

**HORIZONTAL AND VERTICAL PLANNER
2019-2020**

Grade Level: ECE B

Duration						
Transdisciplinary THEME	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central idea:	Our actions affect our relationships and the community		We can express ourselves in a creative way.	Observing and investigating our environment helps us to understand the world		Choices we make can affect living things
Key concepts:	Connection Perspective		Form Function	change, causation.		Connection responsibility
Related concepts:	Relationships, choice, conflict, cooperation		Sound, movement, stories, imagination	Variables, design, evidence, measurement, causation		Sustainability responsibility Survival
Lines of inquiry:	1.Our relationships 2.Making good choices 3.Contributing to community		1 Expressing ourselves through sound. 2, Expressing ourselves through movement. 3.Expressing ourselves visually.	1 what is an experiment 2 conducting experiments 3 communicating our results		1 need of living things 2 consequences of our choices 3. Our responsibility towards living things

Discipline focus: (at least 3 subject focus i.e. math, science, language)	Language, social studies, PSPE		Arts, Language, Social Studies	Science, Math, language		Science, Social Studies, Math
Teacher questions & provocations	<ol style="list-style-type: none"> 1. What are relationships 2. How can we contribute to our community? 3. What makes a choice a good choice? 		<ol style="list-style-type: none"> 1 What are ways we can express ourselves through sound? 2, How can we express ourselves through movement? 3.How can we express ourselves visually? 	<ol style="list-style-type: none"> 1 what is an experiment? 2 How can we conduct experiments? 3 How can we communicate the results of experiments? 		<ol style="list-style-type: none"> 1 What do living things need? 2 What are some consequences of our choices on the environment? 3 What responsibilities do we have towards living things?
Approaches to Learning (ATLs)	<p>Social – Accepting responsibility, Cooperation and resolving conflict</p> <p>Communication – Listening, speaking, presenting</p>		<p>Communication – Listening, speaking, reading, writing, viewing and presenting</p> <p>Social – Cooperating and decision making</p> <p>Self-Management – Gross and fine motor, organization and time management</p>	<p>Thinking – Acquisition of knowledge and comprehension</p> <p>Research – Formulating questions, observing, collecting data</p>		<p>Research – Formulating questions, observing, collecting data, recording data, organizing data and interpreting data</p> <p>Thinking – Acquisition of knowledge, comprehension and analysis</p>
Learner Profile	Caring, Open-minded		Risk taker Communicators	Thinker, Knowledgeable		Caring, Inquirer, Balance
Attitudes	tolerance, Cooperation		Appreciation, Creativity, Confidence	Curiosity, Creativity, Enthusiasm		respect, Independence, Empathy
Language	1.2 listen and respond to others, both verbally and non-verbally for a variety of purposes and in		<ol style="list-style-type: none"> 1.1 explore sounds, rhythms, and language structures, with guidance and on their own. 1.11 demonstrate an 			11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts, using pictures and/or

	<p>a variety of contexts.</p> <p>1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.</p>		<p>awareness that words can rhyme, can begin or end with the same sound and are composed of phonemes that can be manipulated to create new words.</p> <p>9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print.</p> <p>10.1 demonstrate an interest in writing and choose to write in a variety of contexts.</p>			<p>props.</p> <p>14.1 ask questions about and describe some natural occurrences, using their own observations and representations.</p>
<p>Language - Yearlong</p>	<p>Phonics (Jolly Phonics order) Rhyming</p> <p>1.4 sustain interactions in different contexts</p> <p>1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know.</p> <p>1.7 use specialized vocabulary for a variety of purposes.</p> <p>1.8 ask questions for a variety of purposes and in different contexts.</p> <p>11.1 demonstrate an interest in reading</p> <p>11.2 identify personal preferences in reading materials in different contexts.</p> <p>concepts of print when a text is read aloud or when they are beginning to read print.</p> <p>11.4 respond to a variety of materials that have been read aloud to them.</p> <p>11. 6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team.</p>					

11.7 use illustrations to support comprehension of texts that are read by and with the educators.

11.8 demonstrate knowledge of most letters of the alphabet in different contexts.

Problem Solving and Innovating for a variety of purposes and in a variety of contexts.

1.4 sustain interactions in different contexts

1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know.

1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.

1.7 use specialized vocabulary for a variety of purposes.

1.8 ask questions for a variety of purposes and in different contexts.

1. 9 describe personal experiences, using vocabulary and details appropriate to the situation.

1.10 retell experiences, events, and familiar stories in proper sequence.

4.1 use a variety of strategies to solve problems, including problems arising in social situation.

6.1 demonstrate an understanding of the effects of healthy, active living on the mind and body.

6.2 investigate the benefits of nutritious foods and explore ways to ensuring healthy eating10.3 write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words.

10.2 demonstrate an awareness that text can convey ideas or message contexts

10.4 use classroom resources to support their writing

10.5 Experiment with a variety of different writing forms for different purposes in a variety of contexts

Mathematics			Math and Lit 15.8 explore different, coins, using coin	16.1 select an attribute to measure, determine an appropriate non-		
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			<p>manipulatives.</p> <p>15.9 compose and decompose quantities to 10</p> <p>.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives and counting strategies</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities,</p> <p>Problem and Inno</p> <p>20.6 use mathematical language in informal discussions to describe probability in familiar,</p>	<p>standard unit of measure, and measure and compare two or more objects.</p> <p>16.2 investigate strategies and materials used when measuring with non-standard units of measure</p> <p>18.1 identify and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gest</p> <p>18.2 explore and extend patterns using a variety of materials</p> <p>18.3 identify the smallest unit (the core) of a pattern and describe why it is important.</p> <p>18.4 create and translate patterns</p>		
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			everyday situations.			
Mathematics - Yearlong	<p>4.1 use a variety of strategies to solve problems, including problems arising in social situations</p> <p>17.1 explore, sort, and compare the attributes and the properties of traditional and non-traditional two-dimensional shapes and three-dimensional figures when sorting and comparing a variety of triangles.</p> <p>17.2 communicate an understanding of basic spatial relationships in their conversations and play, in their predictions and visualizations and during transitions and routines.</p> <p>17.3 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made.</p> <p>20.3 compose pictures, designs, shapes, and patterns, using two-dimensional shapes; predict and explore reflective symmetry in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes and rearrange the pieces into other shapes, using various tools and materials.</p> <p>20.4 build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p> <p>20.6 use mathematical language, in informal discussions to describe probability in familiar, everyday situations.</p>					
Science				<p>Problem Solving and inno</p> <p>13.2 make predictions and observations before and during investigations.</p>		<p>6.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating.</p>

				<p>13.3 select and use materials to carry out their own exploration.</p> <p>13.4 communicate results and findings from individual and group investigations</p> <p>14.3 recognize, explore, describe, and compare patterns in the natural and built environment.</p> <p>Prob Solving and Innovation</p> <p>24.3 make predictions and observations as part of the process of creating and designing</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>		
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Science - Yearlong						
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Social Studies	<p>Belonging and Contributing</p> <p>1.2 listen and respond to others, both verbally and non-verbally for a</p>		<p>5.2 talk about events and retell, dramatize, or represent stories or experiences</p>	<p>Prob Solving and Innovation</p> <p>24.5 communicate and record results and findings either individually or in</p>		<p>29.3 identify ways in which they can care for and show respect for the environment</p> <p>29.4 participate in environmentally friendly experience in the classroom and the schoolyard</p>
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	<p>variety of purpose and in a variety of contexts</p> <p>3.1 act and talk with peers and adults by expressing and accepting positive messages</p> <p>4.1 use a variety of strategies to solve problems, including problem arising in social situations</p> <p>5.1 demonstrate respect and consideration for individual differences and alternative points of view</p> <p>27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being,</p> <p>comfort, and</p>		<p>that reflect their own heritage and cultural background and the heritage and cultural background of others.</p> <p>22.1 communicate their ideas about something through music, drama, dance, and/or the visual arts.</p>	<p>groups.</p>		
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	<p>self-acceptance and the well-being, comfort and self-acceptance of others.</p> <p>27.2 think critically about fair/unfair and biased behaviors towards both themselves and others, and act with compassion and kindness.</p> <p>27.3 recognize discriminatory and inequitable practices and behaviors and respond appropriately</p> <p>Self-Regulation and Well-Being</p> <p>1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p> <p>1.6 use language (verbal and non-verbal communication) to communicate</p>					
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	<p>their thinking, to reflect, and to solve problems.</p> <p>2.1 demonstrate self-reliance and a sense of responsibility.</p> <p>2.4 demonstrate self-control and adapt behavior to different contexts within the school environment</p> <p>2.5 develop empathy for others, and acknowledge and respond to each other's feelings.</p> <p>3.2 demonstrate the ability to take turns during activity and discussions</p> <p>3.2 demonstrate the ability to take turns during activity and discussions</p> <p>3.3 demonstrate an awareness of ways of making and keeping</p>					
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	<p>friends</p> <p>26.2 understand that different groups/ communities may have different ways of being and working together</p> <p>26.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong.</p>					
Social Studies - Yearlong	<p>4.1 use a variety of strategies to solve problems, including problems arising in social situations</p> <p>25.1 recognize personal interests, strengths, and accomplishments</p> <p>25.2 identify and talk about their own interests and preferences</p> <p>25.3 express their thoughts and share experiences</p>					
Performing Arts						
PSPE						
Visual Arts						
Mandarin						
Makerspace						