

2025-2026

Lower School

GRADE 3

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

- » daily math facts practice
- » one to two assignments per night, approximately 30 minutes
- » assignments may include Language, Writing, Reading, Math, Science, Social Studies, and French

Homework at this level is the joint responsibility of the students, the parents and teacher. It is our duty to support the child and to be a positive influence.

Home Study Suggestions

Occasionally your child will have class work to complete at home. At this stage there are 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 practise counting money and making change with coins
 - » listen to your child read books and ask a few comprehension questions
 - » read to your child
 - » 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 or other relatives
 - » cut pictures from catalogues and keep a picture dictionary
 - » family fitness - biking, walking, swimming, skipping, skating, and skiing
 - » Music - introduce your child to different types of music
 - » French - get simple French books from the library
 - » visit the library for story time and movies
 - » responsibility - tidy bedroom, put dishes on counter, clothes in laundry
 - » does your child know their address, telephone number, days, months, seasons, 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 and Valentine cards

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

How You Can Help

The emphasis of the Grade 3 programme is to help the children develop independent work habits.

Here are some suggestions to help foster independence:

- » encourage your child to dress himself or herself, tie 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 take home their readers and read with you
- » if your child is a fluent reader visit your local library and choose some level-appropriate books
- » help your child by reviewing words from their “word bank”
- » practise math facts
- » review reading and writing high frequency word lists
- » 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 he or she knows 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 Routine

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
Science/Social Studies	8 times per 8 day cycle
Visual Arts	2 times per 8 day cycle
Homework	Approximately 30 minutes 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 3, students develop communication skills though kinesthetic activities and an integrated, drama-based approach. Communication is a social act. 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 3 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 acknowledge the interconnectedness of the global community.
 - » be 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 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 3 the students will:
- » identify a range of listening strategies and use them appropriately before during and after listening to understand oral French texts.
 - » demonstrate an understanding of oral French texts containing familiar words and expressions about everyday topics with contextual and visual support.
 - » identify examples of the use of French in their immediate environment and make connections to personal experiences.

Speaking

- In Grade 3 the students will:
- » speak to communicate ideas orally in French. They will use familiar visual and non-visual clues such as gestures, facial expressions, eye contact and vocal effects to convey meaning.
 - » describe a few strategies they found helpful before, during and after speaking to communicate effectively, and plan steps they can take to improve their speaking skills.
 - » engage in brief, structured spoken interactions using familiar words and expressions with teacher modelling and support.

Reading

- In Grade 3 the students will:
- » identify a few reading comprehension strategies such as contextual and pictorial clues to predict meaning of texts, recognize relationships between words with common spelling patterns or relate to prior knowledge to topics in texts.
 - » begin to read with fluency to at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of a text.
 - » develop their vocabulary and use a few vocabulary-acquisition strategies before, during and after reading to determine or confirm the meaning of new and unfamiliar words.

Writing

- In Grade 3 the students will:
- » write a variety of grade- and age- appropriate French texts and begin to apply their knowledge of the basic structural and stylistic elements of each form.
 - » develop ideas for writing during modelling, shared, guided and independent writing activities.
 - » revise their writing using a variety of strategies based on feedback from teacher and peers.



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 10 000

- » count and represent numbers to 10 000
- » place value and number applications
- » compare and order numbers

Addition and Subtraction up to 10 000

- » methods of addition and subtraction including problems with and without regrouping
- » addition and subtraction patterns
- » use of bar models to demonstrate addition and subtraction

Multiplication and Division

- » solve problems involving whole numbers and explain the variety of strategies
- » multiplication facts up to 10x10
- » use of bar models to demonstrate multiplication and division

Length, Mass and Capacity

- » identify relationships between and among measurement concepts
- » solve problems related to their day-to-day environment using measurement and estimation

Financial Literacy

- » determine cost and change involving multiple items

Time

- » problem solving using elapsed time
- » exploration of various units of time and their relationships

Fractions and Decimals

- » represent and explore the relationships between fractions using concrete materials and drawings
- » explore decimals to tenths
- » relationships between fractions and decimals
- » compare and order fractions and decimals

Area and Geometry

- » demonstrate an understanding of mathematical relationships in patterns using concrete materials, drawings and symbols with a focus on rectangles
- » identify, extend and create linear and non-linear geometric patterns, number and measurement patterns and patterns in their environment
- » graph using the first quadrant of the Cartesian plane
- » use language effectively to describe geometric concepts, reasoning and investigations, and coordinate systems
- » apply patterning strategies to problem-solving situations

Angles and Lines

- » classify angles and lines based on properties

Probability

- » demonstrate an understanding of probability and use language appropriate to situations involving probability experiments
- » solve simple problems involving the concept of probability

Data Management

- » collect and organize data and make predictions
- » create and interpret displays of data and present the information using mathematical terms
- » understand and identify the mean, median and mode(s) of a data set

Patterns and Relationships

- » demonstrate an understanding of mathematical relationships in patterns using concrete materials, drawings and symbols
- » identify, extend and create number patterns and patterns in their environment
- » recognize and discuss patterning rules
- » solve algebraic equations and inequalities



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.

Topics

GROWTH AND CHANGES IN PLANTS (LIFE SYSTEMS)

Essential Question – What Ways Do Plants Have An Impact On Society And The Environment?

- » uncover the effect of human activity and the effect on plants and plant habitats
- » investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow
- » demonstrate an understanding that plants grow and change and have distinct characteristics
- » describe use and location of plants grown for food including those grown by First Nations, Métis and Inuit

STRONG AND STABLE STRUCTURES (STRUCTURES AND MECHANISMS)

Essential Question – What Is The Significance Of Form, Function, Strength And Stability Through Time?

- » discover form, function, strength and stability in structures and the relationships between them
- » investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function
- » demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them

FORCES AND MOTION (MATTER AND ENERGY)

Essential Question – How Significant Is The Impact Of Various Forces On Society And The Environment?

- » explore forces and implications
- » investigate devices that use forces to create controlled movement
- » demonstrate an understanding of how forces cause movement and changes in movement

SOILS IN THE ENVIRONMENT (EARTH AND SPACE SYSTEMS)

Essential Question – What Is The Importance Of Quality Soil To The Environment?

- » discover the needs for quality soil and strategies to maintain and improve soil health
- » investigate the composition and characteristics of different soils
- » demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things
- » explain the process and causes of erosion and its impact on soil

Social Studies

The goal of the Social Studies programme is to enable students to develop students’ understanding of who they are, where they come from, where they belong, and how they 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 3: *Communities in Canada, 1780-1850*

People and Environments

- » explore and compare the geographic, social, political, economic, and environmental issues of Ontario
 - » identify various regions and municipalities in Ontario, and explain factors that determine where people live and work throughout the province
- Grade 3: *Living and Working in Ontario*

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 3 to 5, students continue to develop the skills required to access different files and applications (offline and online), safely navigate to a variety of websites, and improve their 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 5, students will have explored Computer-Aided Design (CAD) software, created websites, built and programmed robots, and participated in a wide variety of coding opportunities. Continued exploration of digital citizenship during Grades 4 and 5 helps prepare students to be safe and productive members of our online community.

- 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 3, students participate in a wide range of physical activities, including soccer, lacrosse, badminton, basketball, volleyball, softball, cross country, floor hockey, skiing, 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, Tchoukball, Track and Field, Gymnastics, Dance, Frisbee, Football, Cross Country Running, Team Building Activities and Fitness.

Health Topics

Healthy Eating

» food origins, nutritional value, and environmental impact

» oral health, food choices

» local and cultural foods, eating choices

Personal Safety and Injury Prevention

» real and fictional violence

» safety guidelines outside of the classroom

(i.e., water safety, internet safety, fire safety, home safety)

Substance Use, Addictions and Related Behaviours

» impact of use of legal/illegal substances

» decision making surrounding substance use and behaviours

Human Development

» characteristics of healthy relationships

» factors affecting physical and emotional development

» identifying how visible and invisible differences make each person unique

» identifying ways of showing respect for differences in others

» anatomy of major body parts

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. Students use the library to explore different genres of reading material.

Students are taught research strategies using print and electronic resources including online encyclopaedias and databases. Information literacy skills are taught to prepare students to use digital tools in a scholarly way to retrieve, evaluate, utilise, share, collaborate, and create content in an ever changing world. Students develop these skills while carrying out curriculum work in collaboration with library resources.



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.

Bayview Glen offers a variety of musical performing opportunities throughout a child’s school experience, both informally and formally, throughout our school divisions.

In the Lower School, general music classes are supplemented with choir and musical theater opportunities. All classes prepare an age appropriate Spring Festival on our atrium stage for family and friends. Complete with choreography, dialogue, and acting, these performances are a well-loved tradition.

A full choral programme is offered to students in Grades 2-5. All students in Grade 2 engage in a choral experience, with an elective Grade 3 Primary and Grades 4-5 Junior choir option. Bayview Glen choirs perform at school assemblies and participate in two annual concerts.

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 sociocultural and historical 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 the elements of design.

Line

- » lines to indicate emotion (e.g., smooth, horizontal lines can give a feeling of peace and harmony); contour lines (e.g., edges of objects); lines of various weights; repetition of lines to create visual rhythm
- » free-standing forms “in the round” (e.g., Henry Moore’s figurative work) and “bas relief sculpture” (e.g., masks); shapes organized in a pattern showing radial symmetry and/or in a mosaic; changes in shapes, depending on the angle or point of view (e.g., view from the top, side, bottom); positive and negative shapes (e.g., closed curve with shape inside and outside); grouping of shapes; abstract shapes and forms

Space

- » positive and negative space in art work; diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth

Colour

- » monochromatic colour scheme; colour emphasis through variations in intensity (e.g., subdued colours next to bright, intense colours); advancing colour

Texture

- » texture elaboration (e.g., embossing, piercing, pinching, pressing, scoring, scraping); texture quality (e.g., matte, sheen); low relief in collographs

Value

- » mixing of shades; variations in value to create emphasis (contrast in value)

Principles of Design

Students will develop understanding of the principles of design that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement, but the focus in Grade 3 will be on emphasis.

Emphasis

- » use of colour intensity, contrast in value, placement and size of shapes, and/or weight of line to create a particular focal point

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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.caïs.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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