

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Come Play in SD62

A Calendar for Families and Educators

2026 – 2027



Come Play in SD62

Welcome to the Sooke School District! This calendar was created by educators across SD62 to support young children and their families. It's meant to be a simple, flexible guide – an invitation to try ideas, follow your child's interests, and enjoy learning together in everyday moments.

Each month includes playful activities that reflect what we value about early learning: children learn best through play, relationships, and exploring the world around them. There's no right or wrong way to use this calendar – pick what works for your family, when it works for you. This same calendar will be shared in both homes and SD62 kindergarten classrooms, helping build a connection between home and school and supporting children as they grow, play, and learn.

Tips for Educators

Daily Activities

At the start of summer, take a moment to reflect on your school year. Look back on standout moments, reflect on challenges you've overcome, and celebrate a year's worth of growth.

Playtime

Consider revisiting hobbies or projects that you may have set aside during the school year. Whether it's cycling, gardening, or joining a club, engaging in activities you love can reignite your creativity and passion.

Sharing Stories

Connect (and reconnect) with family and friends. Choose to read for pleasure in moments of solitude or join a book club to engage with others around your reading.

Out & About

Spend as much time outside as possible! Revisit familiar places that bring you joy or explore new spaces. Getting out and about can help facilitate the reflect, refuel, and reset that summer is all about.

Families have the most important role in contributing to children's well-being and learning.



"When adults pay attention to the interests of children, children get serious about learning. The more that adults listen to them, the more curious children become about their experiences. Because children enter the world wired to wonder and make sense of life, the adults in their lives can inspire and support their curiosity by noticing the things that attract their attention." – Susan Harris Mackay

Follow Your Child's Lead

Whether you are camping, at the beach, or at your neighbourhood park, tuning in to your child's play can lead to fun interactions and shared learning experiences.

- **Copy what your child is doing** – join in on the play without trying to change it or telling your child what to do
- **Respond with interest to what your child communicates** – try responding with enthusiastic comments and sound effects
- **Build playfully on what your child says or does** – add an idea or take on a role that fits with what your child is imagining

Hanen Early Language Program (2022). *It's "OWL" About Having Fun!:*

Tips for Families

Daily Activities

Visit meaningful places like parks, homes, or local landmarks, and gather and display family photos of special moments or traditions. This helps children connect with family history and build a sense of belonging and identity.

Playtime

Act out important family events, like birthdays or holidays, using dress-up, props, or imaginative play. Role playing helps children understand traditions, celebrate family moments, and express themselves creatively.

Sharing Stories

Invite grandparents and elders to share family stories through drawings, puppets, or oral storytelling. This helps children remember experiences, practice storytelling skills, and strengthen connections to family history.

Out & About

Visit your local library to explore books, attend programs, and spend time together. Let your child choose books that interest them to build a love of reading and a sense of belonging in the community.

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July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Canada Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tips for Educators

Daily Activities

Set aside time daily to do something that brings you joy and helps you recharge. Choose the activity yourself and be fully present. Notice how this supports your well-being, energy, and sense of balance.

Playtime

Choose an activity unrelated to teaching, such as painting, learning a language, or photography. Approach it with beginner curiosity and notice how it feels to be a learner again, reflecting on your growth.

Sharing Stories

As you approach the end of summer holiday, consider identifying a few meaningful goals for the coming school year (personal, professional, and/or relational). Frame them as intentions that support growth.

Out & About

Spend time engaging with your community in new ways – visit local events, cultural spaces, or natural areas. Reflect on how these experiences influence your sense of place and identity.

Learning requires exploration of one's identity.



"It is through relationships that children will develop and strengthen their sense of self and security in their world… thus strengthening their resiliency and ability to adapt, grow, and change throughout childhood and the rest of their lives." – Monique Gray Smith

Explore Who Your Child Is

Whether you are at home, on a walk, or during quiet time, supporting your child's self-exploration can help them understand their feelings, interests, and identity.

- **Ask open-ended questions about your child's experiences** – invite your child to share stories about their day, favourite activities, or things that matter to them
- **Reflect and validate what your child shares** – show interest in their thoughts and feelings by repeating or summarizing what they say and acknowledging their perspective
- **Share your own stories and experiences** – model self-reflection by talking about your interests, challenges, or choices, helping your child see how people grow and change over time

Tips for Families

Daily Activities

Build opportunities for counting and sorting into your daily play. For example, encourage your child to count a collection of toy cars, then line them up from most to least favourite or from fastest to slowest.

Playtime

Offer loose parts (e.g., buttons, yarn, caps, fabric), paper, crayons or paints, and scissors for creating self-portraits. Ask about features, clothing, or hobbies to help your child talk about who they are and what makes them special.

Sharing Stories

Tell your child stories from when you were little, and ask them to share their own, even tiny moments. These simple exchanges can strengthen a child's language and sense of self.

Out & About

Attend local festivals to help your child notice and appreciate similarities and differences among families by exploring traditions and celebrations, and discussing the various ways families show love, care, and connection.

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August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 British Columbia Day	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Tips for Educators

Daily Activities

Use consistent routines (e.g., calendar, math talks) to help children anticipate what will happen throughout the day. Routines will protect and preserve time and space for play within a busy school day.

Playtime

Encourage cooperative games, pretend scenarios, and role-play that help children practice empathy, turn-taking, and communication while supporting cognitive and emotional growth.

Sharing Stories

Purposefully choose picture books with themes of friendship, kindness, and inclusion to build community in your classroom and unpack complex concepts such as perspective taking, growth mindset, and solving problems.

Out & About

Provide a guided exploration of your school community (e.g., forest, garden, library) to observe, find math connections, and ask questions. Model (think-aloud) using descriptive language drawing on multiple senses.

Children are strong, capable in their uniqueness, and full of potential.



"As human beings, our job in life is to help people realize how rare and valuable each one of us really is, that each of us has something that no one else has – or ever will have – something inside that is unique to all time. It's our job to encourage each other to discover that uniqueness and to provide ways of developing its expression." – Fred Rogers

Support Your Child During Times of Transition

Family is a child's first and best teacher. When families and educators work as a team to wrap around children, we can share supportive strategies that honour the individual child and their many feelings about change.

- **Get it out** – help children to release pent-up physical and emotional energy
- **Feel** – help children to reflect on, name, and express their feelings in a safe way
- **Care and connect** – give children safe spaces to be themselves and express their individuality both at home and at school

Beach, H., & Neufeld Strijack, T. (2020). Reclaiming Our Students.

Tips for Families

Daily Activities

Use this calendar to start conversations about things that have happened and/or are going to happen (add meaningful family events). Ask your child what they might need to do to prepare for an activity or event.

Playtime

Give your child a chance to draw on their previous experiences during pretend play. For example, play "school" or "recess" together and you can each act out different parts.

Sharing Stories

Get cozy and read books together to share space, time, and thoughts and feelings on various topics. Setting aside this time each day helps children connect books with quality time spent with family.

Out & About

While in the car or out in the community, respond to your child's interests with a comment that extends their language. If your child says, "Look! A big doggy!", you might say, "Wow, that is an enormous golden retriever!"

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September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 Labour Day	8 School Year Begins	9	10	11	12
13	14	15	16	17	18	19
20	21 Non-Instructional Day	22	23	24	25	26
27	28	29	30 National Day for Truth & Reconciliation			

Tips for Educators

Daily Activities

Facilitate child-directed, teacher-guided, and teacher-directed play to support learning. Balance children's creativity with guidance to help them explore, problem-solve, and develop foundational literacy and numeracy skills.

Playtime

Provide opportunities for children to play or act out previous experiences with other children. For example, after a field trip or special guest, set up a dramatic play centre where students can act out what they experienced.

Sharing Stories

Offer small collections of images and books alongside related loose parts or materials. Children can explore, discuss, and then act out or build scenes from the texts, linking literacy, numeracy, creativity, and playful learning.

Out & About

Create designated outdoor spaces for dramatic play using loose parts, props, or natural materials. Invite children to imagine, tell stories, take on roles, and explore playful scenarios in these environments.

Play is integral to well-being and learning.



"We used to think that schools built brains. Now we know that it is play that builds the brains that schools can then use." – Gordon Neufeld

Support Learning Through Play

Children learn and grow when caregivers and educators provide opportunities for play. Play as a practice helps young children explore, imagine, and investigate while developing social, emotional, and academic skills.

- **Provide materials and spaces that invite exploration** – offer open-ended toys, loose parts (e.g., sticks, beads, stones, bottle caps, shells), or outdoor environments that encourage your child to explore new ideas
- **Encourage safe navigation of social and physical spaces** – help your child move through play areas, interact with others, & learn safety and cooperation
- **Listen, observe, and engage with your child during free, intentional play** – learn about your child's interests and understanding of themselves and others

British Columbia Ministry of Education and Child Care (2024). *Learning in the Primary Years.*

Tips for Families

Daily Activities

Spend at least 20–30 minutes each day following your child's lead. Join in on their chosen activities, respond with curiosity, and let them explore, imagine, and problem-solve freely.

Playtime

Encourage outdoor, child-directed big-body play (e.g., tag, chasing, and climbing trees) to help your child build strength, coordination, confidence, and social skills while enjoying movement and freedom.

Sharing Stories

Invite your child to tell you about the rules and parts of their games. Listening and asking questions supports language development, builds confidence, and helps your child reflect on their ideas and play.

Out & About

Provide open-ended opportunities for your child to play with other children (e.g., at the community playground, with neighbours, friends, cousins), supporting social skills, communication, and cooperation.

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October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12 Thanksgiving Day	13	14	15	16	17
18	19	20	21	22	23 Non-Instructional Day	24
25	26	27	28	29	30	31

Tips for Educators

Daily Activities

Observe children's play, capture ordinary moments, and reflect on what they reveal about learning. Share insights with colleagues and families and use what you learn to inform meaningful, engaging experiences.

Playtime

Pause during or after play to talk about what children tried, what worked, and what was challenging. Discussing the process reinforces patience, persistence, and the value of learning over time.

Sharing Stories

Have children share stories or ideas with a partner before group discussion. This helps them reflect, build language and confidence, and understand that every child learns at their own pace and in unique ways.

Out & About

Visit the same outdoor space multiple times. Invite children to notice changes in plants, weather, or animals. Repeated observations help them see growth, understand patterns, and recognize that learning takes time.

Learning involves patience and time.



"Knowledge and understanding develop in layers, with skills and competencies gained through experience and reflection… Time and patience are necessary for… self-reflection and collaboration." – Jo Chrona

Support Your Child as They Learn

Learning happens step by step and doesn't always follow a straight path. When caregivers and educators provide encouragement, model persistence, and create opportunities for reflection and practice, children develop confidence and perseverance.

- **Take time** to notice skills your child has developed over the past month. Celebrate progress and explore ways to help them build on their learning
- **Create a space** where your child can ask questions. Encourage curiosity and model how to persist while exploring and building new understanding
- **Talk openly** about how learning something new can be challenging. Remind your child that everyone learns at different paces and in different ways, and that effort is a part of growth

Tips for Families

Daily Activities

Talk with your child about daily changes, like the weather, falling leaves, or their own growing bodies. These conversations spark curiosity, build language, and show that learning takes time.

Playtime

Offer turn-taking games (e.g., *I Spy* or *Simon Says*), card, dice games (e.g., *Uno* or *Snakes & Ladders*), or puzzles and memory games. Encourage your child to take turns and persist through challenges at their own pace.

Sharing Stories

Share moments you are thankful for and invite your child to do the same. Encourage them to notice how they feel, showing that understanding and self-awareness grow over time.

Out & About

Include both familiar and new activities in your day. Encourage your child to notice how it feels to try something new and reflect on what they've learned from familiar or new activities.

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November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11 Remembrance Day	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Early Dismissal	27 Non-Instructional Day	28
29	30					

Tips for Educators

Daily Activities

Devote blocks of time for outdoor exploration and unstructured physical play to test and explore body movements and limitations. Go for a neighbourhood walk or visit and work in your school garden.

Playtime

Bring nature into the classroom. Learn through play with natural materials found in our local environment and set up dramatic play centres to reflect local places in your community.

Sharing Stories

Explore the local neighbourhood in all seasons and talk about important places in our community. Encourage children to share their personal stories and experiences in these special places.

Out & About

Seek out partnerships with local community members and places to visit throughout the year to build a sense of belonging and responsibility for the land and community around you.

People build connection and reconnection to land, culture, community and place.



"It is the spirit of a place... that makes it most memorable, that expands our sense of possibility and puts us in touch with what is most loving, creative, and human about ourselves." – Anita Rui Olds

Foster Connection to Land, Culture, and Place

Children develop a sense of belonging and understanding when they learn about the places, cultures, and communities around them. Families and educators can support this through reflection, exploration, and shared experiences.

- **Talk about the stories** of the places you live, work, and play, including landmarks, family histories, and cultural traditions. Invite your child to ask questions and share their own observations
- **Take part** in activities that connect children to community and nature. Walk through your community, visit parks or cultural sites, and participate in family or community traditions
- **Encourage your child to notice** how people, culture, and the land connect, helping them to see themselves as a part of a larger community

Tips for Families

Daily Activities

During daily walks, help your child notice things in nature that spark their curiosity. Take photos and create a "walk wall" at home to display the collection of your shared outdoor memories.

Playtime

During or after outdoor nature play, invite your child to create a nature-inspired art project, build an obstacle course or fort, or design a magical fairy garden using leaves, twigs, and other natural materials.

Sharing Stories

Share personal stories about your neighborhood and the special places you enjoyed while growing up. Encourage your child to explore and tell their own unique stories about the land and community around them.

Out & About

Go for walks with other families so children are motivated to walk further, build social connections, and enjoy shared exploration of neighbourhoods, parks, and local natural spaces together.

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December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Last Day Before Winter Break	19
20	21	22	23	24	25	26
27	28	29	30	31		

Tips for Educators

Daily Activities

Conversations with children happen throughout the day. Ask about things that a child notices or encourage a child to elaborate if they start the conversation (C: "Look at the ___!" T: "What can you tell me about ___?)

Playtime

Support transitions from free play to guided play. Show curiosity about how children are engaging in play, then initiate a conversation based on what you notice (T: "Wow, that's a tall wall of blocks! How can you make it taller?")

Sharing Stories

Add informational texts to your classroom routine and stretch conversations before, during, and after read-alouds. Ask questions that grow knowledge of text structures to build comprehension (e.g., "How did ___ cause ___?")

Out & About

Conversations can extend beyond the classroom. For example, partner talk can facilitate conversations during transition times (e.g., "As we walk to the forest, ask your partner to tell you something interesting they see.")

Relationships are the context for well-being and learning.



"Conversations are a window into what the child is thinking and feeling. In their sharing of experiences and understandings with us, they bring us closer to them. They are the essential building blocks of trusting relationships." – Susan B. Neuman

Strengthen Connections Through Conversation

Little kids grow with big conversations. There are many benefits of stretching conversations: building trust and strong relationships, showing each child we care about their ideas, and increasing children's language comprehension and literacy skills. When we are fully available for meaningful conversations, talking is teaching.

- **Stop and look** for opportunities to talk with the child throughout the day
- **Ask open-ended questions** like "How do you know…?" or "Why do you think…?"
- **Pause and patiently wait** for the child to respond
- **Strive for five back and forth** talking turns between you and the child by asking questions, making comments, or repeating and adding details, etc.

Zucker, T.A., & Cabell, S. Q. (2023). *Strive-For-Five Conversations.*

Tips for Families

Daily Activities

Embedded conversations during meals and meal prep times allows for families to reflect together and connect around past and future events (e.g., "What made you smile today? What is something you're excited to do tomorrow?")

Playtime

Engage in role-play opportunities with your child to build conversation and language skills (e.g., role-playing restaurant or veterinarian). Practice greetings and placing orders. Switch roles for more practice.

Sharing Stories

Put time aside to create shared book reading routines. During book time, pause frequently to discuss interesting facts, events, characters' thinking, and illustrations (e.g., "What does this make you wonder?")

Out & About

Make walks or car rides engaging by playing with sounds in words. Choose a sound and take turns sharing words that start with it, or ask, "What sounds do you hear in 'sun'?" to help your child notice and explore language sounds.

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January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Schools Reopen	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Tips for Educators

Daily Activities

Read books that incorporate different cultures during story time (e.g., *All are Welcome,* or *Where Are You From?).* Provide children with time to explore and read different texts that focus on diversity.

Playtime

Create prompts in a writing centre where children can draw, paint, and write about their memories. Invite their stories with the sentence frame: "I remember a time when..."

Sharing Stories

Ask children to bring in a family artifact (e.g., photograph, recipe, blanket) that is meaningful to them. In a sharing circle, children can share their family's story and listen to other family stories.

Out & About

Go for a walk in the community and talk about the places children have visited, recounting who they were with, what they did there, and what they enjoyed most about those places.

Learning is embedded in memory, history, and story.



"Cultures are created over time, holding the wisdom of what is needed to sustain the emotional health of individuals and communities." – Hannah Beach

Support Your Child's Personal and Cultural Identity

Celebrate and nurture your child's growing awareness and appreciation of all the things that shape who they are, including family background, culture, heritage, language, values, and beliefs.

- **Create safe spaces** and provide opportunities for your child to express themselves freely, build self-confidence, feel a sense of belonging, and explore diversity in a supportive environment
- **Share** your family's origins, cultural background, and traditions. Encourage your child to ask questions and share their thoughts about these connections
- **Observe and celebrate** your child's unique talents, strengths, and interests

British Columbia Ministry of Education (2019). *British Columbia early learning framework.*

Tips for Families

Daily Activities

Create a family tree or photo album using photographs or drawings of all the special people in your child's life. Help your child label each person and share something special about them.

Playtime

Use everyday moments as story starters (e.g., "Do you remember when we went to the beach with your cousins?"). Invite your child to build the story with actions, drawings, or toys, connecting memory and play.

Sharing Stories

Look through family photos or heirlooms together and share stories about the people in your family or special parts of your culture. Share special memories of your childhood with your child.

Out & About

Explore places in your community that are special to you, your child, your family, or your culture. Participate in local community events that are meaningful to your family.

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February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 Global School Play Day	4	5	6
7	8	9	10	11	12 Non-Instructional Day	13
14	15 Family Day	16	17	18	19	20
21	22	23	24	25	26	27
28						

Tips for Educators

Daily Activities

Provide children with a variety of objects (rocks, shells, buttons, etc.) and invite them to sort, group, and count them. Encourage observation, discussion, and comparison, highlighting patterns as children guide the activity.

Playtime

Set up loose parts, sand, or water play. Encourage children to experiment, build, and manipulate materials, noticing cause-and-effect and patterns while actively contributing ideas and solutions during play.

Sharing Stories

Invite children to take photos or make drawings of their loose parts scene and retell the story to peers. Highlight how each child's observations and ideas contribute to the evolving story.

Out & About

Invite children to notice shapes, colours, and arrangements in leaves, rocks, or flowers. Encourage them to name, replicate, or create patterns, sharing ideas and observations with peers.

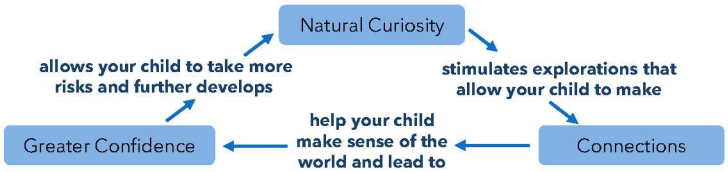
The active, experiencing child is a learning child.



"The world is a mathematical place. For young children who are naturally curious there are shapes, numbers, moving objects and patterns to behold, things to count and investigations to be undertaken. It is a creative, challenging and wondrous way of looking at life and exploring the world." – Juliet Robertson

Help Your Child Discover Math in Daily Life

Young children have mathematical understandings about counting, relationships, and patterns long before they start school. They have shaped ideas that are rooted in real-world contexts, developed out of a natural curiosity about their environment and how the world works. By encouraging & facilitating exploration, we foster growth.



Schulman Dacey, L., & Eston, R. (1999). *Growing Mathematical Ideas in Kindergarten.*

Tips for Families

Daily Activities

Invite your child to set the table with plates, utensils, and cups. Encourage them to count, organize items, notice patterns, and make choices, highlighting how their actions contribute to the shared mealtime experience.

Playtime

Provide cups and containers of different sizes and invite your child to pour and compare water levels. Highlight how containers hold different amounts, experimenting and sharing observations about quantity and volume.

Sharing Stories

While reading together, pause to highlight numbers, shapes, or patterns. Ask your child to compare, describe, or extend the story, encouraging them to share ideas and explore relationships through their observations.

Out & About

During walks or outdoor play, invite your child to notice patterns, shapes, or quantities of leaves, rocks, or sticks. Encourage them to compare, sort, or group items, describe relationships, and share their observations.

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March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12 Last Day Before Spring Break	13
14	15	16	17	18	19	20
21	22	23	24	25	26 Good Friday	27
28	29 Easter Monday	30 Day in Lieu of Stat Holiday	31 Schools Reopen			

Tips for Educators

Daily Activities

Foster class conversations and learning opportunities for children to practice noticing and talking about different emotions. Explore different strategies for children to use to help regulate their different emotions.

Playtime

Set up a dramatic play centre with dolls, beds, play food, and toothbrushes to encourage children to role-play and practice daily routines that help care for their bodies and wellness.

Sharing Stories

Read aloud "*What if Everybody Did That*?" Discuss the story theme and encourage children to share their own ideas of what they can do to help take care of the land and community.

Out & About

Plan a local beach, forest, or school community litter clean up to practice stewardship. Discuss ways to be safe and the importance of taking care of the land around us.

Learning is holistic. I take care of myself, I take care of this place, I take care of the world.



"Giving children many opportunities to have positive experiences in the natural world, especially at a young age, is the most powerful way to stimulate a sense of community, of belonging, and responsibility towards the world around them. And, with caring mentors to encourage a sense of wonder and to model respectful relationships, the benefits of outdoor play are even greater."
– Pathway to Stewardship & Kinship

Support Your Child in Developing Stewardship

Children's learning is interconnected, growing through relationships with self, others, and the environment. Stewardship develops through everyday experiences of caring for self, others, and the world.

- **Natural curiosity** – encourage your child to ask questions about the natural world around them
- **Sense of place** – spend plenty of time in special places for your child to feel familiar and connected
- **Model gratitude** – take time to be present and appreciate the natural world

Camp Kawartha & Partners (2023). *On the Pathway to Stewardship and Kinship.*

Tips for Families

Daily Activities

Provide opportunities for your child to participate in routines for taking care of themselves (e.g., brushing teeth, preparing a nutritious snack, choosing calming tools like a quiet space to help regulate big feelings).

Playtime

Role play with stuffed animals or dolls to explore feeling different emotions. Practice naming the feelings and acting out ways to make the stuffy feel better (e.g., hugs, deep breaths, talking it out).

Sharing Stories

Read stories together that focus on emotions (e.g., *The Colour Monster* or *In My Heart*) and ask your child, "How do you think the character feels?" or "Have you ever felt that way?"

Out & About

Provide opportunities for your child to help with simple tasks such as packing snacks, picking up litter, or sorting recycling. Praise their ideas and efforts and talk about how what they do makes a difference.

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April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 Early Dismissal	17
18	19 Non-Instructional Day	20	21	22	23	24
25	26	27	28	29	30	

Tips for Educators

Daily Activities

Rotate responsibilities: give children opportunities to lead tasks, like distributing materials or recording observations. These roles will reinforce competence, contribution, and early literacy and numeracy skills.

Playtime

Invite children to show their classmates how they solved a puzzle, built a pattern, or created a story. This reinforces numeracy and literacy skills through observation and contribution.

Sharing Stories

Work with groups of children to create shared stories, adding parts together and taking turns. This fosters cooperation, listening skills, and confidence, showing how play and storytelling support both learning and well-being.

Out & About

Spend quality time in your school garden preparing for spring by observing seasonal changes. Encourage children to draw what they see and begin planting seeds indoors or outdoors to nurture growth and curiosity.

Learning occurs through observation and contribution.



"Responsive, reciprocal relationships with adults and peers, where children are valued, viewed as competent, have a sense of belonging, and feel grounded in their immediate environment, communities, culture, and the wider world contribute to children's sense of well-being. This in turn supports children in learning about and investigating the world around them, and contributing to the well-being of their family, community, and society." – Learning in the Primary Years

Grow Learning Through Seeing and Doing

Children learn when they feel valued, competent, and connected to the people, places, and culture around them. Families and educators can support learning by offering meaningful opportunities to observe, engage, and contribute.

- **Notice and talk** about what your child is doing. Comment on their ideas, actions, and observations to show that their contributions are valued
- **Offer opportunities** for your child to participate in real tasks at home or in the community (e.g., cooking, gardening). Encourage reflection on how their actions help others
- **Highlight** how your child's contributions connect to family, community, and culture, and how their actions matter

Tips for Families

Daily Activities

When cooking or baking, involve your child in measuring ingredients and following instructions. Talk about what they notice and let them contribute ideas, such as which ingredients to add next.

Playtime

Set up a "shop," "post office," or "restaurant" where your child can play with others to make signs and price tags, count items, and serve "customers." Encourage them to talk about their choices and reflect on their contributions.

Sharing Stories

Extend shared stories by creating "what if" questions together. Encourage your child to imagine new endings or plot twists and highlight how their contributions change the story.

Out & About

Get outside together and spend time in your garden or a local community garden weeding, watering plants, or planting new seeds. Encourage noticing the changes that spring brings.

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Shaping Tomorrow Today

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Non-Instructional Day	18	19	20	21	22
23	24 Victoria Day	25	26	27	28	29
30	31					

Tips for Educators

Daily Activities

Invite children to draw or write their favourite kindergarten memories and contribute them to a class memory jar. Share and reflect on each memory together as a class.

Playtime

Create an inviting writing centre to encourage children to reflect on their growth and successes. Add sentence starters (e.g., Now I can...) or provide certificate templates for children to create awards for themselves or peers.

Sharing Stories

Create a class slideshow of pictures or videos from the school year to celebrate and remind children what they have learned, accomplished, and experienced this year. Consider inviting families to join in!

Out & About

Have a class picnic outside to celebrate a year full of learning and growth. Facilitate a sharing circle for each child to share something they're proud of this school year.

Celebrating children's successes and milestones creates a positive and supportive environment that fosters growth and development.



"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be." – Rita Pierson

Honour Your Child's Learning and Growth

Learning grows through everyday experiences, relationships, and moments of discovery. In daily life, families and educators support this growth by noticing, valuing, and responding to children's learning as it unfolds.

- **Notice and celebrate** – recognize everyday moments of inquiry, wonder, and accomplishment, no matter how small
- **Explore and support** – encourage your child to follow their interests, ask questions, and try new things, both planned and unexpected
- **Connect and engage** – provide opportunities to engage with other children, adults, materials, environments, and communities, fostering belonging and a positive sense of self-worth

British Columbia Ministry of Education (2019). *British Columbia Early Learning Framework: A Guide for Families.*

Tips for Families

Daily Activities

Sit with your child to create a list of fun summer activities, new parks, or beaches to explore. Encourage them to share ideas, plan outings and build a family calendar, then reflect on each experience as you go.

Playtime

Enjoy spending time playing outside together. Simple activities like drawing with sidewalk chalk, blowing bubbles, flying kites, or exploring water play. Follow your child's lead and imaginative play.

Sharing Stories

During mealtimes, share stories of all the special moments experienced this year. Share something you feel proud of about your child. Talk about what you are looking forward to in grade one.

Out & About

To celebrate all the growth and success experienced in kindergarten, enjoy a special treat together (e.g., an ice cream cone, going to a park, or sharing a favourite meal).

SOOKE SCHOOLS 62
Shaping Tomorrow Today

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29 Last Day of School	30 Year-End Administrative Day			

Acknowledgements

The monthly themes in this calendar were thoughtfully drawn from the following guiding resources, which support the growth, learning, and well-being of young children in British Columbia:

The Early Learning Framework guides and supports early childhood educators, primary school teachers, principals and vice-principals, college and university educators and researchers, post-secondary students in early childhood and elementary education programs, other early years professionals, communities, governments and families. It supports the rich early learning experiences of children, provides a focal point for dialogue among British Columbians, and creates a common language and greater understanding of the vital importance of early learning for all young children.

(*July, September, October, December, January, May*)

The First Peoples Principles of Learning describes a set of learning principles specific to First Peoples that were articulated by Indigenous Elders, scholars and knowledge keepers. They represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society.

(*August, November, February*)

Aboriginal Head Start Association of British Columbia is a non-profit society made up of urban and northern Aboriginal Head Start programs in BC. They are committed to the development and delivery of quality early childhood programming that places culture and language at the heart and nurtures the holistic development of Indigenous children and their families.

(*March, April*)

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AI Disclosure: In the creation of these materials, we utilized AI tools (ChatGPT). The AI functioned as a "work partner" to assist with: simplifying text, adding details, rewording, and adjusting tone. All content has been reviewed for accuracy and relevance to our goals.