

Everything Else

Language · Science & Technology · Social Studies · Health & PE · The Arts

THIS BOOK BELONGS TO

Find your emblem



Language

sounds, spelling, grammar, reading, writing

Sheets 1–26



Science & Technology

living things, energy, structures, seasons

Sheets 27–38



Social Studies

roles, responsibilities, our community

Sheets 39–46



Health & PE

feelings, moving, safety, healthy choices

Sheets 47–54



The Arts

drawing, music, drama, dance

Sheets 55–62

Before you start Language is by far the biggest section, and deliberately so — it carries more weight in Grade 1 than everything else combined. If you only have ten minutes a day, spend it on sheets 1–18. The Health & PE and Arts sheets are mostly *prompts for doing things* rather than paper exercises, because you cannot learn to skip or to mix paint on a worksheet. Treat those pages as a plan for the afternoon.

Big letters, small letters

Trace the grey letters, then write them again on your own. Start at the top of each letter.

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y
Z z

Letters that trip people up

These four look alike. Write each one three times and say its name out loud as you go.

b d p q

Letters in disguise

Letters don't always look the same. Circle every letter a you can find.

a g A a e A a o A
A a d a A c a s A

Fill in the missing letters of the alphabet

a c d f g i j k m n
p r s u v x y

Put these words in alphabetical order

Look at the first letter of each word.

moon

apple

tree

dog

fish

Stretch it, squash it

This page is all about listening. Say the word out loud, then tap one box for each sound you hear.

Squash the sounds together – what's the word?

A grown-up says the sounds slowly. You say the word.

/m/ /a/ /p/ → /sh/ /o/ /p/ →

/f/ /l/ /a/ /g/ → /s/ /t/ /a/ /m/ /p/ →

/b/ /e/ /s/ /t/ → /s/ /p/ /l/ /i/ /t/ →

Stretch the word out – one box per sound

Careful: count sounds, not letters. *Ship* has four letters but only three sounds.

cat

--	--	--

ship

--	--	--

wish

--	--	--

jump

--	--	--	--

frog

--	--	--	--

stand

--	--	--	--	--

Change one sound

Say cat. Now change the /k/ to /h/. New word:

Say pin. Now change the /i/ to /a/. New word:

Say stop. Take away the /s/. New word:



Beats in a word

Clap the beats as you say each word. Write how many.

dog

rabbit

butterfly

sun

pencil

elephant

tree

computer

Sort them into the right basket

1 beat

2 beats

3 beats

Now break the beats into sounds

rabbit → rab · bit → /r/ /a/ /b/ · /b/ /i/ /t/

pencil → · →

sunset → · →



Short vowels

Five vowels, five short sounds. Say the sound, then fill in the missing vowel.

a as in cat · **e** as in bed · **i** as in pig · **o** as in dog · **u** as in sun

h _ t

p _ n

c _ p

b _ g

m _ p

n _ t

j _ g

w _ b

l _ g

r _ d

f _ x

z _ p

Sort the words by their vowel sound

mud

net

fan

hop

tip

bus

leg

map

fox

win

a	e	i	o	u

Write a sentence using two of the words above



Two letters, one sound

Some sounds need a team of two letters. These are called digraphs.

ship · chip · thin · when · duck · phone · pink

Finish each word with sh · ch · th · wh

___ op

___ in

___ eel

___ air

fi ___

ba ___

mu ___

wi ___

Read these words, then tick the ones that are real

☐ chop

☐ shup

☐ thick

☐ whin

☐ sock

☐ phid

☐ bench

☐ trunk

Spelling rule to remember

After a short vowel at the end of a short word, /k/ is spelled ck: duck, sock, back, stick.

Spell them: r ___ (a rock) l ___ (to lick) p ___ (to pick)

.....

Sounds that squeeze together

In a blend you can still hear both sounds — s-t-op, ju-m-p. Say each one slowly.

Blends at the start

bl

cr

fl

gr

sn

st

tr

sw

___ ab

___ ue

___ ain

___ ap

___ een

___ im

___ ag

___ op

Blends at the end

Read each word, then draw a line under the two letters that blend.

jump

hand

fast

milk

tent

desk

wind

lamp

Build a word for each picture clue

Something you drink from → g l _ _ _

A green animal that hops → f r _ _

You wear these on your feet → s o _ _ _

It shines in the sky at night → s t _ _



The bossy e

Add an e to the end and the vowel changes its mind — it says its own name.

cap → cape kit → kite hop → hope cub → cube

Add the e and write the new word

Short word	+ e	Short word	+ e
tap		pin	
rid		not	
man		tub	
can		slid	

Circle the word that matches

I ride my bik / bike to school. The sun is very hot / hote today.

Please clos / close the door. I have a red cap / cape on my head.

Watch out — some words break the rule

These end in e but the vowel stays short: have · give · come · some · love · done. You have to learn these ones by heart. Copy them below.



Vowel teams

Two vowels working together. Often the first one does the talking.

Sound	Spelled	Words
/ā/ as in rain	ai · ay	rain, train, play, day
/ē/ as in tree	ee · ea	feet, green, seat, beach
/ō/ as in boat	oa · ow	coat, road, snow, grow
/ī/ as in night	igh · ie	light, high, pie, tie

Fill the gap with the right team

r ___ n

tr ___

b ___ t

n ___ t

s ___ l

sn ___

p ___

gr ___ n

A useful habit

ay and oy usually come at the *end* of a word. ai and oi usually come in the *middle*. So it's *play* but *rain*.

Choose ai or ay: st ___ p ___ nt tod ___ ch ___ n

Write a sentence with two vowel-team words

For the grown-up

English usually offers more than one spelling for the same sound, and choosing between them is a separate skill from decoding. The position rule (*ay* at the end, *ai* in the middle) covers most cases and is worth memorising.

B2.3 · B2.5



When r takes over

Put an r after a vowel and it changes the sound completely.

car · fork · bird · her · turn

Say them out loud. Notice that ir, er and ur all make the *same* sound.

Sort these words

star

horse

girl

farm

burn

corn

shirt

hard

storm

nurse

first

park

ar as in car	or as in fork	ir / er / ur as in bird

Finish the sentences

The sang in the tree. We drove the to the

It is my to go next. A big is coming tonight.



Noisy vowel pairs

These vowel pairs slide from one sound to another. Say them slowly and feel your mouth move.

oi oy

coin · boy · join · toy

ou ow

house · cow · loud · now

Choose oi or oy

s _ _ l

enj _ _

p _ _ nt

r _ _ al

Choose ou or ow

cl _ _ d

br _ _ n

m _ _ se

t _ _ n

Careful – ow has two jobs

Sometimes it says /ow/ as in cow. Sometimes it says /ō/ as in snow. Read each word and tick the right column.

Word	/ow/ like cow	/ō/ like snow
brown		
grow		
town		
yellow		

For the grown-up The two jobs of **ow** teach a bigger habit: try one sound, and if the word doesn't make sense, flex to the other. Good readers do this constantly and almost invisibly.

B2.3



Quiet letters and soft sounds

Some letters sit in a word and say nothing at all.

Cross out the silent letter in each word

knee

write

lamb

know

wrap

thumb

knock

climb

kn says /n/ · wr says /r/ · mb says /m/

Hard or soft?

When c or g is followed by e, i or y, it usually goes soft: c says /s/ and g says /j/.

Word	Hard	Soft	Word	Hard	Soft
cat			gate		
city			giant		
cup			gym		
ice			goat		

Why is it spelled that way?

Pick one silent-letter word above and copy it three times, saying the silent letter's name each time as you write it. That's how the spelling sticks.

Three spelling rules

Rules mean fewer words to memorise. Learn these three and hundreds of words fall into place.

Rule 1 · The Floss rule

In a short word with one short vowel, double the f, l, s or z at the end. Like the word floss itself.

pu _ _ _ _ _ be _ _ _ _ _ mi _ _ _ _ _ bu _ _ _ _ _ sti _ _ _ _ _ gra
_ _ _ _ _

Rule 2 · /ch/ after a short vowel

Right after a short vowel, /ch/ is spelled tch: catch, match, itch. Otherwise it's just ch: lunch, beach.

pi _ _ _ _ _ ben _ _ _ _ _ fe _ _ _ _ _ mu _ _ _ _ _ swi _ _ _ _ _

Rule 3 · /j/ after a short vowel

Right after a short vowel, /j/ at the end is spelled dge: bridge, badge, fudge.

e _ _ _ _ _ ju _ _ _ _ _ ba _ _ _ _ _ do _ _ _ _ _

Rule check

One word in each row breaks the pattern. Circle it and say why.

hill bell pal doll | match rich catch pitch

For the grown-up The rule-breakers matter: *pal* ends in one **l** and *rich* uses **ch** not **tch**. Both are genuine exceptions. Spotting them is a sign the rule is understood rather than applied blindly.

B2.5



More than one

Add s to make most words plural. But some words need es — and a few change completely.

Just add s

One	More than one	One	More than one
dog		book	
tree		hand	

Add es after s, x, z, ch, sh

Say *boxs* out loud — you can't. That's why we need the extra e.

One	More than one	One	More than one
box		bus	
brush		bench	
fox		dish	

The odd ones out

These don't follow any rule. You just have to know them.

foot →

child →

mouse →

tooth →

person →

knife →

And some don't change at all: one fish, two fish · one sheep, two sheep · one deer, two deer.

Listen closely

The letter s doesn't always say /s/. In *cats* it says /s/. In *dogs* it says /z/. Say both and feel your throat. Which one buzzes? _____



Word endings

Adding ed or ing sometimes changes the spelling of the base word.

Three things that can happen

Double it

hop → hopping
Short vowel, one last consonant

Drop the e

bake → baking
Word ends in silent e

y becomes i

cry → cried
Word ends in y

Base word	+ ing	+ ed
jump		
run		—
hope		
stop		
smile		
play		

The three sounds of ed

It's always spelled ed, but it makes three different sounds. Say each word and tick the column.

Word	/t/ like jumped	/d/ like played	/id/ like wanted
walked			
landed			
called			
painted			

For the grown-up Children often write *jumpt* and *walkt* because that's genuinely what they hear. Knowing the ending is always spelled **ed** no matter how it sounds clears up a whole category of spelling errors at once.

B2.6



Little bits with big jobs

A prefix goes on the front of a word and changes what it means.

Prefix	It means	Example
un-	not, or the opposite	unhappy = not happy
re-	again	redo = do again
dis-	not, or the opposite	dislike = not like
in-	not	incorrect = not correct

Add a prefix and write what the new word means

..... + tie = which means

..... + read = which means

..... + kind = which means

..... + appear = which means

Compound words – two whole words joined up

sun + shine = foot + ball =

..... + = bedroom + = rainbow

How many compound words can you make using the word book? Write them here.

For the grown-up This is where spelling starts serving meaning. A child who sees *un + happy* can decode and understand thousands of longer words later without ever having met them. Point out prefixes when you're reading together.

B2.6 · B2.7



Mostly regular, slightly odd

Tricky words are not completely tricky. Most of the letters behave. Find the part that doesn't.

How it works

In said, the s and the d do exactly what you expect. Only the ai is strange — it says /e/ instead of /ā/. So there is just *one* odd bit to remember, not four.

Underline the letters that behave. Circle the odd part.

said

was

what

put

come

give

some

they

you

one

of

there

Read · Spell · Write · Use

Pick three words from above. For each one: read it, spell it out loud, write it, then use it in a sentence.



Words that belong together

Sorting words by meaning helps you remember them.

Sort into groups, then into smaller groups

carrot

mitten

apple

boots

banana

scarf

broccoli

sandals

shorts

pear

peas

hat

Food

split into *fruit* and *vegetables*

Clothes

split into *warm* and *cool* weather

Opposites

hot →

day →

full →

above →

first →

add →

yesterday →

beginning →

Words that mean nearly the same

Put these in order from slowest to fastest: run · walk · sprint · jog

 ▶ ▶ ▶

Now do the same with: cold · freezing · warm · cool · hot



Four kinds of sentence

What a sentence *does* decides how it ends.

Kind	Its job	Ends with	Example
Telling	tells you something	.	The dog barks loudly.
Asking	asks a question	?	Where is my book?
Ordering	tells you to do something	.	Please close the door.
Exclaiming	shows strong feeling	!	I am so excited!

Add the right mark, then say which kind it is

Do you like snow

My cat is sleeping

Look out

Pass me the glue

Write one of each about your favourite animal

Telling

Asking

Exclaiming

For the grown-up Read the same words aloud as a statement, then a question, then an exclamation. Hearing the voice change is what makes the punctuation feel necessary rather than arbitrary.

B3.1 · B3.3



Naming words and describing words

A noun names something. An adjective describes it.

Circle the nouns in each sentence

The firefighter drove the truck to the park.

My sister found a shell on the beach.

Three birds sat on the fence near our school.

Add an adjective that fits

a dog the soup a road

my coat the mountain a day

Try to avoid *nice*, *good* and *big* — reach for a more interesting word.

The word I

The word I is *always* a capital letter, wherever it sits in a sentence.

Fix these: i like pizza. →

Today i went to the shop. →

Make it better

Rewrite this sentence with two adjectives added: *The bird sat in the tree.*



Yesterday, today, tomorrow

Verbs are doing words, and they change depending on *when* it happens.

Past

already happened
Hiro walked home.

Present

happening now
Maham draws a heart.

Future

hasn't happened yet
Chi will write later.

Past	Present	Future
played		
	jump	
		will paint
helped		

When did it happen? Write past, present or future

We will visit Grandma on Sunday.

The rain fell all night.

I am reading a book about sharks.

Write about your day

One sentence about something you did yesterday, and one about something you will do tomorrow.



Fix the sentences

Every sentence needs a capital at the start and a mark at the end. These have neither.

Rewrite each one properly

my dog can run very fast

where did you put my shoes

watch out for the ice

we had pancakes for breakfast

Find the five mistakes in this note

dear grandma

thank you for the puzzle i love it

we did it on saturday with dad

love, sam

Missing capitals, missing full stops, and one small word that always needs a capital. Circle every mistake you find.

Read and think

Read the story twice. The first time for the words, the second time for the meaning.

The Lost Mitten

Nita pulled on her boots and ran outside. The snow was deep and soft. She made a snowman with a stick for a nose.

When she came in, her hands were red and cold. She looked down. Only one mitten was left.

Nita went back out and looked by the snowman. She looked under the slide. Then she saw something blue in the snow near the gate. She dug it out and smiled.

- a What did Nita make?
- b What colour was the mitten?

These answers are not written down. You have to work them out.

What season is it? How do you know?

Why were Nita's hands red and cold?

How do you think Nita felt at the end? Why?

Retell it in order

First

Next

Last

For the grown-up Questions a and b are "right there" — the answer is in the text. The three in the middle are inferences, which is where Level 4 shows. Always follow up with "what made you think that?" — the reasoning matters more than

C1 · C2



Plan it, then write it

Good writers think before they start. Fill in the plan first.

Choose one

A day I remember

How to make a sandwich

All about my favourite animal

A letter to someone I like

My plan

Who will read this?

Why am I writing it?

Beginning

Middle

End

Now write it

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing.

Check it before you finish

☐ Every sentence starts with a capital

☐ Every sentence ends with . ? or !



Good talking, good listening

This one is done out loud with another person. Tick each thing after you try it.

Tell about something that happened to you

Aim for at least five sentences, in the order things happened.

- ☐ I said what happened first, then next, then last
- ☐ I spoke loudly enough to be heard
- ☐ I didn't rush
- ☐ I added a detail so the listener could picture it

Now swap – you listen

- ☐ I looked at the person talking
- ☐ I waited until they finished before I spoke
- ☐ I asked one question about their story
- ☐ I could retell their story back to them

The question I asked was:

Follow the directions

A grown-up reads these once, at normal speed. No repeating!

"Draw a house. Put two windows on it. Draw a tree on the left side. Put a bird above the roof."



Screens and safety

Everything you see on a screen was made by a person, for a reason.

Who made it, and why?

What it is	Made to...
A cartoon	
An advert for a toy	
A video about how volcanoes work	
A road safety poster	

Choose from: make you laugh · make you want to buy something · teach you something · keep you safe

Safe or not safe? Tick one.

Online, I...	Safe	Not safe
type my full name and address into a game		
tell a grown-up if something makes me feel funny		
say something unkind because nobody can see me		
ask before I click on something new		

The big idea

There is a real person on the other side of the screen. Being kind online is exactly the same as being kind in the playground.

Name **two** grown-ups you would tell if something online upset you:



Is it alive?

Living things grow, need food and water, and can make more of themselves.

The living things test

- ✓ It grows and changes
- ✓ It needs food or energy
- ✓ It needs water
- ✓ It needs air
- ✓ It can make young
- ✓ It responds to things around it

Sort them

oak tree

rock

squirrel

bicycle

grass

cloud

worm

chair

mushroom

river

you

robot

Living

Not living

The hard ones

A robot moves and a river moves, but neither is alive. A wooden chair was once part of a living tree, but it isn't alive now.

Why isn't a robot alive, even though it moves?



What living things need

Everything alive needs the same few things. Where it gets them is what changes.

	Air	Water	Food or energy	A place to live
A sunflower				
A rabbit				
A person				
A goldfish				

Write *how* each one gets it. A sunflower gets water from the soil; a rabbit drinks it.

What if a need is missing?

A plant kept in a dark cupboard would

A fish taken out of water would

A bird with no nest or shelter would

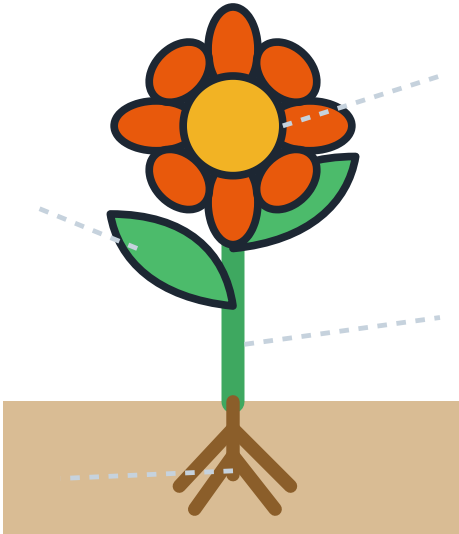
Design a home

Draw a good home for a pet hamster. Label where it finds food, water, air and shelter.



The parts of a plant

Label each part, then say what job it does.



1

2

3

4

Word bank: roots · stem · leaves · flower

Match each part to its job

Part	Job
Roots	
Stem	
Leaves	
Flower	

Jobs: catch sunlight to make food · hold the plant up and carry water · take in water and hold the plant in the ground · make seeds so new plants can grow

For the grown-up Pull up a weed and rinse the roots under the tap. Seeing the actual root system — usually as big as the part above ground — does more than any diagram.



Sorting animals

Scientists sort animals by what they can observe — body covering, legs, wings, where it lives.

Animal	Body covering	Legs	Wings?	Lives mostly...
Robin				
Frog				
Squirrel				
Trout				
Ant				
Turtle				

Coverings: feathers · fur · scales · shell · smooth damp skin · hard outer body

Body parts that help

Animals have features that help them get what they need. Match them up.

Webbed feet help a duck

Thick fur helps a fox

Sharp claws help an owl

Big ears help a rabbit

Things animals *do*

Some animals build nests. Some store food. Some sleep all winter. Some fly a long way south. Name one animal for each and say what need it is meeting.



My five senses

Senses are how you find out about the world — and how you stay safe.

Sense	Body part	Something I found out with it today
Sight		
Hearing		
Smell		
Taste		
Touch		

Senses keep you safe

Which sense warns you a pan is too hot?

Which sense warns you milk has gone bad?

Which sense warns you a car is coming?

Try it: the mystery bag

Have someone put three objects in a bag. Reach in without looking. Use only touch and write what you notice before you guess.

What I felt	My guess	What it really was

For the grown-up Push for description before guessing — “cold, smooth, heavy, curved” rather than jumping straight to “a spoon.” **B2 · A1**
Observing carefully before concluding is the habit the whole science strand is built on.



Looking after living things

People can help living things — or harm them. Often it's the same action, done differently.

What people do	Helps	Harms
Planting a tree in the schoolyard		
Dropping a wrapper on the grass		
Putting out water for birds in summer		
Picking every flower in a meadow		
Walking on the path instead of the plants		
Leaving a tap running		

My promise

Choose one real thing you will do this week to look after living things near you.

I will do it on and I will need

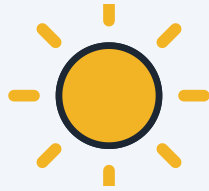
A longer view

First Nations, Métis and Inuit peoples have cared for the land, water, plants and animals where you live for thousands of years — taking only what is needed and giving something back. Ask your teacher or an Elder about a practice from your area, and draw or write one thing you learn.



Where energy comes from

Energy makes things happen — light, heat, sound and movement.



The Sun is Earth's biggest source of heat and light.

Where does each one get its energy?

Thing	Gets energy from	Uses it to make
A lamp		
A torch		
You, running		
A sunflower growing		
A sailing boat		
A car		

Sources: the Sun · electricity from a socket · a battery · food · wind · fuel

Makes: light · heat · sound · movement

Follow it all the way back

You get energy from food. A carrot got its energy from the Sun. So where did *your* energy really come from?



Energy detective

Walk around your home and hunt for things using energy right now.

Room	What is using energy	Does it need to be on?

Ways to use less

- | | |
|---|---|
| ☐ Turn the light off when I leave a room | ☐ Close the fridge door quickly |
| ☐ Wear a jumper instead of turning the heat up | ☐ Turn the tap off while brushing my teeth |
| ☐ Walk or cycle for short trips | ☐ Unplug the charger when it's done |

Tick the ones you already do. Circle one new one to start this week.

Make a sign

Design a small poster to stick by a light switch at home. Make it clear enough that someone gets it in two seconds.

For the grown-up The middle column of the table is the thinking part — not "is it on" but "does it *need* to be on". That distinction is the whole conservation idea in one question.

C1



What is it made of?

Things are made from materials, and the material is chosen for a reason.

Object or structure?

A structure is built to hold something up or hold a shape. An object is a single thing made for a job.

spoon

bridge

chair

pencil

bird's nest

cup

tent

house

Objects

Structures

Why that material?

Thing	Made of	Chosen because it is...
Window		
Raincoat		
Bicycle frame		
Woolly hat		
Paper towel		

Properties: see-through · waterproof · strong · warm and soft · soaks up water

Silly swap

What would go wrong if a raincoat were made of paper towel? What about a window made of wood?

For the grown-up The silly-swap question is the best one on the page. Reasoning about why a material *wouldn't* work proves they understand the property, rather than just matching words from a list.

D2 · D1



Build the strongest tower

Engineers plan, build, test, then make it better. Do all four.

The challenge: using only 20 straws and some tape, build a tower that stands on its own and holds a book on top. Before you start — safety first: scissors point down, and clear your space.

1 · Plan it



Draw your tower before you build it.

2 · Write your steps in order

First

Then

Next

Last

Steps in order are a kind of code — swap them around and you get a different result.

3 · Test it

Try	How tall?	Did it hold the book?	What went wrong?
1			
2			
3			

4 · Make it better

A wide base makes a tower steadier. A triangle is the strongest shape — it can't squash out of shape the way a square can. Did you use either?

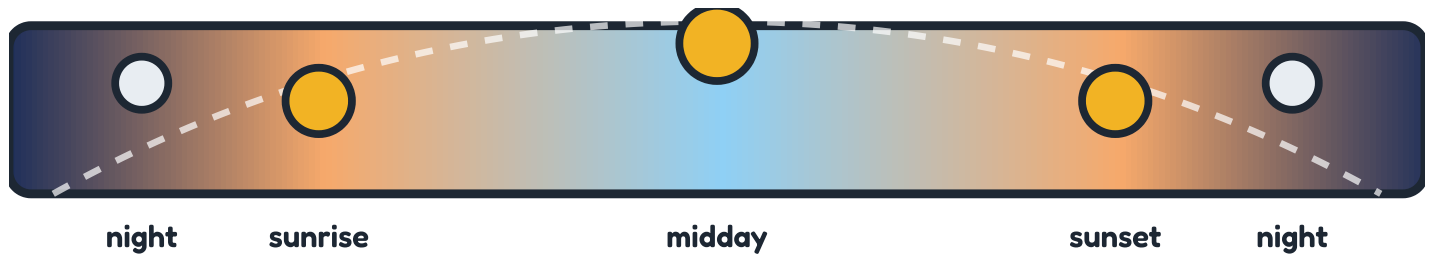
The one change I would make next time:

.....
.....



Day and night

The pattern of light and dark repeats every single day.



Put the day in order – number them 1 to 6

☐

I eat lunch

☐

The sky gets dark

☐

I wake up

☐

I go to sleep

☐

The sun comes up

☐

I come home from school

Day animals and night animals

Some animals are busy in the daytime. Some are busy at night. Sort: robin · owl · bat · butterfly · bee · raccoon

Awake in the day

Awake at night

Notice this

Go outside at two different times today and look at your shadow. Is it long or short? Which way does it point? Draw both.

Morning

Afternoon



For the grown-up The shadow activity needs two trips outside on a sunny day, a few hours apart, standing in the same spot. Chalk round their feet so the position is identical — the change in shadow length is striking.

E2 · E1



The four seasons

Draw the same tree in each season, then fill in what changes.

Spring



Summer



Autumn



Winter



	Spring	Summer	Autumn	Winter
Weather				
What I wear				
What I do outside				
Hours of daylight				

For daylight, write *most*, *least*, or *in between*.

How animals get through winter

Geese fly south to somewhere warmer. This is called

A groundhog sleeps deeply all winter. This is called

A fox grows a thicker coat. This is called

Word bank: migrating · hibernating · adapting

For the grown-up The daylight row is the one children rarely notice on their own — that winter afternoons go dark before dinner and summer evenings stay light past bedtime. Point it out on the day the clocks change.

E1 · E2



My many roles

You are one person, but you have lots of different roles depending on where you are.

Where I am	My role there	Something I am responsible for
At home		
At school		
With my friends		
In a club or team		
In my neighbourhood		

Roles might be: son · daughter · sister · brother · student · friend · teammate · neighbour · helper · cousin

Same person, different behaviour

One thing I can do at home that I cannot do at school:

One thing I do at school that I don't do at home:

Why is that?

Draw yourself in two roles



Me as a



Me as a



Why do we have rules?

Rules aren't there to spoil your fun. Each one exists for a reason.

The rule	The reason for it
Walk, don't run, in the hallway	
Put your hand up before speaking	
Wear a helmet when you cycle	
Take turns on the swing	
Hold hands crossing the road	

Most reasons come down to one of three: to keep people safe, to be fair, or to help everyone learn. Write which one beside each.

Rights and responsibilities

A right is something everyone should have. A responsibility is something you have to do so that others get their rights too.

My right	My matching responsibility
To learn without being interrupted	
To play safely at break time	
To be treated kindly	

You make a rule

Invent one new rule for your classroom. Write the rule *and* the reason. If you can't give a good reason, it probably isn't a good rule.



Things change

When something changes in your life, your roles and responsibilities change too.

Then and now

	When I was a baby	Now, in Grade 1
Getting dressed		
Eating		
Getting around		
Jobs I help with		

What changes when...

...a new baby arrives in the family?

...you move to a new home?

...you start a new school?

...you join a team or a club?

My timeline

Draw three important moments from your life so far, in the order they happened.

A horizontal timeline consisting of a solid orange line with three black dots. Below the line are three dashed rectangular boxes for drawing.



What matters to me

Something is significant when it really matters to someone — and it can matter to you but not to anyone else.

A person



Who:

A place



Where:

A thing



What:

Why does each one matter?

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Ask someone else

Interview a family member. Ask: *"What place is important to you, and why?"* Write down what they say — in their words, not yours.

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Was their answer the same as yours, or different? Why do you think that is?



Everyone deserves respect

People are different in lots of ways. That doesn't change how they should be treated.

Ways people can be different

the language they speak at home

what they eat

who is in their family

what they celebrate

how they get around

where they were born

what they believe

what they are good at

Circle one that is true for you. Underline one you'd like to know more about.

Respect looks like...

Situation	What respect looks like here
A new child joins your class and speaks little English	
A classmate eats food you've never seen before	
Someone uses a wheelchair to get around	
A friend celebrates a holiday your family doesn't	

Two the same, two different

Talk to someone in your class you don't know well. Find two things you have in common and two things that are different.

The same

Different

Natural and built

Natural things were already there. Built things were made by people.

river

bridge

hill

school

forest

road

lake

apartment block

rocks

playground

field

sidewalk

Natural

Built by people

How land is used near you

Kind of land use	An example near my home
Places people live	
Places people shop or work	
Places people play	
Green space and nature	

Connected

Why was a bridge built over the river?

What would happen to your neighbourhood if all the green space disappeared?

.....



Who helps in my community?

Every service in your community meets a need that people have.

Place	Who works there	What need it meets
Library		
Fire station		
Hospital or clinic		
Grocery store		
School		
Community centre		

Who would you go to?

You want to borrow a book about sharks.

Your cat is unwell.

There is smoke coming from a building.

You need to post a letter to your cousin.

Thank you note

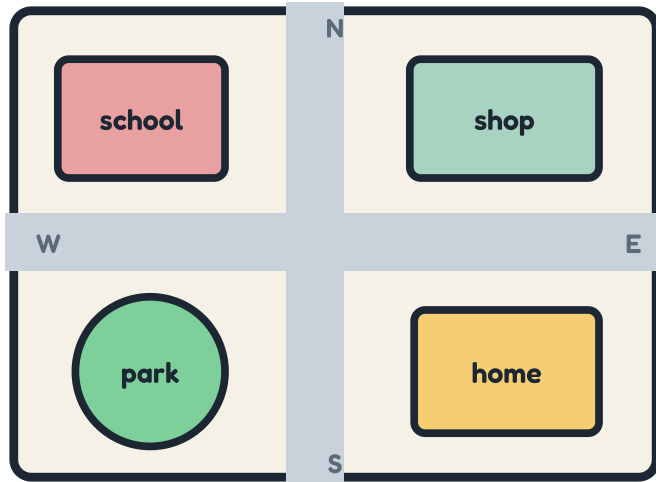
Choose one person who helps in your community. Write them a short thank-you note saying what they do and why it matters.



Make a map

A map shows a place from above, like a bird looking down.

Read this map first



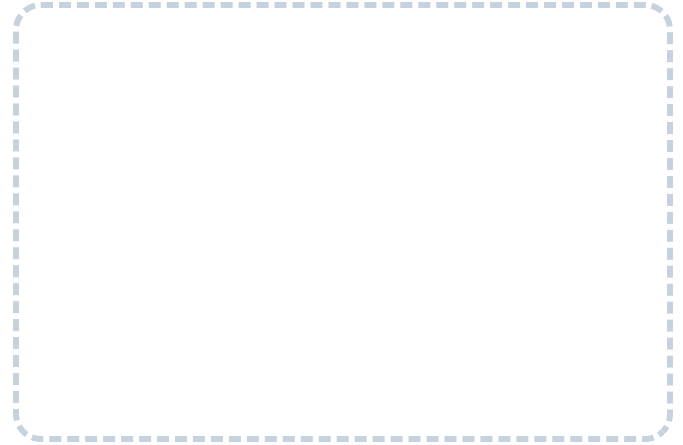
The park is of the school.

To get from home to the shop you go

What is in the north-west corner?

Now draw your own

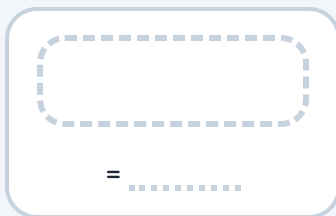
Map your bedroom, your classroom, or the route from home to school.



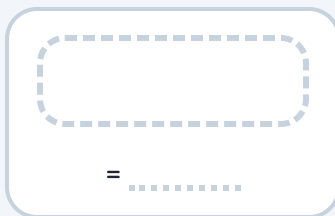
Title:

Every map needs a legend

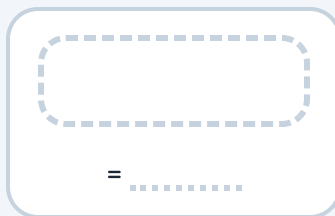
A legend explains what your symbols mean. Draw four symbols and say what each one stands for.



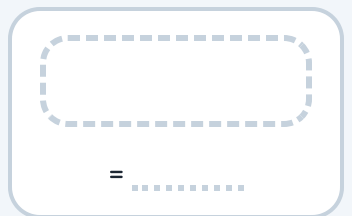
=



=



=



=

For the grown-up Stand on a chair and look down at a table laid out with objects, then draw it. That shift to a bird's-eye view is the thing children find genuinely difficult — most first maps are drawn from the side.

B3 • B2



Naming how I feel

You can't sort out a feeling until you can name it. Start here.

Draw the face for each feeling



happy



sad



angry



worried



excited



frustrated



proud



calm

Where do I feel it in my body?

When I am worried, my body feels

When I am angry, my body feels

When I am excited, my body feels

Ideas: tight tummy · hot face · fast heart · shaky hands · heavy shoulders · wobbly legs

All feelings are OK

There are no bad feelings. Being angry is fine — it's what you *do* next that matters. What is one thing you could do instead of shouting or hitting when you feel angry?



My moving week

Aim for at least 60 minutes of moving every day. Fill this in each evening.

Day	What I did	How long	Did I get puffed?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

What my body does when I move a lot

- | | |
|--|---|
| ☐ My heart beats faster | ☐ I breathe harder and quicker |
| ☐ I feel warm | ☐ My face goes pink |
| ☐ My muscles feel tired | ☐ I feel thirsty |

All of these are normal and healthy. Put your hand on your chest before and after running on the spot for one minute.

What changed?

Why I like moving

My favourite way to be active is

I like it because

Something new I want to try is

For the grown-up "Enjoyment" is an actual curriculum expectation, not a nicety — children who find something they like keep doing it. Take the last box seriously and try to make the new thing happen.

B1 · B2



Movement challenge card

This one isn't for sitting down. Take it outside or into a clear space and tick as you go.

Balancing

- ☐ Stand on one foot for 10 seconds
- ☐ Now try it with your eyes closed
- ☐ Balance on one foot and one hand
- ☐ Walk heel-to-toe along a straight line

Travelling

- ☐ Hop 10 times on your right foot
- ☐ Skip from one end to the other
- ☐ Gallop, then slide sideways
- ☐ Run and stop dead on a signal

Sending and catching

- ☐ Throw a ball underhand at a target
- ☐ Catch a big ball with two hands, 5 times
- ☐ Kick a ball between two markers
- ☐ Bounce and catch, 5 times in a row

Moving cleverly

- ☐ Travel low, then medium, then high
- ☐ Move in a zigzag, then a curve
- ☐ Move fast, then in slow motion
- ☐ Move around the room without bumping anyone

Safety first, every time

- ☐ I looked around before I started moving
- ☐ I stayed in my own space
- ☐ I stopped straight away when told to
- ☐ I put the equipment away properly

How did it go?

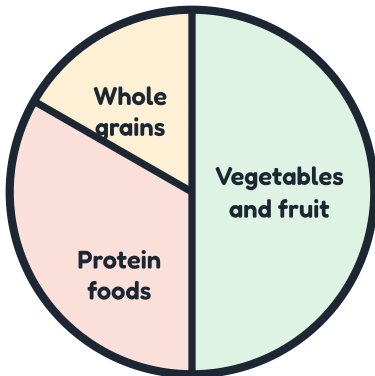
The one I found easiest:

The one I want to practise:



Food that helps me grow

Canada's food guide keeps it simple: fill half your plate with vegetables and fruit.



Fill each part with foods you actually eat

Vegetables and fruit:

.....

Whole grains:

Protein foods:

And the drink of choice is

Plan a balanced lunch

Draw your plate. Does half of it have vegetables or fruit on it?

Food from everywhere

Healthy food looks different in different families and cultures — roti, congee, tortillas, bannock, rice, pasta and bread are all grains. Name a healthy dish your family eats:

Listen to your body. Eat when you're hungry, stop when you're full. Wash your hands before you eat. Never share food with a classmate without asking a grown-up first — some people have serious food allergies.



Things I need to know

Fill this in with a grown-up, then practise saying it out loud until you know it by heart.

My important information

My full name is

My address is

A grown-up's phone number is

In an emergency I call

Grown-ups I can go to for help

.....

.....

.....

.....

Also: police officers, firefighters, paramedics, crossing guards, and Kids Help Phone are always there to help.

Safe or not safe?

Situation	Safe	Not safe	What I should do
Crossing the road between parked cars			
Wearing a helmet on my bike			
Opening the door to someone I don't know			
Walking away from my grown-up in a shop			
Wearing sunscreen and a hat in summer			

Medicine rule

Medicine can help you get better when you're unwell — but only ever take medicine given to you by a parent, carer, or nurse. Never take anyone else's, and never taste anything from a bottle or packet you find.



Kind and unkind

Some ways of treating people feel good. Some don't. You are allowed to say when something feels wrong.

This feels caring

listening · sharing · helping · a hug you wanted · saying sorry · sticking up for someone

This feels wrong

name-calling · hitting · leaving someone out on purpose · being made to keep an unsafe secret · touching you don't want

Three things that are always true

1. My body belongs to me. I can say no to a hug, a tickle, or any touch I don't want — even from someone I like.
2. A surprise is something nice that gets told soon, like a birthday present. A secret that has to be kept forever, or that makes me feel worried, is not OK — I should always tell a grown-up I trust.
3. If I tell a trusted grown-up that something felt wrong, I will never be in trouble for telling.

What would you do?

Someone keeps taking your things and laughing.

A friend is being left out of the game.

Someone asks you to keep a secret that makes you feel funny inside.

.....

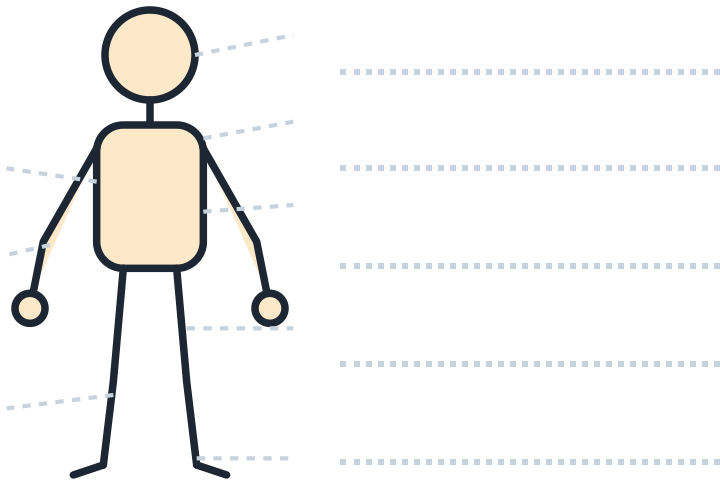
My two people

Write the names of two grown-ups you would tell if something ever felt wrong.



Parts of my body

Knowing the proper names for body parts helps you explain clearly if you are hurt or unwell.



Word bank: head · shoulder · chest · elbow · hand · stomach · hip · knee · ankle · foot

Private parts have proper names too

The parts of your body covered by underwear are private. Their proper names are **penis**, **testicles**, **vagina** and **vulva**. Doctors and nurses use these words, and so should you — using the right word means a grown-up understands you straight away if something hurts or if you need help.

Looking after my body

- | | |
|--|---|
| ☐ Wash my hands with soap before eating | ☐ Wash my hands after the toilet |
| ☐ Cough or sneeze into my elbow | ☐ Brush my teeth twice a day |
| ☐ Get plenty of sleep | ☐ Drink water through the day |

For the grown-up Correct anatomical terminology is a Grade 1 expectation and it is protective: research consistently finds children who know the proper words are better able to describe and report anything that happens to them. Say the words plainly and without embarrassment — your tone teaches more than the words do.

D1



My calm-down plan

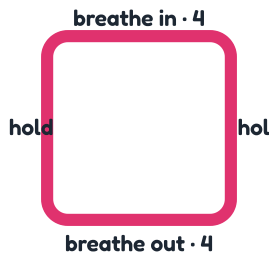
Minds need looking after just like bodies do. Make your plan *before* you need it.

Things that help me feel calm

- | | | |
|---|---|--|
| ☐ Slow, deep breaths | ☐ Counting to ten | ☐ Being outside |
| ☐ Drawing or colouring | ☐ A quiet spot on my own | ☐ A hug from someone I love |
| ☐ Listening to music | ☐ Running around | ☐ Talking to someone |

Tick the ones that work for you, then add one of your own:

Breathing like a square



Trace round the square with your finger. Breathe in for four as you go up, hold for four across the top, out for four going down, hold for four along the bottom. Do it three times.

Try it now. How do you feel after?

Three good things

Write or draw three good things about today. They can be very small.

Asking for help is a brave thing to do, not a weak one. If you feel sad or worried for more than a couple of days, tell a grown-up you trust.

For the grown-up Practise square breathing when everyone is calm — a strategy learned in the middle of a meltdown never sticks. And model it yourself out loud sometimes; children copy what they see far more than what they're told.

A1 · D1 · D3



Every kind of line

Line is the first tool an artist picks up. Try all of them.

Copy each line all the way across the box

straight



wavy



zigzag



dotted



thick



thin



spiral



curly



Lines have feelings

Draw a line that feels angry, one that feels sleepy, and one that feels excited. No pictures — just lines.



angry



sleepy



excited

One line, one picture

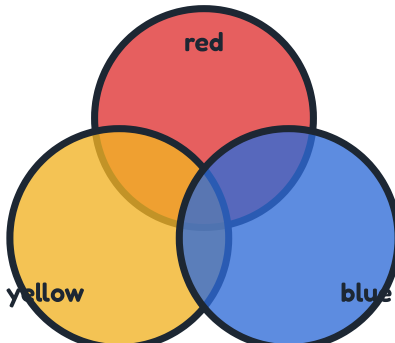
Draw a whole picture without lifting your pencil off the paper. Not once!





Mixing colours

Three colours can make all the others. These three are called the **primary colours**.



Where two circles overlap, a new colour appears. These are the **secondary colours**.

Mix them for real, then colour the answer box

red + yellow



.....

yellow + blue



.....

blue + red



.....

Warm and cool

Warm colours remind us of fire and sunshine. Cool colours remind us of water, ice and sky. Sort: red · blue · orange · green · yellow · purple

Warm

Cool

Paint a feeling

Colour this box using only warm colours, then say what mood it gives you.





Texture and contrast

Texture is how something feels. Contrast is when two things look very different side by side.

Rubbings

Put paper over a rough surface — a coin, brick, tree bark, a leaf, corduroy — and rub the side of a pencil over it. Do four different ones.

.....

.....

.....

.....

Draw a texture you can see but not feel

furry

bumpy

smooth

spiky

Contrast makes things pop

Draw the same simple shape twice. On the left, make the shape and background nearly the same colour. On the right, make them very different. Which one do you notice first?

low contrast

high contrast

For the grown-up Contrast is the design principle Grade 1 focuses on, and the two-box comparison makes it visible in seconds. Point it out afterwards in book illustrations and road signs — it's everywhere once you look.

D1



Looking at art

Find a picture — in a book, a gallery, online, or on a wall at school. Then answer these.

The artwork I chose is called

The artist is

1 • First look

What do you notice first?

How does it make you feel?

2 • Look harder

Colours used:

Mostly warm or cool?

Kinds of line:

Shapes you can find:

Light parts or dark parts?

Is anything repeated?

3 • Think about it

Why do you think the artist chose those colours?

What do you think is happening?

4 • Your version

Draw a small piece of the artwork — or draw what you would change about it.



Beat, rhythm, high, low

The beat is the steady pulse that never changes. The rhythm is the pattern of long and short sounds on top.

Feel the difference

The beat – always even



Tap your knee: 1 – 2 – 3 – 4

The rhythm – long and short



Clap: taa ti-ti taa ti-ti

Clap the rhythm of these words

Draw a big block for each long beat and two small dots for each pair of short ones.

el-e-phant



cat



but-ter-fly



ba-na-na



High, low, loud, soft

Sound	High or low?	Loud or soft?
A bird chirping		
A big drum		
A whisper		
A fire engine siren		

Sing one line of a song you know – first high and soft, then low and loud. Same song, different feeling.



Make a sound story

You can write music down with your own symbols. Invent them, then perform it.

Invent your symbols



a loud sound



a soft sound



a long sound



silence

Now write your storm

A storm arrives, gets loud, then fades away. Use your symbols along the line. Sounds you can make: rub palms for rain, click fingers for drips, stamp for thunder, blow for wind.

Perform it

- ☐ I performed my sound story for someone
- ☐ Someone else read my symbols and performed it too
- ☐ It sounded the way I planned

Music where I live

Name a song your family sings or listens to, and where it comes from.



Being someone else

In drama you take on a role — you think, move and speak like a different person.

Show it without words

Act out each one using only your face and body. Someone else guesses. Tick when they get it.

- | | | |
|---|--|---|
| ☐ carrying something heavy | ☐ walking on ice | ☐ opening a surprise present |
| ☐ very sleepy | ☐ tasting a lemon | ☐ hearing a strange noise |

Build a character

My character is

They want

They talk in a voice that is

They move like

The problem they have is

Act out a scene

Choose a story you know well. Pick a part where something goes wrong. Act it out with someone — but stop just before the ending and make up a different one.

Being a good audience

- | | |
|--|--|
| ☐ I watched without talking | ☐ I laughed <i>with</i> them, not at them |
| ☐ I clapped at the end | ☐ I said one thing I liked about it |



Moving with meaning

Dance uses your body, the space around you, time, and energy. Try each one.

Body

- ☐ Move only your arms
- ☐ Make a round shape, then a pointy one
- ☐ Balance on three body parts
- ☐ Make the tallest shape you can

Space

- ☐ Travel low, then high
- ☐ Move in a straight line, then a curve
- ☐ Go forwards, backwards, sideways
- ☐ Make a huge movement, then a tiny one

Time

- ☐ Move to a steady beat
- ☐ Move in slow motion
- ☐ Move as fast as you safely can
- ☐ Freeze completely still

Energy

- ☐ Move heavily, like a giant
- ☐ Move lightly, like a feather
- ☐ Move smoothly, like syrup
- ☐ Move sharply, like lightning

A dance from nature

Choose something outdoors that moves — a tree in wind, falling snow, a bird landing, waves, a seed growing. Turn it into a short dance with a beginning, a middle and an end.

My dance is about

Beginning: Middle:

End:

Watch and describe

Watch someone else's dance. Use dance words to say what you saw — not just "it was good." Try: *fast, slow, low, high, sharp, smooth, curvy, straight, frozen, heavy, light.*

Answers

Many sheets are open-ended by design. Where that's the case it says so — anything sensible counts.

1 • Big letters, small letters Open. Check formation, not neatness: every letter starts at the top, sits on the baseline, and tall letters reach the top line.

2 • Letters in disguise There are **9** lowercase *as* and **6** capital *As*. Missing alphabet letters: b, e, h, l, o, q, t, w, z. Alphabetical order: apple, dog, fish, moon, tree.

3 • Stretch it, squash it Blending: map, shop, flag, stamp, best, split. Sound boxes: cat 3 · ship 3 · wish 3 · jump 4 · frog 4 · stand 5. Change one sound: hat · pan · top.

4 • Beats in a word dog 1 · rabbit 2 · butterfly 3 · sun 1 · pencil 2 · elephant 3 · tree 1 · computer 3. pencil → pen·cil → /p/ /e/ /n/ · /s/ /i/ /l/. sunset → sun·set → /s/ /u/ /n/ · /s/ /e/ /t/.

5 • Short vowels Sample answers — several work:
hat/hit/hot/hut · pan/pen/pin · cap/cop/cup ·
bag/big/bog/bug · map/mop · net/nit/not/nut · jog/jug ·
web · leg/log/lug · red/rid/rod · fix/fox · zip. Sort: **a** fan, map ·
e net, leg · **i** tip, win · **o** hop, fox · **u** mud, bus.

6 • Two letters, one sound shop, thin/chin, wheel, chair · fish, bath, much, wish. Real words: chop, thick, sock, bench, trunk. Not real: shup, whin, phid. ck words: rock, lick, pick.

7 • Sounds that squeeze together Sample: crab/grab, blue/glue, train/brain, trap/snap/flap, green, slim/swim/trim, flag/snap/brag, stop/flop/crop. End blends to underline: **jump, hand, fast, milk, tent, desk, wind, lamp**. Word build: glass, frog, socks, star.

8 • The bossy e tape, pine, ride, note, mane, tube, cane, slide. Sentences: bike, hot, close, cap.

9 • Vowel teams rain, tray/tree, boat, night, sail/seal, snow, pie/pay, green. ai or ay: stay, paint, today, chain.

10 • When r takes over ar star, farm, hard, park · **or** horse, corn, storm · **ir/er/ur** girl, burn, shirt, nurse, first. Sentences (sample): bird · car / farm · turn · storm.

11 • Noisy vowel pairs soil, enjoy, point, royal · cloud, brown, mouse, town. **ow** two jobs: brown /ow/ · grow /ō/ · town /ow/ · yellow /ō/.

12 • Quiet letters and soft sounds Silent letters: **knee**, write, lamb, **know**, wrap, thumb, knock, climb. Hard: cat, cup, gate, goat. Soft: city, ice, giant, gym.

13 • Three spelling rules Floss: puff, bell, miss, buzz, still, grass. tch/ch: pitch, bench, fetch, much, switch. dge: edge, judge, badge, dodge. Rule-breakers: **pal** (one l) and **rich** (ch not tch).

14 • More than one dogs, books, trees, hands · boxes, buses, brushes, benches, foxes, dishes · feet, children, mice, teeth, people, knives. The **s** in *dogs* buzzes — it says /z/.

15 • Word endings jumping/jumped · running/— · hoping/hoped · stopping/stopped · smiling/smiled · playing/played. Sounds of ed: walked /t/ · landed /id/ · called /d/ · painted /id/.

16 • Little bits with big jobs untie (not tied) · reread (read again) · unkind or dislike (not kind) · disappear (not appear). Compounds: sunshine, football, bed + room, rain + bow. Book words: bookshelf, bookcase, notebook, bookmark, cookbook, bookstore.

17 • Mostly regular, slightly odd The odd part in each: **said** · **was** · **what** · **put** · **come** · **give** · **some** · **they** · **you** · **one** · **of** · **there**. Everything else behaves normally.

18 • Words that belong together Fruit: apple, banana, pear. Vegetables: carrot, broccoli, peas. Warm clothes: mitten, boots, scarf, hat. Cool clothes: sandals, shorts. Opposites: cold, night, empty, below, last, subtract, tomorrow, end. Speed order: walk, jog, run, sprint. Temperature: freezing, cold, cool, warm, hot.

19 • Four kinds of sentence ? asking · . telling · ! exclaiming · . ordering.

20 • Naming and describing words Nouns: firefighter, truck, park · sister, shell, beach · birds, fence, school. Adjectives open. Fixes: I like pizza. Today I went to the shop.

21 • Yesterday, today, tomorrow played / play / will play · jumped / jump / will jump · painted / paint / will paint · helped / help / will help. Sentences: future · past · present.

22 • Fix the sentences My dog can run very fast. · Where did you put my shoes? · Watch out for the ice! · We had pancakes for breakfast. Note mistakes: **dear**, **thank**, **i** → I, missing full stops, **we** and **saturday** need capitals.

23 • Read and think a a snowman · b blue. Inferences: winter, because of the snow and boots · her hands were cold because one mitten was missing · happy or relieved, because she smiled when she found it.

Answers, continued

27 • Is it alive? Living: oak tree, squirrel, grass, worm, mushroom, you. Not living: rock, bicycle, cloud, chair, river, robot. A robot isn't alive because it doesn't grow, doesn't need food or water, and can't make young.

28 • What living things need All four need air, water, food or energy, and a place to live. *How* differs: the sunflower takes water from soil and makes its own food from sunlight; the rabbit drinks and eats plants; the fish takes oxygen from water through gills. Missing needs: the plant would go pale, weak and die; the fish couldn't breathe; the bird would be cold and unprotected.

29 • Parts of a plant 1 flower • 2 stem • 3 leaves • 4 roots. Roots take in water and hold the plant in the ground • stem holds it up and carries water • leaves catch sunlight to make food • flower makes seeds.

30 • Sorting animals Robin feathers, 2 legs, wings, air/trees • Frog smooth damp skin, 4 legs, no wings, near water • Squirrel fur, 4 legs, no wings, trees • Trout scales, 0 legs, no wings, water • Ant hard outer body, 6 legs, some have wings, ground • Turtle shell, 4 legs, no wings, land and water. Features: swim • stay warm • catch and hold prey • hear danger coming.

31 • My five senses sight–eyes • hearing–ears • smell–nose • taste–tongue • touch–skin. Safety: touch • smell • hearing.

32 • Looking after living things Helps: planting a tree, water for birds, staying on the path. Harms: dropping litter, picking every flower, leaving a tap running.

33 • Where energy comes from lamp – electricity – light • torch – battery – light • you running – food – movement • sunflower – the Sun – growth • sailing boat – wind – movement • car – fuel – movement. Trace it back: your energy came from food, and the food got its energy from the Sun.

34–36 Open. On sheet 36, look for a wide base and triangles in the final design, and for a genuine change between tries.

37 • Day and night Order: 3 lunch • 5 sky darkens • 1 wake up • 6 go to sleep • 2 sun comes up • 4 home from school. Day animals: robin, butterfly, bee. Night animals: owl, bat, raccoon. Shadows are long in the morning and late afternoon, short around midday.

38 • The four seasons Daylight: spring in between • summer most • autumn in between • winter least. Geese **migrating** • groundhog **hibernating** • fox **adapting**.

39–43 • Social Studies Open — these are about the child's own life. Look for: sheet 39, an explanation that behaviour changes because responsibilities change; sheet 40, every rule matched to safety, fairness or learning, and a right paired with a matching responsibility; sheet 42, noticing that another person's answer differs from their own; sheet 43, concrete actions rather than general good intentions.

44 • Natural and built Natural: river, hill, forest, lake, rocks, field. Built: bridge, school, road, apartment block, playground, sidewalk.

45 • Who helps Library–librarian–learning and reading • fire station–firefighters–safety • hospital–doctors and nurses–health • grocery store–shop workers–food • school–teachers–learning • community centre–coaches and staff–play and meeting people. Where to go: library • vet • call 9-1-1 • post office.

46 • Make a map The park is **south** of the school. Home to shop: go **north**. North-west corner: the **school**. Own map open — check for a title, a legend, and things placed in roughly the right positions.

47–54 • Health & PE Nearly all open and personal. The ones with definite answers: sheet 50, the drink of choice is **water**, and half the plate should be vegetables and fruit; sheet 51, the emergency number is **9-1-1**, and rows 2 and 5 are safe while rows 1, 3 and 4 are not; sheet 53, top to bottom on the right: head, shoulder, chest, hip, knee — and on the left: elbow, hand, ankle. Sheet 52 has no marks. Just make sure the three statements have been read aloud together and the two names are filled in.

55–58 • Visual Arts Sheet 56 is the only one with fixed answers: red + yellow = **orange** • yellow + blue = **green** • blue + red = **purple**. Warm: red, orange, yellow. Cool: blue, green, purple. The high-contrast box is the one you notice first. Everything else is open — judge effort and intention, not likeness.

59 • Beat, rhythm, high, low Rhythms: el-e-phant is three short • cat is one long • but-ter-fly is three short • ba-na-na is three short. Bird chirping high and soft • big drum low and loud • whisper soft (and usually low) • siren high and loud.

60–62 Open. On sheet 60 the real check is whether a second person could read the symbols and perform roughly the same piece. On sheet 62, look for a dance with a clear beginning, middle and end rather than continuous movement.

If you only revisit a few

Sheets 3, 5, 8, 9 and 13 carry the phonics load — repeat them until they're automatic. Sheet 17 (tricky words) changes how children approach every hard word they meet. Sheets 51, 52 and 53 are worth going through more than once a year; they aren't really worksheets so much as conversations.

Curriculum reference Language codes follow *Language, 2023* (A literacy connections · B foundations · C comprehension · D composition). Science follows *Science and Technology, 2022* (A STEM skills · B life systems · C matter and energy · D structures · E earth and space). Social Studies follows the Grade 1 content of the 2023 revision, carried into the 2026 document (A heritage and identity · B people and environments). Health and PE follows *Health and Physical Education, 2019* (A social-emotional · B active living · C movement · D healthy living). The Arts follows *The Arts, 2009* (A dance · B drama · C music · D visual arts). Full expectations at dcp.edu.gov.on.ca.