

**HORIZONTAL AND VERTICAL PLANNER
2019-2020**

Grade Level: ECEA1 and 2

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:	Communities connect us.		Exploration of materials creates opportunities for discovery.	Observing our environment helps us understand the world around us.		We share our environment with other living things.
Key concepts:	Reflection and Form		Change and Perspective	Function and Causation		Connection and Responsibility
Related concepts:	Family, Interaction, Relationships, Agreements, Cooperation		Shapes, textures, colours, lines, senses, feelings, expression	patterns, light, nature, cycles, discovery, observation, recording		needs, habitats, commonalities, differences, survival, effect, behavior, help, advocacy
Lines of inquiry:	Various communities we belong to What makes a community work Contributions we make to our communities		Properties of materials Manipulation of materials Use of materials to express ourselves	Discovering our environment Ways to collect information Communicating our discoveries		Characteristics of living things Similarities and connections between living things Impact of our choices on living things

Discipline focus: (at least 3 subject focus i.e. math, science, language)	Early Years Chinese		Early Years PE (Movement/Dance)	Early Years Visual Arts		Early Years Music
Teacher questions & provocations	<p>What is a community?</p> <p>What communities do I belong to?</p> <p>What are the roles in my community?</p> <p>What is my role?</p> <p>What is a helper?</p> <p>Can you find helpers outside your home? Who are those helpers?</p> <p>• What is important in my community?</p> <p>Why do we need these places/helpers?</p> <p>What would happen if we didn't have them?</p>		<p>Can you describe that?</p> <p>What does it feel like?</p> <p>What do you see?</p> <p>What do you feel?</p> <p>How can it change?</p> <p>How does this music make you feel?</p> <p>Can you move how you feel?</p> <p>Can you show me how you feel?</p>	<p>What can we see/hear/feel around us?</p> <p>How can we record this to show others?</p> <p>Can you see a pattern?</p> <p>What is cycle? What cycles are in our lives eg: weather, night/day?</p> <p>Is our environment the same as other environments?</p> <p>How can we make a difference in our environment?</p>		<p>What is a living and non living thing?</p> <p>What is a habitat?</p> <p>What do living things do when people enter their habitat?</p> <p>What do living things need to stay alive?</p> <p>Where do we live? Is it the same as the animals?</p> <p>What do we do when we build a house or apartment building? Does the environment change? How?</p> <p>Are we sharing the space?</p> <p>Do the living things have what they need?</p> <p>How can we help the living things?</p>
Approaches to Learning (ATLs)	Social Skills		Communicator, Reflective and Thinker	Critical Thinking (new ATL)		Research skills
Learner Profile	Open Minded and Balanced		Creative Thinking (new ATL)	Inquirer, Knowledgeable and Risk Taker		Principled and Caring

Attitudes	Cooperation, Tolerance, and Integrity		Creativity, Confidence and Independence	Respect, Commitment and Curiosity		Empathy, Enthusiasm and Appreciation
Language	<p>26.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong</p> <p>28.1 recognize people in their community and talk about what they do</p> <p>.1 act and talk with peers and adults by expressing and accepting positive messages</p> <p>5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural</p>			<p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities</p>		

	background of others					
Language - Yearlong	<p>1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems</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>10.1 demonstrate an interest in writing and choose to write in a variety of contexts</p> <p>11.3 demonstrate an awareness of basic book conventions and 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>25.3 express their thoughts and share experiences</p> <p>1.7 use specialized vocabulary for a variety of purposes</p> <p>1.10 retell experiences, events, and familiar stories in proper sequence</p> <p>10.3 write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics) and familiar words.</p> <p>10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts</p> <p>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 props</p> <p>11.1 demonstrate an interest in reading</p> <p>11. 5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them</p>					

	<p>1.8 ask questions for a variety of purposes and in different contexts</p> <p>11. 5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators</p> <p>11.8 demonstrate knowledge of most letters of the alphabet in different contexts</p> <p>1,2 listen and respond to others, both verbally and non-verbally for a variety of purpose and in a variety of contexts</p>					
<p>Mathematics</p>	<p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects</p> <p>15.9 compose and decompose quantities to 10</p>			<p>18.1 identify and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gestures</p> <p>18.2 explore and extend patterns using a variety of materials</p>		<p>19.1 ask questions that can be answered through data collections, collect data, and make representations of their observations using graphs</p> <p>19.2 interpret data presented in graphs and draw conclusions</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences</p>

Mathematics - Yearlong	<p>15.3 make use of one-to-one correspondence in counting objects and matching groups of objects</p> <p>20.1 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation</p> <p>20.2 use, read, and represent whole numbers to 10 in a variety of meaningful contexts</p> <p>24.4 select and use tools, equipment, and materials to construct things</p> <p>20.6 use mathematical language, in informal discussions to describe probability in familiar, everyday situations</p>					
Science	28.2 recognize places and buildings within their community, both natural and human-made and talk about their functions		31.1 explore different elements of music, drama and dance (incorporate water and other materials)	18.2 explore and extend patterns using a variety of materials		<p>11. 5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them</p> <p>19.1 ask questions that can be answered through data collections, collect data, and make representations of their observations using graphs</p> <p>1.8 ask questions for a variety of purposes and in different contexts</p>
Science - Yearlong	<p>14.1 ask questions about and describe some natural occurrences, using their own observations and representations</p> <p>24.2 state problems and pose questions as part of the process of creating and designing</p> <p>24.3 make predictions and observations as part of the process of creating and designing</p>					

<p>Social Studies</p>	<p>26.1 understand that everyone belongs to a group/community and that people can belong to more than one group/community at a time</p> <p>28.2 recognize places and buildings within their community, both natural and human-made and talk about their functions</p> <p>26.2 understand that different groups/communities may have different ways of being and working together</p>					<p>29.1 identify similarities and differences between local environments</p> <p>29.2 describe what would happen if something in the local environment changed</p>
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<p>Social Studies - Yearlong</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 experiences in the classroom and the schoolyard</p> <p>2.5 develop empathy for others, and acknowledge and respond to each other's feelings</p>
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<p>Performing Arts</p>		<p>1.1 explore sounds, rhythms, and language structures, with guidance and on their own</p> <p>31.1 explore different elements of music, drama and dance</p> <p>21.1 express their responses to drama and dance</p> <p>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form</p>			
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			21.4 respond to music from various cultures and communities		
PSPE	<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>6.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations</p> <p>7.3 demonstrate strategies for engaging in</p>		<p>2.2 demonstrate a willingness to try new experiences and to adapt to new situations</p> <p>7.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles</p> <p>8.4 demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment</p> <p>4.1 use a variety of strategies to solve problems, including problems arising in social</p>		<p>2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks</p> <p>2.1 demonstrate self-reliance and a sense of responsibility</p> <p>3.3 demonstrate an awareness of ways of making and keeping friends</p> <p>6.1. demonstrate an understanding of the effects of healthy, active living on the mind and body</p> <p>27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort and self-acceptance of others</p>

	<p>cooperative play in a variety of games and activities</p>		<p>situations</p> <p>24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices</p> <p>2.4 demonstrate self-control and adapt behavior to different contexts within the school environment</p> <p>25.1 recognize personal interests, strengths, and accomplishments</p>			
<p>Visual Arts</p>			<p>22. 1 communicate their ideas about something</p>			

		<p>through music, drama, dance, and/or the visual arts</p> <p>31.3 explore different elements of design in visual arts</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>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form</p>			
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			<p>21.6 respond to a variety of visual art forms from various cultures and communities</p> <p>30.2 explore a variety of tools, materials, and processes of their own choice to create drama, dance, music, and visual art forms in familiar and new ways</p> <p>22.1 communicate their ideas about something through music, drama, dance and/or visual arts</p>			
Mandarin						
Makerspace			Yes	Yes		