

K3 Annually		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p><b>Transdisciplinary theme</b></p> <p><b>Who we are</b></p> <p>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.</p> <p><b>Title</b></p> <p>This is the way we care for ourselves</p> <p><b>Central idea</b></p> <p>Understanding basic human responsibilities prepares us for future learning.</p> <p><b>Key concepts</b></p> <p>Form, function, responsibility</p> <p><b>Related concepts</b></p> <p>Self-care, growth</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• We can be responsible for ourselves in various ways</li> <li>• Ways we show our learning</li> <li>• Ways we construct meaning</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b></p> <p>Materials and matter</p> <p><b>Skills (see chart)</b> a. e.</p> <p><b>Social Studies</b></p> <p>Human systems and economic activities</p> <p><b>Skills (see chart)</b> d.</p> <p><b>PSPE Phase 1</b></p> <p>Identity, Active living</p> <p><b>Language Phase 1</b></p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• observe and comment on science experiments</li> <li>• predict possible outcomes on experiments</li> </ul> <p><b>Social Studies &amp; Language</b></p> <ul style="list-style-type: none"> <li>• perform self-care tasks independently with minimal support from teacher</li> <li>• hand washing, teeth brushing, eating, using spoon/fork effectively, putting on/taking off shoes, dressing/undressing</li> <li>• perform basic organizational skills</li> <li>• packs/unpacks bag, places personal items in the correct space in own cubby</li> <li>• demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence</li> </ul> <p><b>PSPE</b></p> <ul style="list-style-type: none"> <li>• demonstrate an awareness of basic hygiene in their daily routines</li> <li>• develop a range of fine and gross motor skills</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <p><b>How we express ourselves</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p><b>Title</b></p> <p>I'm fine, thank you!</p> <p><b>Central idea</b></p> <p>We can use our creativity to express our ideas, understanding and emotions.</p> <p><b>Key concepts</b></p> <p>Perspective, change, causation, form</p> <p><b>Related concepts</b></p> <p>Creativity, ideas, understanding, emotions</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The different ways our emotions and feelings can be expressed</li> <li>• How we express our understanding of sunlight's properties</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Social Studies</b> Human and natural environments Resources and the environment</p> <p><b>Skills (see chart)</b> a.</p> <p><b>Science</b> Earth and space (sunlight) Materials and matter (shade) Forces and energy (heat transfer)</p> <p><b>Skills (see chart)</b> a., b., c., d., e., f., g.</p> <p><b>PSPE Phase 1</b> Identity Active living Interactions</p> <p><b>Language Phase 1</b> <b>W.K.7</b> - Participate in shared research and writing project</p> <p><b>Math Phase 1</b> Data handling PK.MD</p>	<p><b><u>Science, Math &amp; Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• understand that sunlight warms the Earth's surface</li> <li>• observe to collect data that can be used to make a comparison</li> <li>• use scientific vocabulary to express their ideas about sunlight's properties</li> <li>• determine the effect of sunlight on the Earth's surface</li> <li>• use tools and materials to design and build a structure as a group that will reduce the warming effect of the sun</li> </ul> <p><b>Language and PSPE</b></p> <ul style="list-style-type: none"> <li>• use a wide range of vocabulary to express their feelings</li> <li>• share their own relevant ideas and feelings in an appropriate manner</li> <li>• identify their feelings and emotions and explain possible causes</li> <li>• recognize that others have emotions, feelings and perspectives that may be different from their own</li> <li>• explore creative moments in response to different stimuli</li> <li>• share their own relevant ideas and feelings in an appropriate manner</li> </ul>

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<p><b>Transdisciplinary theme</b></p> <p><b>How the world works</b></p> <p>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</p> <p><b>Title</b></p> <p>Same or different</p> <p><b>Central idea</b></p> <p>Sorting and classifying organisms by their characteristics allows us to think about them in different ways.</p> <p><b>Key concepts</b></p> <p>Form, causation, reflection</p> <p><b>Related concepts</b></p> <p>Living, nonliving, sorting, classifying</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The ways we can sort and classify everyday objects</li> <li>• The ways we can sort and classify organisms</li> </ul>	<p><b>Transdisciplinary strands</b></p> <p><b>Science</b></p> <p>Living things</p> <p><b>Skills (see chart)</b> a., g.</p> <p><b>PSPE Phase 1</b> Interactions, identity</p> <p><b>Language Phase 1</b> Reading Writing Speaking</p> <p><b>Math Phase 1</b> Data handling PK.MD Number PK.CC</p>	<p><b><u>Science &amp; Math</u></b></p> <ul style="list-style-type: none"> <li>• understand sets can be organized by different attributes</li> <li>• sort and describe real objects by attributes</li> <li>• sort living and nonliving</li> <li>• understand one to one correspondence 1-5</li> <li>• counts to determine the number of objects in a set</li> </ul> <p><b><u>Language &amp; PSPE</u></b></p> <ul style="list-style-type: none"> <li>• listen respectfully to others</li> <li>• take turns</li> <li>• talk about similarities and differences between themselves and others</li> <li>• with prompting and support, ask and answer questions about key details in a text <b>RI.K</b></li> <li>• participate in shared research and writing <b>W.K</b></li> <li>• ask and answer questions in order to seek help, get information, or clarify something that is not understood <b>SL.K</b></li> </ul>

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<p><b>Transdisciplinary theme</b></p> <p><b>How we organize ourselves</b></p> <p>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.</p> <p><b>Title</b></p> <p>The wheels on the bus go round and round</p> <p><b>Central idea</b></p> <p>People use a variety of skills and strategies that contribute to their role in the community</p> <p><b>Key concepts</b></p> <p>form, function, reflection, connection</p> <p><b>Related concepts</b></p> <p>living, helper, community</p> <p><b>Lines of inquiry</b></p> <p>Being a community helper Skills and strategies Making contributions to a community</p>	<p><b>Transdisciplinary strands</b></p> <p><b>Social Studies</b> Human systems and economic activities Human and natural environments</p> <p><b>Skills (see chart)</b> a., d.</p> <p><b>Science</b>  Living things (plants)</p> <p><b>Skills (see chart)</b> a., b., f., g., h</p> <p><b>PSPE Phase 1</b> Identity</p> <p><b>Language Phase 1</b> Writing</p> <p><b>Math Phase 1</b> Data handling</p>	<p><b><u>Science &amp; Social Studies</u></b></p> <ul style="list-style-type: none"> <li>observe and describe the characteristics of living and non-living things</li> <li>observe and describe the needs of living things that enable them to stay healthy</li> <li>take responsibility for living things found in their environment</li> <li>show how community helpers support the living things in their community</li> <li>identify community helpers, their skills and strategies, and how they help their community</li> </ul> <p><b><u>Language &amp; PSPE</u></b></p> <ul style="list-style-type: none"> <li>willingly approach and persevere with new situations</li> <li>participate in shared research and writing <b>W.K</b></li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>Understand that information about themselves and their surroundings can be obtained in different ways <b>PK.MD</b></li> </ul>

# Personal, social and physical education scope and sequence (PSPE)

## Phase 1 Strands

Identity	Active living	Interactions
<p><b>Conceptual understandings</b>            Each person is an individual.            As people grow and change they develop new skills, understandings and abilities.            Emotions, attitudes and beliefs influence the way we act.            Positive thoughts help us to develop a positive attitude.            Knowing how we are similar to and different from others helps shape our understanding of self.            Reflecting on our experiences helps us to understand ourselves better.            Developing independence builds self-worth<sup>1</sup> and personal responsibility.</p>	<p><b>Conceptual understandings</b>            Our daily practices can have an impact on our well-being.            We can observe changes in our bodies when we exercise.            Our bodies change as we grow. We can explore our body’s capacity for movement.            Our bodies can move creatively in response to different stimuli. Safe participation requires sharing space and following rules.</p>	<p><b>Conceptual understandings</b>            Interacting with others can be fun. Group experiences depend on the cooperation of group members. Ideas and feelings can be communicated with others in a variety of modes.            Our relationships with others contribute to our well-being (for example, parent–child; teacher–student; friend–friend). Our behaviour affects others. Caring for local environments fosters appreciation.</p>
<p><b>Learning outcomes</b>  <b>Learners:</b></p> <ul style="list-style-type: none"> <li>• identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)</li> <li>• describe how they have grown and changed</li> <li>• describe some physical and personal characteristics and personal preferences</li> <li>• talk about similarities and differences between themselves and others</li> <li>• identify their feelings and emotions and explain possible causes</li> <li>• recognize that others have emotions,</li> </ul>	<p><b>Learning outcomes</b>  <b>Learners:</b></p> <ul style="list-style-type: none"> <li>• engage in a variety of different physical activities</li> <li>• demonstrate an awareness of how being active contributes to good health</li> <li>• demonstrate an awareness of basic hygiene in their daily routines</li> <li>• identify some of the effects of different physical activity on the body</li> <li>• explore and reflect on the changing capabilities of the human body</li> <li>• develop a range of fine and gross motor skills</li> </ul>	<p><b>Learning outcomes</b>  <b>Learners:</b></p> <ul style="list-style-type: none"> <li>• enjoy interacting, playing and engaging with others</li> <li>• take turns</li> <li>• listen respectfully to others</li> <li>• share their own relevant ideas and feelings in an appropriate manner ask questions</li> <li>• celebrate the accomplishments of others</li> <li>• reach out for help when it is needed for themselves or others</li> <li>• identify when their actions have impacted on others</li> </ul>

<p>feelings and perspectives that may be different from their own</p> <ul style="list-style-type: none"><li>• identify and explore strategies that help them to cope with change</li><li>• identify positive thoughts and attitudes in themselves and others</li><li>• willingly approach and persevere with new situations</li><li>• reflect on their experiences in order to build a deeper understanding of self</li><li>• demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.</li></ul>	<ul style="list-style-type: none"><li>• explore creative movements in response to different stimuli</li><li>• recognize that acting upon instructions and being aware of others helps to ensure safety</li></ul>	<ul style="list-style-type: none"><li>• talk about their interactions with the environment.</li></ul>
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