 team



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	Measurement Attributes, E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle E2.2 compare several everyday objects and order them according to length, area, mass, and capacity Financial Literacy F1.1 identify the various coins up to 50¢ and bills up to 50, and compare their valuespp	Patterning and Algebra Patterns and Relationships C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts Coding C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential event C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes	Measurement Time E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons Multiplication B2.5 represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings Fractions B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2 B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10	Geometry and Spatial sense Geometric Properties E1.1 sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves Location and Movement E1.4 describe the relative locations of objects or people, using positional language E1.5 give and follow directions for moving from one location to another	
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Math outside the Programme of Inquiry (standalone) P2 team					
Whole Number B1.1 read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life. B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts. B1.3 compare and order whole numbers up to and including 50, in various contexts B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies Addition and Subtraction B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts 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 50					Data Management and Probability Collection and Organization of Data D1.1 Sort sets of data about people or things according to one attribute, and describe rules used for sorting D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables Data Visualization D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels. Data analysis D1.4 Order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs D1.5 Analyze different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions Probability D2.1 use mathematical language, including the terms "impossible", "possible", and "certain", to describe the



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					likelihood of events happening, and use that likelihood to make predictions and informed decisions D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size
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*** Learning outcomes are taken from the Ontario curriculum

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