

2025-2026 Preschool

BG2/TODDLER AND
BG3/PRESCHOOL
CURRICULUM

Bayview Glen

Whole Child. Purposeful Life. Better World.

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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 BG programme is to learn and grow together in an enriching environment that places a strong emphasis on the rights and potential that each unique child brings with them to the classroom. The purpose of our programme is to foster competence and confidence in all abilities to succeed in life.

Our Reggio-inspired pedagogy of learning values the active participation in a student's own process of learning. Our students are seen as capable and competent learners. As educators, we become active researchers alongside our students. All are encouraged to explore, question and engage in meaningful hands on learning experiences. Our dynamic and democratic approach to learning enables students and families to feel a strong sense of belonging that will follow them throughout their years at Bayview Glen.

A child learns one step at a time and our rich preschool programme reflects this. Our learning provocations are carefully planned by our team of Early Learning Professionals and guided by ongoing observations and learning goals. This invites us to dive into the arts, languages, numeracy investigation, scientific exploration and more. Cultivating a programme based on interest and inquiry allows authentic and meaningful learning opportunities to take place. These learning opportunities welcome engagement and a sense of autonomy.

Expectations

- To meet our goals and fulfill our responsibilities, Bayview Glen will:
- » actively fulfill its mission
 - » provide a safe and caring learning environment
 - » maintain close communication about the school in general
 - » promote involvement
 - » provide consistent values and thoughtful support and guidance
 - » 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(s)

BVG’s Reggio-Inspired Programme

- Bayview Glen’s Preschool is filled with new experiences and opportunities for both challenge and success. Our goal is to provide a happy, nurturing and safe environment where each child feels welcome and secure. Through our programme students are encouraged to practice decisions making skills, act as collaborators in their learning and actively contribute to their environment. In our child-centered programme we acknowledge community connection, family ties, and our environments as involved participants in the creation of our student’s learning journey. Our BG programme will:
- » instill a love of learning
 - » make learning meaningful
 - » offer opportunities to make global connections
 - » develop critical thinking through problem solving
 - » students will develop the confidence to make choices
 - » develop habits and attitudes that promote and maintain physical health and wellbeing
 - » students are provided with the space to be collaborative, and co-operative learners
 - » 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
 - » give students the skills necessary to succeed so that learning is a rewarding experience
 - » foster flexible and motivated learners in a secure and supportive learning environment
 - » foster responsible and co-operative decision-makers
 - » instill independence in students.

Assessment and Evaluation

Student learning in the Preschool classroom is documented by the teaching team and communicated in an ongoing manner with parents. This evidence of learning includes anecdotal notes, Learning Stories shared monthly, documentation panels, photographs, and videos of student work and activities and wonderings.

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 including language development, independence and participation in class activities, with a focus on Belonging, Wellbeing, Expression, and Engagement.

Parent–Teacher Conferences

Communication between parents and educators 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 and April. Specifics regarding scheduling appointments will be sent to parents, through your Edsby account.

Fostering a Sense of Autonomy

WASHROOM

- » Developing self-awareness of bodily needs and signals
- » Engaging in self-care routines such as toileting and handwashing with growing independence
- » Recognizing the washroom as a space to care for one’s own body and wellbeing
- » Building trust in the educator-child relationship to seek support when needed

CUBBY

- » Recognizing personal belongings and learning responsibility for them
- » Exploring dressing and undressing as a process of autonomy and self-expression
- » Developing fine motor skills and perseverance through self-help tasks like zipping, snapping, and pulling on boots
- » Understanding daily rhythms and transitions by organizing belongings and preparing for outdoor play

LUNCHTIME AND SNACKS

- » Engaging in shared meals as a time for community and connection
- » Practicing independence through pouring, serving, and making food choices
- » Valuing cultural and family food practices through conversations about meals and traditions
- » Learning respectful communication and turn-taking through natural social interaction at the table

REST TIME

- » Listening to one’s body to understand when rest is needed
- » Building routines that support emotional regulation and physical wellbeing
- » Finding comfort in familiar rest items, educators, and routines
- » Developing responsibility by helping prepare and put away rest items

CLASSROOM RESPONSIBILITIES

- » Engaging in collaborative care of the classroom environment
- » Learning the importance of shared responsibility through tidying and organizing materials
- » Making choices and practicing stewardship by taking care of classroom spaces and materials
- » Respecting the rhythm of play by finishing one activity before beginning another

SOCIAL AND EMOTIONAL DEVELOPMENT

- » Building trusting relationships with peers and educators
- » Practicing communication, negotiation, and collaboration through play
- » Learning to express emotions, manage conflict, and problem-solve with support
- » Developing a sense of identity and belonging through participation in group experiences
- » Gaining confidence and a sense of agency through active involvement in decision-making and daily routines

Essential Questions

The BG programme is a play-based programme where students learn through the exploration of big idea concepts. Below are some examples of the learning provocations or inquiries that may be investigated in the programme:

- » What is special about me?
- » What happens at school?
- » What is happening all around us?
- » How do we travel from one place to another?
- » How do we celebrate?
- » Movement and force?
- » Can any animal be a pet?
- » What is the importance of numbers, colours and shapes in our world?
- » How do we show our feelings?
- » Why do things change?
- » What is life like underwater?
- » How do insects help nature?
- » What makes a farm community?

The programme also uses child led inquiry-based questions like:

- » What do I see?
- » What do I think?
- » What do I wonder?

When holding space for investigations and inquiries, it allows a child to think with a critical lens, to learn to question, and entertain solutions through many perspectives. We may hear a hundred “whys or how comes,” in a day; however, we should never stop asking. When we question, dive deeper, and are curious, that is when we learn.

Family Connections

Our programme offers meaningful family connections through outlets of on-going communication. We aim to:

- Share biweekly newsletters on our programme, including:
- » our explorations, popular activities, songs, and books
 - » important calendar dates
 - » programme foreshadowing for the upcoming weeks

Invite families to collaborate in our curriculum through special visits where they can share in their child’s learning journey.

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

The Importance of Play in Childhood

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. Famed Swiss psychologist Jean Piaget, renown for his work in child development, once said, “play is the work of childhood.”

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. The work of children is to explore and discover the world. Play is where children can safely accomplish this difficult task.

There is a particularly strong relationships between unstructured play and self-regulation. The more unstructured play in which children get to participate, the higher levels of self-regulation children develop.

As Early Learning professionals we recognize that the early years are a time of extraordinary growth and development. These are the years in which to construct the foundational pillars. It is also a time where children will learn to navigate their energy expenditures, their reactions and response to stressors and stimuli and then how to recover from their efforts in doing so, this is what we call the cycle of self -regulation.

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.

Preschool educators 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. The work of children is to explore and discover the world. Play is where children can safely accomplish this difficult task while gaining the confidence required. As a child develops through the stages of play listed below, they will learn the foundational skills to be successful throughout their lives in many capacities.

Stages of Play and Supporting Each Milestone

SOLITARY PLAY
where a child plays by him or herself;

PARALLEL PLAY
where children play with the same type of toy, close to each other, but with no interaction;

ASSOCIATIVE PLAY
where children play together and talk to each other, but each child plays as he or she likes; and

CO-OPERATIVE PLAY
similar to associative play, but in this case there is a strong storyline to the play and each child is expected to maintain a certain role within that storyline.

- » Providing age and developmentally appropriate choice
- » True choices promotes decision making
- » Choice between activity centres and learning stations
- » Encourage self-help skills by providing time and space for self-addressing, eating, using the washroom.
- » Break down tasks into smaller steps and always provide positive guidance
- » Promote problem solving by providing open-ended materials
- » Guide children to find their own solutions, rather than providing immediate answers.
- » Those, “How, What, Where, Who, and Why,” questions are always helpful
- » Celebrate children’s efforts, not just accomplishments
- » Provide specific praise -Support social interactions Encourage children to express ideas and thoughts
- » Encourage appropriate risk-taking to develop resilience
- » Reassure that making mistakes is a part of the journey
- » Maintain open communication

It is important to remember that each child develops at their own pace; that is why our individualized learning goals help to create a learning environment that will meet our student’s where they are and support them as they grow.



2025-2026
Areas of Learning
and Development

Course Information

Our programme is rooted in the Ontario framework How Does Learning Happen?, and guided by Early Learning for Every Child Today (ELECT), with inspiration drawn from the Reggio Emilia philosophy. We view children as capable, curious, and full of potential, and we design our environment to nurture their sense of belonging, wellbeing, engagement, and expression.

The learning environment acts as a third teacher, thoughtfully arranged to support exploration across the domains of social, emotional, communication, language, literacy, cognitive, and physical development. Children engage in meaningful play and inquiry through a variety of rich and responsive learning centres.

Within our classroom, you will find:

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| » Dramatic Centre – a space where children make sense of their world through role play, storytelling, and collaboration. | » Literacy – a space that encourages communication, early reading and writing, and a love of language and storytelling. |
| » Building and Construction – an area for problem-solving, design, spatial reasoning, and cooperative learning. | » Creative Expression – where children express their thoughts and emotions through a range of artistic mediums. |
| » Science and Discovery – where curiosity is nurtured through hands-on exploration of natural materials and phenomena. | » Cognitive Area – a space that supports critical thinking, early mathematics, memory, and logic through puzzles, games, and open-ended materials. |

Educators act as co-learners, researchers, and reflective practitioners, observing and listening to children’s ideas in order to design experiences that extend their thinking and deepen their understanding. Through this approach, we foster a learning community where each child feels seen, heard, and valued.

Creative Exploration and the use of 100 Languages

Programme Outcomes:

Creative exploration and the use of “100 Languages,” is a fundamental principle in our Reggio Emilia approach to Early Childhood Education. Through hands on creative exploration our students have access to a wide range of expressive mediums to explore and communicate their ideas, thoughts, and emotions.

Using a variety of open-ended materials such as clay, paint, fabric, natural materials, blocks, loose parts, and recycled every day objects children can explore and manipulate them in a variety of ways, encouraging their creativity and imagination to shine.

Our Reggio-Inspired approach to learning in the Early Years values the process of creation rather than the end product. This will respect each child’s unique perspectives and will foster a sense of belonging, wellbeing, and a holistic approach to teaching and learning.

- Our students thrive in our environment where we celebrate their unique expression and nurture creativity.
- » utilizing various mediums such as glue, paint, pastels, crayons and playdough to develop fine motor skills
 - » using texture, colour, imagination and creativity to create works of art
 - » developing scissor skills
 - » exploring sensory activities (i.e. sand and water)
 - » taking pride in their work
 - » making marks
 - » using natural materials
 - » exploring with ephemeral mark making
 - » promoting self expression
 - » open-ended materials and projects that support decision-making
 - » encourage collaboration
 - » integrate cross-curricular learning

At the Preschool level, the overall objectives are to develop gross and fine motor skills; develop hand-eye co-ordination; develop an appropriate degree of balance, strength, flexibility, agility, endurance, power and effort; develop creativity, confidence and physical fitness; work independently and co-operate well with others and promote social skills such as listening and following directions; leadership and consideration of others. Gross and fine motor development will take place both inside the classroom and outdoors on the play structures and in our Valley explorations.

The programme will promote the following:

- » spatial awareness
- » hand-eye co-ordination
- » balance
- » climbing
- » walking and running

- » pincer and palmar grasp
- » holding and using tools
- » co-operative games

How a Language Rich Environment is Established

Creating a language-rich programme and environment is crucial for fostering language development and literacy skills in the early years. Throughout our BG programmes, we ensure that opportunities to develop language skills are embodied in all that we do.

Students have access at all times to literary experiences. whether it is through exploring books in our Book Centre, visiting our Library and meeting our Liberian, Story Time with their educators, hands on Small Group Discovery, or while partaking in songs, rhymes and chants through our formal Music Programme or while having fun in class. All these experiences promote phonemic awareness, letter recognition, descriptive language, exploration of language patterns, enhance and build upon vocabulary and comprehension.

Students are encouraged to visit our writing station where a variety of materials are offered to help with pre-writing skills in fun and engaging ways.

The overall goal throughout the Preschool 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.

Programme Goals

- » to assist students to develop and enhance their language skills
- » to use words to express needs and feelings
- » to extend vocabulary
- » to initiate conversations with adults and peers
- » to provide opportunities to build students’ listening skills
- » to retell a story in sequence
- » to predict story events
- » to recognize letters in their name and beyond
- » to encourage imagination and creativity through play



Numeracy and Supporting Early Math Readiness

Mathematics and numeracy skills are built upon logical development, hands-on exploration and observation throughout our Preschool programme.

It provides all students with an opportunity to connect, reflect and practice mathematical concepts in all strands of mathematics including number sense and numeration, geometry and spatial sense.

Preschool students experience numbers in a variety of activities throughout our BG programme. Our BG environment is rich in numeracy, mathematical concepts and language, making learning early math skills exciting and engaging for some of our youngest learners. Teaching and modelled strategies include independent and facilitated, hands-on activities and small group inquiries.

Programme Goals

- » recognizing numerals
- » understanding the concept of one-to-one correspondence
- » identifying basic geometric shapes using straws or other objects
- » assembling puzzles with increasing number of pieces and degrees of difficulty starting with pegboard puzzles, shape inlay, jigsaw puzzles and floor puzzles
- » sorting by size, colour and shape
- » comparing same and different and short and tall
- » supporting early math readiness and mathematical thinking skills



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.caiss.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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275 Duncan Mill Rd.
Toronto, Ontario
M3B 3H9
Canada
Phone 416.443.1030
Fax 416.443.1032

bayviewglen.ca