

2025-2026

Lower School

GRADE 2

CURRICULUM

Bayview Glen

Whole Child. Purposeful Life. Better World.

Bayview Glen

Whole Child. Purposeful Life. Better World.

Even at the youngest ages,
children already think independently.

They ask amazing questions. They explore and experiment. They naturally seek to help others. Bayview Glen's vigorous, inquiry-based programme cultivates children's inquisitive, empathetic, independent minds while consciously shaping them as profoundly engaged international citizens.

Bayview Glen offers a truly
transformative educational experience.

As a co-educational independent school, we intentionally create a welcoming, vibrantly diverse community, guided by inspiring teachers and fueled by a forward-thinking curriculum.
No wonder our graduates go on to change the world.

bayviewglen.ca



The overall philosophy of our programme is to learn and grow together in an enriching environment. The purpose of our programme is to foster competence in all aspects of life. The curriculum provides opportunities for total development of each child's physical, emotional, social, creative and cognitive self.

A child learns a step at a time and the curriculum plan reflects this philosophy as it is age-appropriate and geared to the needs of the individual child. There is an atmosphere of acceptance and approval, so that each child feels confident to present him/herself. This enables the child to express their true feelings and to enhance self-awareness. A day at Bayview Glen is filled with new experiences, and opportunities are provided for both challenge and success.

Expectations

- To meet our goals and fulfill our responsibilities, Bayview Glen will:
- » actively realize its mission
 - » provide a safe and caring learning environment
 - » maintain close communication about the school in general
 - » promote involvement
 - » provide consistent values and logical consequences
 - » maintain an open door policy for you to share your concerns.

- Parental support and participation are critical to communication and we count on each parent to:
- » support our mission
 - » provide a positive study environment
 - » communicate with us about their child
 - » attend school meetings and events
 - » be involved
 - » support our values and policies
 - » obtain information and facts from the appropriate source.

Academic Programme

The Lower School offers a diversified curricular programme that challenges students where they need to be met.

Through the expectation of academic excellence, in a nurturing environment, students are empowered to challenge themselves, to take initiative and to discover their own tremendously creative selves.

Through core and enrichment curriculum, physical activities, musical and artistic opportunities and a wide range of co-curricular clubs, children develop confidence, motivation and skill to pursue their interests and develop to their full potential.

- The main goals of our academic programme are to:
- » instill a love of learning
 - » make learning meaningful
 - » offer opportunities to make global connections
 - » develop critical thinking through problem solving
 - » enable students to be co-operative, confident and collaborative
 - » enable students to make choices and to instill independence
 - » develop habits and attitudes that promote and maintain physical health and wellbeing
 - » instill respect for the environment
 - » learn to respect, accept and appreciate cultural, racial, religious and physical differences
 - » develop community awareness through a variety of day trips and guest speakers
 - » give students the skills necessary to succeed so that learning is a rewarding experience
 - » demonstrate confidence in the student’s ability and multiple intelligences
 - » foster flexible and motivated learners in a secure and supportive learning environment
 - » foster responsible and co-operative decision-makers

Academic and Behavioural Expectations

- As a member of the Bayview Glen community, every student is expected to:
- » arrive at school and class on time
 - » come to class prepared
 - » complete all assignments and submit them on time
 - » wear the uniform properly during school hours
 - » remain in class for the entire period, unless involved in a school sponsored activity
 - » provide a note from parents explaining any and all absence or lateness
 - » demonstrate respect for themselves and others
 - » be responsible for their own actions
 - » be involved with school activities.

Assessment and Evaluation

Assessment is frequent and ongoing. Teachers look for evidence of learning and use this evidence to align instruction and activities to the needs of the children. Evidence of student learning is recorded so that the progress of each child can be tracked and shared with parents.

There are three formal report cards. The first term report card is issued in December, the mid-term report card is issued in March, and the third term report card is issued in June. Mid-term report is anecdotal – no levels.

The report card reflects a student’s achievement level in the curriculum expectations in all subjects. The Achievement levels are Level 4 – Highly Effective, Level 3 – Effective, Level 2 – Progressing, Level 1 – Inconsistent Progress, and NE – Not Evaluated.

The development of learning skills and work habits is also an integral part of the student’s learning. Students are provided with learning opportunities in order to encourage development.

The six learning skills are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers evaluate the learning skills and work habits using the following scale: E (Excellent), VG (Very Good), G (Good), S (Satisfactory), N (Needs Improvement). Specific targets are set throughout the year to support improvement.

Problem-Based Learning

At Bayview Glen, we believe that inquiry and problem-solving are among the most important 21st-century skills we can teach our students. Problem-Based Learning (PBL) is a teaching and learning methodology whereby students learn new skills and knowledge and make connections to prior learning through the process of solving developmentally appropriate, authentic ill-structured problems. In contrast to more traditional approaches that involve a teacher-prescribed sequence of instruction, consolidation, and assessment, PBL uses the problem as a starting point for learning. Students become both stakeholders in the problem and agents in their own learning while the teacher acts as coach and guide, shaping the process by supporting inquiry, curating resources, challenging student thinking, and providing just-in-time delivery of essential knowledge and skills. PBL relies upon and extends inquiry and develops higher-order thinking skills by requiring students to think critically and creatively about both possible solutions to their problem and the processes for developing them. Each year in the Lower School, SK to Grade 5 students will participate in PBL learning.

Curriculum Compacting

Curriculum Compacting is a practice designed to address the needs of the individual student. It ensures that students who have mastered certain concepts in specific subject areas or units of study are receiving instruction and assignments more appropriate to their level of cognition. Students’ mastery of concepts is determined by diagnostic assessments. Parents will be advised when a student demonstrates a need for Curriculum Compacting and the adaptation necessary to the regular programme.

Extra Help

In an effort to further support student learning and to address individual needs, each teacher will be offering Extra Help sessions throughout the year. These sessions will be skill specific and should a student’s teacher determine they would benefit from attending a particular session, parents will be notified.

Homework Policy

- » read nightly
- » daily math facts practice
- » one assignment per night, approximately 20 minutes
- » assignments may include: French, Language, Math, Science or Social Studies

Homework at this level is the joint responsibility of the student, teacher, and parent. The expectation is that homework can be completed independently along with ‘check-ins’ by parents to ensure completion. It is our goal to support the child and to be a positive influence.

Home Study Suggestions

At this stage there many activities you can do with your child to help improve their skills.

- The following is a list of suggestions:
- » play games that drill math facts (addition, subtraction and multiplication)
 - » practise telling time to the hour and minute
 - » play games that practice counting money and making change with coins
 - » listen to your child read books and ask a few comprehension questions
 - » read to your child
 - » ask about what they’ve read
 - » have them retell a story
 - » read - signs, store names
 - » practise reading and writing high frequency word lists
 - » children love maps and globes - find countries, trace family trips, look for places mentioned on T.V., look for places that begin with certain letters
 - » write letters to grandparents and relatives
 - » play dictionary games
 - » family fitness - biking, walking, swimming, skipping, skating, and skiing
 - » Music - make your child aware of different types of music (i.e. take him and her to a concert)
 - » French - get simple French books from the library and practice gestures
 - » visit a library and obtain a card for your child, also participate in story time and movies
 - » responsibility - tidy bedroom, put dishes on counter, clothes in laundry, pack own bag for school
 - » does your child know how to find information, address, telephone number, days, months, seasons, and how many days in each month
 - » diary - children love to keep a diary and there are many now available for small children
 - » games - Spill and Spell, Scrabble, computer games, tangrams
 - » crafts - make birthday cards, invitations, thank you notes, Valentine cards

Not only will your child benefit from this approach but you will also develop a greater understanding of your child’s needs and interests.

How You Can Help

Here are suggestions to help foster independence:

- » encourage your child to dress himself or herself, button buttons, put on ties, tie shoelaces, and take care of their personal belongings
- » children, who are learning to read, need many opportunities to practice and maintain their skills by reading
- » encourage your child to read with you
- » if your child is a fluent reader, visit your local library and choose some Easy Read Books
- » review reading and writing high frequency word lists
- » practice math facts
- » encourage your child to hold their pencil correctly when working at home
- » most importantly, always encourage and praise all efforts

Doing the work is not nearly as important to the child as taking it home when they know their efforts are appreciated.

Lastly, when in doubt, contact the teacher. We are here to help – our common goal is the success of your child.

Parent-Teacher Conferences

Communication between parents and teachers is vital to the success of the student. One method of communicating is Parent-Teacher Conferences three times a year. Scheduled PT conferences occur in the months of November, February and April. Specifics regarding scheduling appointments will be sent to parents.

Daily Schedule

Students are expected to be at school from 8:30 a.m. to 3:30 p.m. each day that school is scheduled.

French	daily
STEM	2 times per 8 day cycle
Health and Physical Education	4 times per 8 day cycle
Language	daily
Mathematics	daily
Music	4 times per 8 day cycle
Social Studies/Science	8 times per 8 day cycle
Visual Arts	2 times per 8 day cycle
Homework	1 assignment per night

Student Opportunities

Advanced Placement

Senior students who are interested in studying a subject at a more rigorous level have the option of taking Advanced Placement (AP) courses. The AP programme enables students to earn credits toward their university degree. These credits are accepted at many universities across Canada and the United States.

Round Square

Bayview Glen is a proud member of Round Square, an association of 200 schools in 50 countries that share the IDEALS of: Internationalism, Democracy, Environment, Adventure, Leadership and Service. Round Square works to empower students through character-building experiences in community service, work projects, exchanges and adventuring. In the Lower School students will have opportunities to support the Round Square IDEALS.

Round Square and Global Education: Reading Around the World

To complement our World Continents theme in the Lower School, our Junior Kindergarten to Grade 5 classrooms explore different countries around the world with global storybooks. Reading world literature nurtures empathy, cultural awareness and global competence. Children have a natural curiosity about the world and global cultures. Through the power of storytelling, students learn to appreciate cultural differences, consider multiple perspectives, develop critical thinking skills and understand globally significant issues.

The Arts

Opportunities to explore music, drama and visual arts are abundant. Numerous choirs and bands, concerts, art exhibit, spring festivals and a Prep and Upper School drama production give students many avenues to expand their artistic horizons.

Co-curricular Activities

Our commitment to excellence does not end at the close of the academic day. Students are invited to join special interest clubs designed to enrich and challenge them.

Notes



2025-2026 Course Descriptions

COURSE INFORMATION

On the following pages, please find course descriptions for each of the courses offered. More detailed information for each of the courses can be found in the course outlines, which are available from the Head of Lower School and Preschool upon request.

Course descriptions in alphabetical order.

French

French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity. The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the work force.

In addition to strengthening students’ ability to communicate, learning French develops their awareness of how language and culture interconnects, helps them appreciate and respect the diversity of Canadian and global societies, and not only challenges the mind but also it teaches understanding, encourages patience, and fosters open-mindedness.

In Grade 2, students develop communication skills through kinesthetic activities and an integrated, drama-based approach. In order to learn French, students need to see themselves as social actors communicating for real purpose. Therefore, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the center of all learning activities. At Bayview Glen, this is achieved by using The Accelerated Integrative Approach (AIM), ‘Histoires en Action!’ The Grade 2 programme builds upon the foundation that is established in previous grades with the continued support of the Gestures Approach. Plays that provide contextualized vocabulary and “comprehensible input” continue to be used in order to provide the scaffolding students need to be able to begin “producing” – that is, speaking and writing – French in an authentic way.

Programme Goals

- At Bayview Glen, students will strive to:
- » use French to communicate and interact effectively in a variety of social settings.
 - » learn about Canada, its two official languages, and other cultures.
 - » appreciate and celebrate the diversity of the global community
 - » become responsible for their own learning, as they work independently and in groups
 - » use effective language learning strategies
 - » become lifelong learners for personal growth and for active participation as world citizens.

The expectations for the FSL are organized into four interconnected strands. Listening and speaking skills are the springboard to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second language acquisition.

Listening

- In Grade 2 the students will:
- » identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French text and conversation.
 - » demonstrate an understanding of oral French conversation and text in a variety of ways.
 - » respond with understanding to what others say while participating in brief, structured interactions about themselves and everyday topics, using familiar high frequency vocabulary.

Speaking

- In Grade 2 the students will:
- » speak in small and large groups, using familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support.
 - » use appropriate intonation and accurate pronunciation.
 - » communicate a beginning understanding of French-speaking communities in Ontario and the world, and make connections to personal experiences of community.

Reading

- In Grade 2 the students will:
- » identify reading comprehension strategies and use them before, during, and after reading to understand texts.
 - » use vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words.
 - » explore French text that describes various French Canadian and global festivities and traditions.

Writing

- In Grade 2 the students will:
- » generate, develop, and organize content for writing within a teacher modelled activity.
 - » begin to apply their knowledge of the basic structural elements of writing.
 - » independently re-write a familiar story using familiar vocabulary.



Language

Bayview Glen’s Language programme is based on the concept that language development is fundamental to students’ intellectual, social and emotional growth, and is a key element of the curriculum.

Language is imperative in all aspects of life including comprehension, oral and written communication, and inquiry. Within the Bayview Glen Language programme, foundational knowledge and skills are taught in a systematic manner using evidence-based resources and explicit instruction to support growth in higher-order thinking. Aligned with our school mission of Whole Child. Purposeful Life. Better World, the Language programme prepares students to excel beyond the walls of Bayview Glen and fosters lifelong learning. Using Universal Design for Learning and differentiated instruction, as well as a multimodal approach, skills surrounding oral language, word-level reading and spelling, vocabulary, fluency, and comprehension are developed.

As adopted from the Ontario Ministry of Education Language Curriculum release in 2023, the Bayview Glen Language programme aims to help students become successful language learners, who share the following characteristics.

(<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language>)

- » they display accuracy and automaticity in foundational language skills.
- » they understand deeply as they listen, read, and view and speak, write, and represent, effectively and with confidence.
- » they make meaningful connections between themselves, the texts they encounter, and the world around them.
- » they think critically about the texts they read and create.
- » they understand that all texts have a specific point of view that must be recognized, questioned, assessed, and evaluated.
- » they acknowledge the cultural and social impact of texts and appreciate their aesthetic power.
- » they use language to interact and connect with individuals and communities, for personal growth and for active participation as global citizens.
- » they recognize that language learning is a necessary, reflective, and life-enhancing process.
- » they use cognitive strategies to learn from complex texts.
- » they are motivated and purposeful in their learning, including learning related to their goals.

Literacy Connections and Applications

- » demonstrate an understanding of how critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy are used in various language and literacy contexts
- » demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
- » apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Foundations of Language

- » apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- » demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
- » demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Comprehension: Understanding and Responding to Texts

- » apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres
- » apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
- » apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Composition: Expressing Ideas and Creating Texts

- » plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
- » apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created texts
- » select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Mathematics

Mathematics is a cohesive programme built upon logical development, hands-on experience and observation, along with arithmetic practice and formal lessons.

Students will connect, reflect and practice mathematical concepts in all strands of mathematics including number, algebra, data, spatial sense and financial literacy. Social-emotional learning skills, as well as mathematical processes and modelling are embedded throughout each unit of study.

Students are engaged in an activity-based advanced curriculum. Activities are carefully sequenced to promote the development of concepts in each of the main strands of primary Mathematics.

The advanced Mathematics programme provides students with a combination of open-ended, problem-solving opportunities, meaningful dialogue and purposeful practice that reinforces and extends new learning. This balanced instruction recognizes four key components that build mathematical literacy. They are problem solving, understanding concepts, application of procedures and communication.

Topics

Numbers to 1000

- » count and represent numbers to 1000
- » explore number relationships for whole numbers to 1000
- » place value and number applications
- » compare and order numbers
- » count by 50’s, 100’s and 200’s to 1000

Addition and Subtraction up to 1000

- » methods of addition and subtraction including problems with and without regrouping
- » addition and subtraction patterns
- » use of bar models to demonstrate addition and subtraction
- » mental math using rounding to estimate

Multiplication and Division

- » understand concepts of multiplication and division
- » multiplication facts for 2, 5 and 10
- » use of bar models to demonstrate multiplication and division

Length

- » measure length in millimetres and kilometres
- » measure perimeter of polygons

Mass and Capacity

- » use various units to estimate, measure, compare and record the masses of objects and capacities of containers

Money

- » explore addition and subtraction through real-world problems

Area and Perimeter

- » measure perimeter and area
- » represent area using cm² and m²

Fractions

- » represent and explain common fractions in real-life situations
- » equivalent fractions
- » use multiplication and division to solve problems

Time

- » tell time in hours, minutes and seconds

2-D and 3-D Geometry

- » explore prisms, pyramids, cylinders and cones
- » patterns
- » movement and position of objects

Graphs and Tables

- » sort and interpret graphs
- » create graphs including pictographs and bar graphs
- » collect, organize and analyze data

Probability

- » use terms such as possible, impossible and certain to describe events
- » conduct simple probability experiments and predict results



Science

Science is a varied programme built upon the scientific model of learning; that is, exploring, inquiring, predicting, planning and collecting, deciding, communicating, evaluating and applying data.

Students are given opportunities to explore areas of STEM Skills and Connections, Life Systems, Structures and Mechanisms, Matter and Energy and Earth and Space Systems, as well as Scientific and Engineering Design Processes. Students will also investigate Health and Safety in Science and Technology, Coding, Skilled Trades, Climate Change and Food Literacy. Through the use of an inquiry approach, students will examine these topics. Students are guided to identify, gather and sort information; explore information, and collaborate with others, test ideas and share findings; relate prior knowledge, locate information, make observations and adapt to new learning. Students inquire using essential questions to make broader connections to the world around them.

Topics

GROWTH AND CHANGES IN ANIMALS (LIFE SYSTEMS)

Essential Question – How Do Animals Change Over Time?

- » assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
- » investigate similarities and differences in the characteristics of various animals
- » demonstrate an understanding that animals grow and change and have distinct characteristics

SIMPLE MACHINES AND MOVEMENT (STRUCTURES AND MECHANISMS)

Essential Question – How Do Machines And Mechanisms Help Humans Innovate And Create Change?

- » assess the impact on society and the environment of simple machines and mechanisms
- » investigate mechanisms that include simple machines and enable movement
- » demonstrate an understanding of movement and ways in which simple machines help to move objects

PROPERTIES OF LIQUIDS AND SOLIDS (MATTER AND ENERGY)

Essential Question – How Do Solids And Liquids Interact In Our World?

- » assess ways in which the uses of liquids and solids can have an impact on society and the environment
- » investigate the properties of and interactions among liquids and solids
- » demonstrate an understanding of the properties of liquids and solids

AIR AND WATER IN THE ENVIRONMENT (EARTH AND SPACE SYSTEMS)

Essential Question – Why Is It Important To Keep The Air And Water Clean?

- » assess how the actions of humans have an impact on the quality of air and water, how the quality of air and water has an impact on living things, and actions to protect the quality of air and water in our community
- » investigate the characteristics of air and water and the visible/ invisible effects of and changes to air and/or water in the environment
- » demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs

Social Studies

The goal of the Social Studies programme is to enable students to understand who they are, where they come from, where they belong, and how they can contribute to the society in which they live.

- » Who they are: through exploration of various local, national, and global communities in which they participate
- » Where they came from: by studying past societies, analyzing connections between the past and present and exploring the contribution of past societies to Canadian heritage
- » Where they belong: by investigating various spaces -physical, social, cultural- in which they live
- » How they contribute to society: by understanding what it means to be a responsible citizen who makes positive contributions to their communities

The programme is designed to give students multiple opportunities to learn about and apply the four elements of citizenship:

Active Participation (work for the common good), Identity (self-image and culture), Attributes (traits and values), and Structures (power and systems within societies).

The Social Studies programme is inquiry based and focussed on developing the ability to formulate questions; to gather, organize, interpret, and analyze information, data and evidence from a variety of primary and secondary sources, using various tools and technologies; to extract information from and construct maps and graphs for a variety of purposes; and to formulate and communicate ideas, conclusions, and judgements.

The expectations for Social Studies are divided into two strands

Heritage and Identity

- » explore topics to develop an understanding of connections between the past and present; of interactions within and between diverse communities, and the rights and responsibilities associated with citizenship
- » develop an understanding of personal, cultural, and national identities, both past and present, and of contributions to Canadian heritage

Grade 2: Changing Family and Community Traditions

People and Environments

- » explore geographic, social, political, economic, and environmental issues in the context of local, regional, national, and global communities
 - » develop an understanding of the social and environmental responsibilities of citizens and of various levels of government
- Grade 2: Global Communities*

Social-Emotional Learning

Our Social-Emotional Learning programme, *Second Step*®, fully supports our mission “Whole Child. Purposeful Life. Better World.” Bayview Glen recognizes the significance in fostering the overall health and wellbeing of our students. Within the Social-Emotional Learning programme, our students engage in daily hands-on, collaborative and self-reflective activities where they address concepts to nurture both their mental and intellectual wellbeing. Through the *Second Step*® themes our students build life-skills that are relevant for today and their futures. Students develop a greater ability to identify and understand feelings and emotions, build healthy and respectful peer relationships, persevere in times of challenge, acquire problem-solving strategies and truly develop a stronger perception of themselves.

Overall themes from the *Second Step*® Programme Kindergarten – Grade 5 include:

- » Our school as a welcoming place where every student feels like he or she belongs
- » Skills for Learning
 - » listening
 - » focussing attention
 - » using self-talk to stay on-task
 - » being assertive when asking for help with a learning task
- » Empathy
 - » identify their own and others’ feelings
 - » notice and respect same and different feelings
 - » show compassion
- » Emotion Management
 - » prompting students to notice their own feelings by paying attention to clues in their bodies
 - » calming down strong emotions such as anger, disappointment, frustration and anxiety
- » Problem-Solving
 - » develop approaches to identify the problem, possible solutions, consequences and finalizing a solution
- » Friendship Skills
 - » invite others to play
 - » play in fair ways
 - » take responsibility for mistakes by making amends
 - » playground play and interactions

STEM

The Science, Technology, Engineering, and Math (STEM) programme at Bayview Glen is designed to help students become proficient users of technology and responsible digital citizens. As students progress through the programme, they will develop foundational computer skills, explore the basics of coding, and receive hands-on experience in robotics.

In Grades 1 to 2, students learn how to access different files and applications, safely navigate to a variety of websites, and develop proper keyboarding skills. With increasing levels of independence, students learn how computers can help them to complete tasks, conduct research, and solve problems. By the end of Grade 2, students will be familiar with word processing and presentation software, have had multiple experiences with coding and robotics, and will have explored age-appropriate topics related to digital citizenship.

The STEM programme provides excellent opportunities for students to develop as 21st Century Learners. These skills include, but are not limited to:

- » Collaboration
- » Digital Literacy
- » Critical Thinking
- » Problem-Solving
- » Building Confidence
- » Exploring Creativity
- » Task Completion
- » Helping Others
- » Taking Risks

Health and Physical Education

The Physical Education programme fosters body awareness and self-confidence while encouraging students to appreciate the importance of physical fitness and overall wellbeing. Through a well-rounded selection of activities, students develop strength, endurance, flexibility, balance, and coordination. They also cultivate creativity, freedom of movement, problem-solving abilities, and teamwork skills as they work collaboratively toward shared goals.

In Grade 2, students participate in a wide range of physical activities, including soccer, lacrosse, skating, tchoukball, badminton, basketball, volleyball, softball, cross country, floor hockey, ultimate frisbee, track and field, gymnastics, and various indoor and outdoor games. Each term also includes a health education component, addressing relevant and age-appropriate health topics. The course is designed to enhance physical skill development, increase health awareness, and promote lifelong healthy living habits.

Programme Goals

- » develop physical literacy and fundamental movement skills through a variety of physical activities
- » develop gross and fine motor skills through a wide variety of physical activities
- » develop hand-eye co-ordination through a wide variety of physical activities
- » develop an appropriate degree of balance, strength, flexibility, agility, endurance, power, speed, and effort during physical actions
- » work independently and co-operate well with others
- » use equipment and compete safely
- » demonstrate athletic integrity in competitive environments
- » promote the spirit of fair play and team play
- » promote other social skills such as: following directions, decision-making, communication with others and leadership
- » develop the skills and learn the rules of team and individual sports
- » become knowledgeable about health and fitness

Skill Development

Soccer skills

- » including dribbling, passing, game play, shooting

Basketball skills

- » including dribbling, shooting, game play

Softball skills

- » including throwing, catching, hitting, fielding

Games and Sports

Co-operative Games (parachute, stones, tag, King’s Court), Net Sports (badminton, volleyball), Floor Hockey, Mini Lacrosse, European Handball, Skipping, Track and Field, Dance, Skating, Frisbee, Football, and Fitness.

Fitness

- » aerobic and anaerobic capacity testing
- » physical components of physical fitness

Health Topics

Healthy Eating

- » Canada’s food guide
- » food choices for healthy growth

Personal Safety and Injury Prevention

- » personal safety - home and outdoors
- » food allergies
- » standing up for yourself in a variety of situations and relating to others

Substance Use, Addiction and Related Behaviours

- » prescription and non-prescription medicines
- » medication and healthy alternatives

Human Development

- » basic stages of human development
- » identification of factors that are important for healthy growth and living throughout life
- » healthy teeth and gum care
- » human anatomy

Library

The Lower School has two libraries, the Mary Richardson Resource Centre and the Jean Hart Resource Centre. Our libraries function as an integral part of the students’ academic day, integrating with the classroom curriculum while instilling a lasting appreciation for literature. Information Research skills are taught in order to prepare students for a fast-paced, technological world and to afford students the ability to retrieve and evaluate an ever-increasing volume of information.

The Mary Richardson Resource Centre serves the children from Junior Kindergarten to Grade 2. The children visit the library twice in an eight-day cycle in order to exchange books. They are exposed, as well, to age appropriate literature in order to develop a love of books and an appreciation of different types of literature. Grade 2 children begin to learn basic research skills during their visits, skills that will be expanded upon in subsequent years.

During library time in JK to Grade 2, students learn:

- » library layout and routines
- » how to distinguish between real and imaginary stories
- » how to make predictions
- » how to brainstorm ideas on a specific topic and making simple plans to gather and share information
- » art appreciation
- » the significant parts of a book
- » how to make simple notes or draw pictures to illustrate a story discussing the difference between a ‘rough’ copy and a ‘finished’ copy.

Music

Music at Bayview Glen emphasizes learning through the joy of music. Our pedagogical and teaching approaches encompass globally research-based music education concepts and methodologies, catered towards our school community. Musical programming encourages the innovative nature of music instinctive to children as natural music makers. Designed around the incremental stages of child development, students engage in music through singing, movement, instruments, dramatic play, and active listening. Musical foundations are built through being and doing, with scaffolded concepts moving towards students becoming musically literate. This trajectory prepares Bayview Glen students not only for our Prep and Upper School musical offerings, but also fosters a lifelong love of music.

In the Lower School, thematic songs, dance, and performances foster a love of music. Props, and basic percussion instruments are used to encourage music participation, movement and enjoyment. Students participate in a structured Music programme every other day for 30 minutes. One of the highlights of the school year is our annual Spring Festival. Each class presents a musical production with costumes, dialogue, choreography, and songs.

Music making is an integral part of life at Bayview Glen and forms part of our holiday festivities, assemblies and special events. Our choirs include a Grade 2 Choir, Primary Choir, Junior Choir, Intermediate Choir and a Song Writers Club. We have many instrumental ensembles such as the Concert Band and Jazz Band. These choirs and bands perform in and around the school community and at various functions throughout the year.



Visual Arts

The Visual Art programme exposes students to many manipulative materials and encourages exploration with them in a wide variety of open-ended ways. Students begin to explore art in the world around them, to understand that people all over the world create and enjoy art, and to develop the ability to communicate about their immediate environment and interests through visual images. They engage in a variety of drawing, painting, print-making, and sculpting activities and are introduced to and learn to use a variety of art tools, materials and techniques. They learn about some of the elements and principles of design and begin to describe how the elements are used by artists. They generate and develop visual ideas, using imagination, observation, and experiment with materials. They apply their knowledge of design elements and principles to create works of art that tell stories and express thoughts and feelings.

Overall Expectations

Creating and Presenting

- » apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

Reflecting, Responding and Analyzing

- » apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

Exploring Forms and Cultural Contexts

- » demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

Fundamental Concepts

Students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Elements of Design

Students will develop understanding of all elements of design.

Line

- » variety of line (e.g., thick, thin, dotted)

Shape and Form

- » composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world (e.g., symmetrical: insects, flowers, skyscrapers; asymmetrical: windblown trees, some contemporary additions to buildings)

Space

- » foreground, middle ground, and background to give illusion of depth

Colour

- » colour for expression (e.g., warm and cool colours); colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints

Texture

- » real versus visual or illusory texture (e.g., smooth surface of a ceramic work versus drawing of rough tree bark)

Value

- » mixing a range of light colours and dark colours

Principles of Design

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 2 will be on variety.

Variety

- » light variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values, and colours to create interest bright or light colour values, dark colour values)

Notes

Our Mission

Whole Child. Purposeful Life. Better World.

We know and nurture each student, fostering their passions and skills to create a better today and brighter tomorrow.

Core Values

Compassion: We are empathetic towards all and committed to the principles of pluralism.

Curiosity: We inspire inquisitive mindsets and believe that curiosity is at the heart of life long learning.

Courage: We develop problem solvers and fearless leaders who strive for a greater ethical purpose and common good.

Memberships

Bayview Glen is a proud member of:

Conference of Independent Schools of Ontario (CIS Ontario)



Conference of Independent Schools of Ontario is a collegial group of 47 member schools working together to advance educational excellence in Ontario Independent schools. Visit www.cisontario.ca.

Canadian Accredited Independent Schools (CAIS)



Canadian Accredited Independent Schools is a community of 95 independent schools in Canada, whose mission is to explore and pursue exemplary leadership, training, research and international standards of educational excellence. Formerly CESI and SEAL. Visit www.caais.ca.

Round Square (RS)



Round Square is an international association of more than 230 schools worldwide sharing unique and ambitious goals. Students attending Round Square schools make a strong commitment, beyond academic excellence, to personal development and responsibility. This is achieved by participating in community service, work projects, exchange programmes and adventuring, which can, and often does, take students half way around the world. Visit www.roundsquare.org.

Advanced Placement (AP)



Since its inception in 1955, Advanced Placement (AP) has motivated high school students with the opportunity to take college-level courses in a high school setting. There are currently more than 110,000 teachers leading AP courses in high schools worldwide. Visit www.ap.collegeboard.org.

Youth and Philanthropy Initiative (YPI)



Youth and Philanthropy Initiative is a one-of-a-kind educational programme that gives young people hands-on experience in social change and empowers them to participate in the development of their communities. Visit www.goypi.org.

National Association of Independent Schools (NAIS)



The National Association of Independent Schools is a nonprofit membership association that provides services to more than 2,000 schools and associations of schools in the United States and abroad, including more than 1,600 nonprofit, private K-12 schools in the U.S. that are self-determining in mission and programme and are governed by independent boards. As the largest association of independent schools, NAIS co-creates the future of education by uniting and empowering our community. Visit www.nais.org.

North American Reggio Alliance (NAREA)



The North American Reggio Alliance connects Reggio Emilia's practices with educators and advocates in the U.S. and Canada through knowledge-sharing, professional development, and direct collaboration with experts. As a network of educators, parents, and advocates, NAREA strives to elevate both the quality of life and education for young children. Visit www.reggioalliance.org.

Lower School
2025-2026

Bayview Glen

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