



P4 - HORIZONTAL & VERTICAL PLANNER - 2026-2027

P4

Age: 8-9 years old

Unit #1 Aug 17-Sept 30 Collaboration with Makerspace	Unit #2 Oct 8 – Nov 20 Collaboration with Visual Arts	Unit # 3 Nov 23 – Jan 15 Collaboration with Mandarin	Unit # 4 Jan 18 – Mar 12 Collaboration with Performing Arts	Unit # 5 Mar 15 – Apr 30	Unit # 6 May 6 – Jun 18 Collaboration with PSPE
Where we are in place and time	Who we are	How we express ourselves	How we organize ourselves	Sharing the planet	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 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 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 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 understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts
Central Idea People plan and build structures considering purpose, design and location. Specified Concepts: function, causation, perspective Additional Concepts: structures, stability, materials, design, perseverance Lines of Inquiry: An inquiry into - Purposes of structures (function) - Strength and stability of structures (causation) - Cultural influences on design (perspective) Learner Profile: thinker, risk-taker, communicator	Central Idea Children worldwide have rights and responsibilities that should be protected. Specified Concepts: function, connection, responsibility Additional Concepts: rights, responsibilities, equality, well-being, safety Lines of Inquiry: An inquiry into - Children's roles in their community (connection) - Rights and responsibilities of children worldwide (function) - Ways children can advocate for safety and fairness. (responsibility) Learner Profile: open-minded, principled	Central Idea People express shared human experiences through stories and other texts. Specified Concepts: perspective, form, connection Additional Concepts: voice, culture, interpretation, Lines of Inquiry: An inquiry into - How stories reflect human experiences. (perspective) - How stories are told in different ways across cultures and times. (form) - How we connect to others through sharing our own stories. (connection) Learner Profile: communicator, reflective, inquirer	Central Idea We use media to connect and communicate with others. Specified Concepts: form, responsibility, perspective Additional Concepts: social media, expression, conventions, techniques Lines of Inquiry: An inquiry into - Media forms and techniques. (form) - Responsible use of social media. (responsibility) - Use of media techniques to communicate (perspective) Learner Profile: communicator, reflective, principled	Central Idea Soils impact plant growth and guide environmental decisions. Specified Concepts: function, change, responsibility Additional Concepts: erosion, change, growth, geology Lines of Inquiry: An inquiry into - How soil helps plants grow (function) - How plants adapt to their environment (change) - What can be done to support plant survival (responsibility) Learner Profile: caring, knowledgeable	Central Idea Forces and motion create changes in the world around us. Specified Concepts: connection, causation, change Additional Concepts: forces, efficiency, change Lines of Inquiry: An inquiry into - The forces that exist in our world (connection) - Impacts of forces. (causation) - How we use forces. (change) Learner Profile: balanced, inquirer, communicator



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Links to SDGs and Good Life Goals					
					
Approaches to Learning (ATL)					
Research Skills: R1.2.4 Gather information from a variety of primary and secondary sources. R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images. Thinking Skills: T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.	Self-Management Skills SM2.3.2 Use strategies to prevent and eliminate bullying. SM2.3.4 Manage anger and resolve conflict. Communication Skills C1.1.6 Listen actively and respectfully while others speak.	Communication Skills C2.2.1 Use appropriate forms of writing for different purposes and audiences. C2.2.5 Organize information logically. C2.1.2 Read critically and for comprehension. Thinking Skills T2.2.7 Consider multiple alternatives, including those that might be unlikely or impossible.	Social Skills SS1.1.5 Be respectful to others. SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns. Communication Skills C1.2.2 Understand the ways in which images and language interact to convey ideas.	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. R1.4.4 Draw conclusions from relationships and patterns that emerge from data.	Social Skills SS1.1.9 Build consensus and negotiate effectively. SS1.1.12 Take on a variety of roles in group learning. Thinking Skills T3.6 Transfer conceptual understandings across transdisciplinary themes and subjects.
Social Emotional					
Self-Awareness and Sense of Identity 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.	Identification and Management of Emotions 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. Healthy Relationships A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning		Positive Motivation and Perseverance 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.		Stress Management and Coping 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.



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	experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.				
Language Outside emphasized during all units of Inquiry (year-long)					
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					
Research and Information Literacy A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning Innovation and Design A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems 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	Digital Citizenship A2.1 demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities 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 Effective Listening Skills B1.1 use effective listening skills, including asking questions to clarify	C1.7 read, listen to, and view various forms of texts by diverse creators and demonstrate understanding of various aspects of histories, cultures, relationships, communities, groups, nations, and lived experiences Analyzing Texts C3.7 identify some ways in which texts created by diverse local and global communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences. Analyzing Texts C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas	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 Media, Audience, and Production A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator Using Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	Word Choice, Syntax, and Grammar in Oral Communication B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension Summarizing: Identifying Relevant Information and Drawing Conclusions C2.6 identify the main idea in a simple text, and relate important details in sequence Text Patterns and Features C1.3 identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help	Speaking Purposes and Strategies B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently Elements of Style C1.5 identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning Publishing and Presenting Texts D3.2 present the texts they have created using appropriate strategies,



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Prereading: Identifying the Purpose for Reading, Listening, and Viewing C2.2 identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives Analyzing Texts C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements Editing and Proofreading D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections	information and ideas, in formal and informal contexts and for various purposes, including in small- and large- group conversations and various classroom activities Oral and Non-Verbal Communication Strategies 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 Monitoring of Understanding: Ongoing Comprehension Check C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor and confirm their understanding of various texts Analyzing Cultural Elements of Texts C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning Analysis and Response C3.6 describe personal thoughts and feelings about ideas presented in texts, such as ideas about	about how these elements contribute to the meaning Listening Strategies for Comprehension B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response Text Forms and Genres C1.2 identify and describe some characteristics of literary and informational text forms and their associated genres Point of View C1.6 identify the narrator's point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story C3. Critical Thinking in Literacy Literary Devices C3.1 identify literary devices, including metaphor and assonance, and describe how they help communicate meaning Making Inferences C3.2 make inferences using stated and implied information and ideas to understand texts	Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information Monitoring of Understanding: Making Connections C2.5 identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience Voice D2.3 demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic Research D1.3 gather information and content relevant to a topic, using three or more sources	readers, listeners, and viewers understand the meaning Organizing Content D1.4 sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used	including by reading aloud with expression
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	diversity, inclusion, and accessibility Developing Ideas D1.2 generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas				
Science and Social Studies					
STRAND D: Structures and Mechanisms Strong and Stable Structures D1. Relating Science and Technology to Our Changing World: assess the importance of form, function, strength, and stability in structures to society and the environment D1.1 assess effects on society and the environment of strong and stable structures D1.2 assess the environmental impact of structures built by various animals, including structures built by humans D2. Exploring and Understanding Concepts: demonstrate an understanding of the concepts of <i>strength</i> and <i>stability</i> as they relate to structures with various forms and functions, and of the factors that affect structures' strength and stability	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 A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience A1.3 describe some of the ways in which their daily life differs from the lives of young people from different backgrounds.	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	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 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 analyze information relevant to their investigations, using a variety of tools	STRAND E: Earth and Space Systems Soils in the Environment E1. Relating Science and Technology to Our Changing World: assess the importance of soils for society and the environment, and the impact of human activity on soils E1.1 assess the importance of soils for society and the environment E1.2 assess the impact of human activity on soils, and describe ways in which humans can improve the quality of soils and/or lessen or prevent harmful effects on soils E2.Exploring and Understanding Concepts: demonstrate an understanding of the	STRAND C: Matter and Energy Forces and Motion C1. Relating Science and Technology to Our Changing World: assess the impacts of various forces on society and the environment C1.1 assess the effects of the action of forces from natural phenomena on natural and built environments, and identify ways in which human activities can reduce or enhance these effects C1.2 assess harmful effects of forces that may result from various human activities, and describe how health and safety devices can minimize these effects C2. Exploring and Understanding Concepts: demonstrate an understanding of how forces cause motion and changes in motion



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D2.1 describe a structure as supporting framework that holds a load and has a definite size, shape, and function, and identify structures in the natural environment and in the built environment D2.2 demonstrate an understanding of the relationship between form and function for various structures D2.3 identify the strength of a structure as its ability to support a load and describe ways to increase the strength of structures, including ways to increase the strength of different materials used to build them D2.4 describe the stability of a structure as its ability to keep its shape, maintain balance, float, and/or stay fixed in one spot when a force is applied to the structure, and describe ways to improve a structure's stability D2.5 identify properties of materials that need to be considered when building structures D2.6 describe ways in which different forces can affect the shape, balance, or position of structures D2.7 explain the role of struts and ties in structures under load	A3.4 identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect		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	composition of soils, of different types of soils, and of processes and practices that can affect the health of soil E2.1 identify the living and non-living components of soil, and describe the characteristics of healthy soil E2.2 identify different substances that are commonly added to, or absorbed by, the soil, and describe their effects on soil health E2.3 examine different types of soils found in Ontario, and describe how different soils are suited to growing different types of food, including crops E2.4 explain the process of erosion, including its causes and its impact on soils E2.5 identify various strategies used to maintain and improve soil health in Ontario E2.6 describe the process of composting, and explain some benefits of composting B2.4 describe ways in which a variety of plants adapt and / or react to their environment and to	C2.1 describe different types of contact forces and non-contact forces C2.2 describe different ways a force can be exerted on an object C2.3 describe how different forces applied to an object, including forces of varying magnitude, can cause the object to start, stop, or change its direction, speed, or shape C2.4 identify ways in which forces are used in their daily lives
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				changes in their environment	
Math inside the Programme of Inquiry					
Geometry E1.1 sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles E1.2 compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain E1.3 identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent	Number (SA) B1.1 read, represent, compose, and decompose whole numbers up to and including 1000, 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 1000, in various contexts B1.4 count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies B1.5 use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials Financial Literacy F1.1 estimate and calculate the change required for various simple cash transactions involving whole amounts and amounts of less than one E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds		Data Collection and Organization D1.1 sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables Data Visualization D1.3 display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales Data Analysis D1.4 determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data D1.5 analyse different data sets presented in various ways, including in frequency tables and in graphs with different scales, by asking	Measurement E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths E2.3 use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy E2.4 compare, estimate, and measure the mass of various objects, using a pan balance and nonstandard units. E2.5 use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same	Location and Movement E1.4 give and follow multistep instructions involving movement from one location to another, including distances and half-and quarter-turns D2.1 use mathematical language, including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions Probability C1.1 identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts C1.2 create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating



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			and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions D2.2 make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations	Measurement (Area) E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area E2.8 use appropriate nonstandard units to measure area, and explain the effect that gaps and overlaps have on accuracy E2.9 use square centimetres (cm ²) and square metres (m ²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides C2.1 describe how variables are used, and use them in various contexts as appropriate (can we remove?)	elements, movements, or operations C1.4 create and describe patterns to illustrate relationships among whole numbers up to 1000
Math outside the Programme of Inquiry (standalone)					
Properties and Relationships B2.1 use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations. B2.2 recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts . B2.6 represent multiplication of numbers up to 10x10 and division up to 100/10, using a		Fractions and operations (SA) B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts B1.7 represent and solve fair-share problems that			



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variety of tools and drawings, including arrays B2.7 represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings B2.9 use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems.		focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths. B2.8 represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings and standard fractional notation. Equalities and Inequalities C2.2 determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not C2.3 identify and use equivalent relationships for whole numbers up to 1000, in various contexts B2.4 demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract B2.5 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithm			
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*** Learning outcomes are taken from the Ontario curriculum

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