



P3 - HORIZONTAL & VERTICAL PLANNER - 2026-2027

P3

Age: 7-8 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 VA	Collaboration with Makerspace	Collaboration with Mandarin		Collaboration with PA	Collaboration with PSPE
Where we are in place and time	How we organize ourselves	Who we are	Sharing the planet	How we express ourselves	How the world works
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 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 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
Central Idea Exploration creates lasting impacts within a community. Specified Concepts: change, responsibility causation Additional Concepts: communities, exploration, past and present, culture, curiosity Lines of Inquiry: An inquiry into 1. Why people explore (causation) 2. Impacts of exploration (change) 3. How we can explore responsibly. (responsibility) Learner Profile reflective, inquirer, principled	Central Idea Sustaining essential resources depends on natural cycles and human actions. Specified Concepts: form, causation, responsibility Additional Concepts: renewable, sustainability, pollution, changes (physical, chemical) Lines of Inquiry: An inquiry into 1. Properties of air and water (form) 2. Air and water as an essential resource (causation) 3. co-constructed with students (responsibility) Learner Profile knowledgeable, thinker, caring	Central Idea Our identities are inspired by those we admire, helping us to connect and grow. Specified Concepts: change, perspective, connection, Additional Concepts: journeys, identity, history Lines of Inquiry: An inquiry into 1. Identities and personal journeys (change) 2. Significant people and events (perspective) 3. How sharing personal journeys inspires us to grow (connection) Learner Profile communicators, open-minded, reflective	Central Idea The relationship between living organisms and their environment influences survival. Specified Concepts: form, connection, responsibility Additional Concepts: adaptations, change, habitats, conservation, relationships Lines of Inquiry: An inquiry into 1. Animal characteristics and adaptations (form) 2. How humans and animals influence each other and the environment. (connection) 3. co-constructed with students (responsibility) Learner Profile knowledgeable, inquirers, caring	Central Idea Communication is expressed with different intentions. Specified Concepts: form, perspective, connection Additional Concepts: intentions, communication Lines of Inquiry: An inquiry into 1. How we communicate (function) 2. Interpretations and intentions (perspective) 3. Creating and communicating with an audience. (connection) Learner Profile communicators, open-minded, risk-taker	Central Idea Investigations and observations help us understand how simple machines enhance daily lives. Specified Concepts: function, change, causation Additional Concepts: technology, structure, efficiency, movement, discover, force Lines of Inquiry: An inquiry into 1. How simple machines work to make life easier (function) 2. How investigations lead to new understandings? (change, causation) 3. co-constructed with students (open to all concepts) Learner Profile inquirer, thinker, balanced



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Links to SDGs and Good Life Goals					
			  		
Approaches to Learning (ATL)					
Self-Management Skills: SM1.7 Use time effectively and appropriately. Thinking Skills: T4.4 Record thinking and reflection processes. Research Skills: R1.2.4 Gather information from a variety of primary and secondary sources.	Communication Skills: C1.3.6 State opinions clearly, logically and respectfully. Research Skills: R1.4.4 Draw conclusions from relationships and patterns that emerge from data. Self-Management Skills: SM2.3.1 Take responsibility for one's own actions.	Research Skills: R1.1.4 Outline a plan for finding necessary information. Research Skills: R1.1.3 Ask or design relevant questions of interest that can be researched. Communication Skills: C2.2.2 Paraphrase accurately and concisely.	Thinking Skills: T1.2.4 Organize relevant information to formulate an argument. Social Skills: SS1.1.5 Be respectful to others. Research Skills: R1.3.3 Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.	Social Skills: SS1.1.9 Build consensus and negotiate effectively. Research Skills: R1.4.5 Present information in a variety of formats and platforms. Communication Skills: C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.	Thinking Skills: T2.2.5 Ask "what if" questions and generate testable hypotheses. Self-Management Skills: SM2.1.2 Be aware of body-mind connections. Research Skills: R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.
Social Emotional					
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 behaviors, as they participate in learning experiences, in order to support the development of personal resilience.



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Language					
Genre focus: Personal narrative	Genre focus: Opinion/persuasive	Genre focus: Biography	Genre focus: Informational writing	Genre focus: Fantasy	Genre focus: How-to
Knowledge about Texts: C 1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation Vocabulary: B2.4 demonstrate an understanding of a variety of 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 B1 Oral and Non-Verbal Communication: B1.1 use effective listening skills, including asking	Knowledge about Texts: C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation Vocabulary: B2.4 demonstrate an understanding of a variety of 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 Speaking Purposes & Strategies B1.3 identify the purpose and audience for speaking	Knowledge about Texts: C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation Vocabulary: B2.4 demonstrate an understanding of a variety of 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 Research D1.3 gather information and content relevant to a topic, using three or more sources	Knowledge about Texts: C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation Vocabulary: B2.4 demonstrate an understanding of a variety of 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 Comprehension: Text Forms & Genres C1.2 identify and describe some characteristics of literary	Knowledge about Texts: C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation Vocabulary: B2.4 demonstrate an understanding of a variety of 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 A2.5 demonstrate an understanding of the interrelationships between the form, message, and	Knowledge about Texts: C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation Vocabulary: B2.4 demonstrate an understanding of a variety of 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 C1.5 identify some simple elements of styles in texts, including voice, word choice, word patterns, and



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relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities Prereading: Activating Prior Knowledge C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts Identifying the Purpose for Reading, Listening, and Viewing C2.2 identify various purposes for engaging with texts, including enjoyment or finding information Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text Developing Ideas and Organizing Content D1.1 identify the topic, purpose, and audience for various texts they plan to create	in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently Developing Ideas and Organizing Content D1.2 generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas Critical Thinking in Literacy: Analysis * Response C3.6 describe personal thoughts and feelings about ideas presented in texts, such as about diversity, inclusion and accessibility	Organizing Content D1.1 Sort and sequence ideas and information, taking into account the text form and genre to be used Comprehension: Text Patterns & Features C1.3 identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various forms, and explain how they help readers, listeners, and viewers understand the meaning B1.2 identify and use a variety of listening strategies, before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand	and informational text forms and their associated genres A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning B2.3 use developing knowledge of the meaning of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words C3.5 identify explicit and implicit perspectives communicated in a text, providing evidence, and describe how these perspectives could influence an audience	context of a text, the audience, and the creator B1 Oral and Non-Verbal Communication: B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed Comprehension: Visual Elements of a Text C1.4 identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts C1.6 analyze the <u>narrator's point of view</u>, including limited, omniscient, or unreliable, in a variety of texts, explain how it is communicated, and suggest alternative points of view, giving reasons D2.4 identify the point of view, including first person, used in their texts	sentence structure, and how they help communicate meaning C3.1 identify simple literary devices, including consonance and simile, and describe how they help communicate meaning
B2.3 Foundation of reading and Writing – Foundations Continuum (Sch1) D8 Final AODA rev July 27 (1).pdf					
UFLI Lessons 54-66	UFLI Lessons 66 - 77	UFLI Lessons 78 - 89	UFLI Lessons 90 - 103	UFLI Lessons 104 - 115	UFLI Lessons 116 – 128



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Language (year-long & foundational skills)					
<i>Word-Level Reading and Spelling: Using Phonics Knowledge</i> B2.1 use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts <i>Word-Level Reading and Spelling: Using Orthographic Knowledge</i> B2.2 use 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> B2.3 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words <i>Syntax and Sentence Structure</i> B3.1 identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences <i>Grammar</i> B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb "to be", comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, 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 clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech Being Readers and Writers <i>Purpose and Audience</i> D1.1 identify the topic, purpose, and audience for various texts they plan to create <i>Developing Ideas</i> D1.2 generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas <i>Printing</i> D2.2 print legibly and fluently, with appropriate formation patterns, size, placement, and spacing <i>Revision</i> D2.5 make revisions to texts using feedback from others, such as adding or deleting sentences <i>Editing and Proofreading</i> D2.6 make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling <i>Producing Final Texts</i> D3.1 produce final texts using simple techniques, to achieve the intended effect <i>Publishing and Presenting Texts</i> D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression					
Science & Social Studies					
A2.1 formulate questions to guide investigations into some aspects of the interrelationship between	Changing World: assess ways in which the actions of humans have an impact on the quality of air and water,	Heritage and Identity: Roles, Responsibilities, and Identity:	Strand B: Life Systems Growth and Changes in Animals	Interrelationships and their Impact:	STRAND D: Structures and Mechanisms Simple Machines and Movement



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events, people, and/or places A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect. B2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units	and create plans to protect these resources E1.1 assess the impact of human activities on air and water, taking various perspectives into consideration, including those of First Nations, Métis, and Inuit, and plan a course of action to protect the quality of the air and/or water in the local community E1.2 assess their personal and household uses of water, and create a plan to use water responsibly E1.3 examine the availability of fresh water and drinking water around the world, and describe the impact on communities E2. Exploring and Understanding Concepts: demonstrate an understanding of the properties of air and water, including water in various states, and of ways in which living things depend on air and water for their survival E2.1 demonstrate an understanding of the key properties of air and water E2.2 identify sources of water in the natural and built environments E2.3 describe the stages of the water cycle, including	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 A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them. A2.4 interpret and analyse information relevant to their investigations, using a variety of tools A2.5 evaluate evidence and draw conclusions about 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 A2.6 communicate the results of their inquiries, using appropriate vocabulary	B1. Relating Science and Technology to Our Changing World: assess ways in which animals have an impact on society and the environment, and ways in which human activities have an impact on animals and the places where they live B1.1 examine impacts that animals can have on society and the environment, and describe some ways in which any negative impacts can be minimized B1.2 assess impacts of various human activities on animals and the places where they live, and describe practices that can minimize negative impacts B2. Exploring and Understanding Concepts: demonstrate an understanding that animals grow and change and have distinct characteristics B2.1 compare physical characteristics of various animals, including characteristics that are constant and those that change B2.2 describe the locomotion of various animals B2.3 describe the lifecycle of a variety of animals, including insects,	B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools B2.6 communicate the results of their inquiries using appropriate vocabulary and formats	D1. Relating Science and Technology to Our Changing World: assess the impact of simple machines on society and on the environment D1.2 assess the impact on the environment of technologies that use simple machines to facilitate movement D2. Exploring and Understanding Concepts: demonstrate an understanding of movement and ways in which simple machines help to move objects D2.1 describe different ways an object can move D2.2 identify ways in which the position of an object can be changed D2.3 identify the six basic types of simple machines: lever, inclined plane, wedge, pulley, wheel and axle, and screw D2.4 describe ways in which each type of simple machine is used in daily life to make tasks easier D2.5 compare, qualitatively or quantitatively, the force required to move an object using various simple machines to the force required to move the object without using a simple machine
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	evaporation, condensation, precipitation, and collection E2.4 identify the three states of water in the environment, and describe how temperature changes affect the state of water within the water cycle E2.5 describe ways in which living things, including humans, depend on air and water		amphibians, birds, and mammals B2.4 compare changes in the appearance and behavior of various animals as they go through a complete lifecycle B2.5 describe adaptations, including physical and/or behavioral characteristics, that allow various animals to survive in their natural environment		
Math inside the Programme of Inquiry					
Geometry and Spatial Sense: Location and Movement: E1.5 describe the relative positions of several objects and the movements needed to get from one object to another Measurement: E2.1 choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the		Measurement: 2.4 use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events Patterning and Algebra: C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts Data Management: D2.1 use mathematical language, including the terms "impossible", "possible", and "certain", to describe the likelihood of complementary events happening, and use that likelihood to make predictions and informed decisions		Geometry and Spatial Sense: E1.1 sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry E1.2 compose and decompose two-dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged E1.3 identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent Patterning and algebra: C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts	Data Management and Probability: D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels D1.4 identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, line



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impact of starting at points other than zero Numbers: 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 100		D2.2 make and test predictions about the likelihood that the mode(s) of data set from one population will be the same for data collected from a different population		C1.2 create and translate patterns using various representations, including shapes and numbers	plots, bar graphs, and tables, and explain what this measure indicates about the data D1.5 analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions
Math outside the Programme of Inquiry (standalone)					
	Financial Literacy: F1.1 identify different ways of representing the same amount of money up to 200 using various combinations of coins, and up to 200 using various combinations of 1 and 2 coins and 5, 10, 20, 50, and 100 bills Numbers: B1.1 read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life B1.2 compare and order whole numbers up to and including 200, in various contexts. B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies		Multiplication and Division: B2.5 represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings Fractions: B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts B1.7 recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts		



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	B1.5 describe what makes a number even or odd				
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*** Learning outcomes are taken from the Ontario curriculum
*** This is a live document and subject to change as need arises