

2025-2026

Lower School

JUNIOR
KINDERGARTEN
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 one 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, 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, participation and communication are critical and we count on each parent to:

- » support our mission, values and policies
- » provide a positive environment
- » communicate with us about their child
- » attend school meetings and events
- » be involved
- » obtain information and facts from the appropriate source.

Academic Programme

A day at Bayview Glen’s Junior Kindergarten is filled with new experiences and opportunities for both challenge and success. Our goal is to provide a happy, safe, stimulating environment where each child feels welcome and secure. Students are encouraged to take initiative, challenge themselves and discover their own remarkably creative selves.

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 visitors 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.

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.

Twice a year, in December and June, report cards are mailed home. These report cards are anecdotal and evaluate the progress of the student from many perspectives, i.e. language and mathematics development, social and personal development, independence and participation in class activities.

Parent–Teacher Conferences

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

Inquiry/Essential Questions

In our Junior Kindergarten programme, inquiry takes place through exploration and investigation, fostering a natural sense of wonder in our young learners. Our teachers play a vital role in guiding the inquiry process, making keen observations, engaging in meaningful conversations, and facilitating cross-curricular connections. They recognize the importance of nurturing social-emotional development alongside math and language skills. Learning in our programme is a collaborative endeavour, where children are encouraged to work together, share ideas, and build upon each other’s knowledge. Through carefully crafted invitations and provocations, we spark curiosity and inspire students to delve deeper into their interests. We firmly believe that children are capable and competent individuals, and our inquiry-based approach celebrates their unique abilities, enabling them to become active participants in their own learning journey.



Learning Outside of School

Helpful Hints

- » **Printing:** Write a capital letter at the top of a newspaper or magazine page. Ask your child to find the small letter with the same name anywhere on the page. See how many times they finds that particular letter.
- » **Fine Motor:** Have your child engage in various fine motor activities such as cutting, using tongs to pick up small items, playdough and beading.
- » **Numerals:** Assist your child to locate numbers from 1 to 30 on signs or packages in the environment, then have him/her demonstrate the value of that number with concrete materials, (i.e. blocks, stones). You may also have him/her demonstrate the number value by drawing sticks, or dots, on paper.
- » **Social/Emotional:** Actively listen to your child’s feelings. Help them to name and explain their emotions.
- » **Days of the Week:** Have your child make a picture diary of the seven days of the week. At the end of the week, share the events of each day through the illustrations.
- » **Developing Rhythm:** Clap a short rhythm pattern and have your child repeat it. Gradually increase the length and complexity of the patterns.
- » **Rhyming Words:** Rhyming riddles are a fun way to reinforce this concept. For example, “I’m thinking of a word that rhymes with mat. Many people have one as a pet.”
- » **Riddles:** Have fun with riddles by describing the location of various objects at home and in the environment to reinforce positional and directional words. For example, “I’m thinking of something in the kitchen, on the wall and above the sink.” Encourage your child to move through the house, following the directional words in order to answer the riddle.
- » **Interact:** Spend time at a park, library, zoo, or in your backyard. Discuss nature, explore and interact.
- » **Reading:** Read and enjoy books together!

Play-Based Learning at Bayview Glen

Play-based learning is considered by some people to be “just fun.” But play is actually a very important vehicle for learning. Research shows that children who engage in free play have more highly developed self-directed executive function.

Executive function is a broad term for cognitive skills such as organization, long-term planning, self-regulation, task initiation, and the ability to switch between activities. It is a vital part of school preparedness and has long been accepted as a powerful predictor of academic performance and other positive life outcomes such as health and wealth.

There is a particularly strong relationship between unstructured play and self-regulation. The more unstructured play in which children get to participate, the higher levels of self-regulation children develop. In his book, *Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life*, developmental psychologist Peter Gray explains why this is so:

Free play is nature’s means of teaching children that they are not helpless. In play, away from adults, children really do have control and can practice asserting it. In free play, children learn to make their own decisions, solve their own problems, create and abide by rules, and get along with others as equals rather than as obedient or rebellious subordinates (2013).

Self-regulation gives children the ability to focus, manage their emotions, and function independently. There is evidence that a student’s level of self-regulation is a better predictor of school readiness and later academic achievement, than are IQ scores or entry-level reading or math skills.

Junior Kindergarten teachers at Bayview Glen build both structured and unstructured play into programming to help young students develop self-directed executive functioning as well as a whole host of other important skills.



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 one of Canada’s official languages 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 an awareness of how language and culture interconnects, helps appreciate and respect the diversity of Canadian and global societies, and challenges the mind to think critically and foster open-mindedness.

In Junior Kindergarten, students develop communication skills through 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!” Plays that provide contextualized vocabulary and “comprehensible input” are used in order to sustain the scaffolding students need to be able to begin speaking French in an authentic way.

Programme Goals

At Bayview Glen, students will strive to:

- » foster the enjoyment of acquiring the French language
- » be exposed to and learn about Canada and its two official languages
- » discover through songs and gestures the French culture within the global community
- » explore and develop effective language learning strategies
- » become lifelong learners for personal growth and for active participation as world citizens

Listening

The Junior Kindergarten students will:

- » listen to expressions about everyday topics with contextual and visual support
- » listen to understand high frequency French words by observing teacher’s body language and tone of voice to clarify meaning
- » listen to French conversations, songs and poems

Speaking

The Junior Kindergarten students will:

- » respond to oral activities following a model using very simple phrases
- » speak in rehearsed contexts, using high frequency phrases
- » use repetition to build their vocabulary with the support of visual aids, gestures and games

Language

Bayview Glen’s Primary Language programme is based on the Structured Literacy approach. The foundations of literacy for emergent students are oral language development, alphabet knowledge and phonemic awareness. Bayview Glen’s Language curriculum promotes a balance between explicit instruction and the freedom, time and encouragement to practice strategies and skills independently.

The overall goal of the Language programme throughout the Lower School is to develop skills that will enable the student to become proficient in the use of language. This empowers students to express ideas confidently and fosters attitudes that will instill an appreciation of literature and a love of reading and writing. This learning process involves language experience, logic and imagination and is achieved through a balance of activities.

Oral Comprehension

- » listen to ideas of others
- » listen to and receive new ideas and follow directions
- » listen for more details/longer periods of time
- » recognize sounds
- » recognize rhythms
- » listen with discrimination
- » differentiate sounds within words
- » recognize a variety of language patterns
- » relate stories or pictures to the printed or spoken word
- » develop comprehension
- » follow oral instructions

Oral Production

- » tell about recent and past experiences
- » share ideas and anecdotes
- » retell familiar stories
- » use language to report, imagine, reflect, reason, compare, predict, and project
- » use language to problem solve
- » learn to communicate effectively in a variety of social situations in the classroom for different purposes
- » extend and enrich language
- » build on others’ ideas and extend conversation

Phonological Awareness

- » demonstrate an understanding that language is made up of words and that words consist of rhymes, syllables and sounds
- » learn to blend sounds in words
- » learn to recognize letters and their corresponding sounds
- » identify most initial consonant sounds and some final consonant sounds in words
- » learn to recognize and produce rhyming words
- » add, delete and substitute phonemes
- » add and delete syllables

Reading

- » demonstrate an awareness of letter sounds and blending these sounds together
- » demonstrate concepts about print (left to right and top to bottom directionality, concept of letter/word) and about books (book features, front cover to back cover progression)
- » visually discriminate most upper and lower case letters
- » recognize own first name, names of some peers
- » begin to read using the direct instruction approach
- » guided reading at emergent levels

Written Production

- » learn that written language is a way of representing oral language
- » print own name
- » print letters starting at the top
- » copy words where interest is demonstrated
- » begin to print words using inventive spelling
- » begin to write words
- » introduction to conventions of print, spaces, punctuation and capitalization

Creative Writing

- » dictate stories from creative projects
- » create stories to complement paintings and drawings
- » introduction to questioning skills to write more details in writing

Creative Activities

- » demonstrate appropriate hand and eye co-ordination
- » follow instructions to glue, cut, paint to complete arts and crafts oriented activities
- » use various classroom materials to independently create art
- » experiment with different art mediums to create pieces
- » art appreciation

Social Skills

- » demonstrate willingness to share and take turns
- » demonstrate respect for others’ feelings and property
- » demonstrate good co-operative abilities
- » demonstrate comfort and confidence in school environment
- » demonstrate manners and use them appropriately in social situations
- » demonstrate ability to make responsible choices in the classroom and on the playground
- » demonstrate ability to use words to solve problems

Self Help

- » demonstrate independence in dressing (i.e. coat, shoes, snowsuit)
- » demonstrate independence using the washroom
- » demonstrate effective use of utensils at mealtime
- » demonstrate independence in making activity choices

Mathematics

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

The Mathematics programme provides all students with an opportunity to connect, reflect and practice mathematical concepts in all strands of Mathematics including number, algebra, data, spatial sense and financial literacy.

Preschool students experience numbers in a variety of teacher-directed activities and in their daily routine. Mathematical language is encouraged by the classroom teachers and copied by the students. Teaching strategies include both independent and hands-on activities and small group discussions.

Starting in JK, students are introduced to a hands-on approach. Activities are carefully sequenced to promote the development of concepts in each of the main strands of primary Mathematics.

Topics

Number

- » recognize and print numerals to 10, matching correct number of objects to numbers
- » count orally to 30
- » begin simple addition and subtraction and use them in everyday activities

Algebra

- » begin to recognize, copy, make and extend simple patterns

Data

- » sort, compare and organize data and objects into graphs

Spatial Sense

- » identify and sort 2-D shapes and 3-D figures

Financial Literacy

- » begin to experiment with measurement, passage of time, temperature, and the value of some coins

Social-Emotional Learning

Our Social-Emotional Learning programme, 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 hands-on, collaborative and self-reflective activities where they address concepts to nurture both their mental and intellectual wellbeing. 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 Social-Emotional 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 Learning

At this level, Science and Technology builds on student’s natural curiosity and sense of wonder. The learning environment is hands-on, supporting metacognitive learning by engaging students in problem solving, predicting and reflecting. The STEM Learning Programme is designed to equip students to be proficient users of technology and responsible digital citizens to flourish in a technological age.

Students will:

- » make and record observations
- » ask thought-provoking questions
- » make comparisons
- » make predictions
- » conduct simple investigations
- » demonstrate an understanding of care for the natural world
- » reflect and formulate new ideas

The STEM Learning Programme provides excellent opportunities and direction for developing the social and emotional aspects of our students, such as:

- » developing problem solvers
- » building confidence
- » exploring creativity
- » task completion
- » discovery
- » helping others
- » taking responsibility
- » building metacognitive skills
- » risk taking
- » experiencing learning as fun and exciting
- » building on past experience and previous knowledge



Health and Physical Education

At the Lower School level, the overall objectives of the Health and Physical Education programme are to develop creativity, confidence and physical fitness; develop gross and fine motor skills; develop hand-eye co-ordination; develop an appropriate degree of balance, strength, flexibility, agility, endurance, power and effort; work independently and co-operate well with others and promote social skills such as following directions. Students will participate in a structured Health and Physical Education programme every other day for 30 minutes.

Units Include

Co-operative Tag Games, Throwing and Catching, Parachute Games, Obstacle Courses and Stationary Games, Basic Soccer Skills, Health (Food Groups & Nutrition, Basic Body Mechanics, Personal Care & Hygiene), Movement and Dance, Yoga, Basic Basketball Skills, Relay Games, T-Ball, and Track and Field Activities.

Skating

There is an instructional programme in skating during the second term.

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.

Junior Kindergarten to Grade 2 students visit the library twice in an eight-day cycle. They are introduced to age appropriate literature in order to develop a love of books and an appreciation of reading

During library time JK students learn:

- » how books are organized in the library
- » how to take care of books in the library and at home
- » what is an author or illustrator
- » learn various genres such as fairy tales, narrative fiction and informational books
- » how to relate a story to their personal experience
- » how to describe parts of the book such as the main events, character and setting



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 Lower, Prep and Upper School musical offerings, but also fosters a lifelong love of music.

Specialist music classes are offered every other day for 30 minutes. Children learn through doing, moving and being. Traditional rhymes, finger plays, speech games, songs and circle games that have stood the test of time lay the foundation from which all musical elements are experienced. Puppets, musical stories and percussion instruments invite participation and enjoyment. Children move, sing, listen and play in each class, with carefully selected age appropriate activities and all content is specifically chosen for an enriched musical experience.

Assemblies provide opportunities for group sing-alongs and class presentations. A culminating year-end highlight is the annual Spring Festival on-stage performance of a musical production with costumes, spoken lines, songs and solos for family and friends.

Visual Arts

In the Lower School, the Visual Arts programme is designed to foster a variety of essential skills in visual art, including art theory and an appreciation of different art techniques. The main goal of the Visual Arts programme is to allow the students to explore creative issues and develop the skills and confidence to express their ideas.

At each grade level, students are engaged in meaningful art-making activities that support and enable them to develop the skills to use art tools, materials and techniques appropriate for their grade. The integration of art allows for cross-curricular connections and refinement of skills including fine motor development. Furthermore, students are encouraged to develop their creativity and critical thinking and problem solving skills while exploring and expressing themselves.

Course Content

- » drawing, painting, collage, murals
- » developing listening and fine motor skills
- » following directions
- » adding detail and colour to illustrations, projects and collaborative efforts
- » exploring the five elements of design (line, shape, form and space, texture and colour) to produce creative works of art
- » open-ended exploration of art materials.



Notes

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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.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.

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