

## Grade 3/4 Long range plans

Grade 3 - Term 1	Grade 4 - Term 1
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- can follow instructions in French</li> <li>- Can use visual cues to aid understanding</li> <li>- Can understand short oral texts</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- speak in increasingly complex sentences (some words might not be in French)</li> <li>- engage in a basic familiar social interaction</li> <li>- express a need</li> <li>- express that they do not understand</li> <li>- discuss after shared class reading, short texts, videos, etc</li> <li>- targeted vocabulary/language structures</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Routine practice of phonetics</li> <li>- Utilizing reading strategies</li> <li>- Begin selecting appropriately levelled texts for reading ability</li> <li>- Read a variety of fiction &amp; non-fiction texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sentence structure</li> <li>- Nouns, verbs, adjectifs</li> <li>- Use sentence starters and idea prompts</li> <li>- Independence using personal dictionary and applying phonetic sounds</li> <li>- Exploring different text types</li> </ul> <p><b>Social studies</b></p> <ul style="list-style-type: none"> <li>- Compare the ways of life of different communities in Canada before the 19th century and compare to modern day life</li> <li>- Exploring the following communities (Mississauga of the Credit, First Nations, Africville, Pioneers &amp; Inuit)</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Exploring living and non-living components of soils</li> <li>- Types and layers of soil</li> <li>- Importance of soils</li> <li>- Human impact on soil</li> <li>- Erosion, weathering and deposition</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- can follow instructions in French</li> <li>- Can use visual cues to aid understanding</li> <li>- Can understand short oral texts</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- speak in increasingly complex sentences (some words might not be in French)</li> <li>- engage in a basic familiar social interaction</li> <li>- express a need</li> <li>- express that they do not understand</li> <li>- discuss after shared class reading, short texts, videos, etc</li> <li>- targeted vocabulary/language structures</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Routine practice of phonetics</li> <li>- Utilizing reading strategies</li> <li>- Begin selecting appropriately levelled texts for reading ability</li> <li>- Read a variety of fiction &amp; non-fiction texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sentence structure</li> <li>- Nouns, verbs, adjectifs</li> <li>- Use sentence starters and idea prompts</li> <li>- Independence using personal dictionary and applying phonetic sounds</li> <li>- Exploring different text types</li> </ul> <p><b>Social studies</b></p> <ul style="list-style-type: none"> <li>- Compare the ways of life of different early civilizations</li> <li>- Exploring the following communities (Mississauga of the Credit, Aztecs, Egyptians &amp; Inuit)</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Types of rocks</li> <li>- Uses of rocks and minerals</li> <li>- Rock &amp; soil cycle</li> <li>- Weathering, erosion and deposition</li> <li>- Impacts of mining and mineral extraction</li> </ul> <p>- Exploring the importance of pulleys and gears</p>

- Types of forces
- How forces cause movement
- How to speed up and slow things down using forces?

#### Art

- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- focus: variety

#### Dance

- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

#### Physical Education

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives
- Demonstrate responsibility for their own safety and the safety of others

#### Health

- Personal safety and injury prevention
- Healthy eating
- Mental health strategies

- How do pulleys and gears modify the load and force exerted on moving objects
- How are pulleys and gears used to accomplish tasks in our society?

#### Art

- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- focus : emphasis

#### Dance

- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

#### Physical Education

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives
- Demonstrate responsibility for their own safety and the safety of others

#### Health

- Health and well-being practices
- Healthy eating
- Mental health strategies

GRADE 3 - Math Term 1

September	October	November	December	January
<ul style="list-style-type: none"> <li>-Diagnostics</li> <li>-mental math routines</li> <li>-math games</li> <li>-basic number sense (representing numbers)</li> </ul>	<ul style="list-style-type: none"> <li>-sorting data using diagrams and tables</li> <li>-skip counting</li> <li>-increasing, decreasing &amp; repeating patterns</li> <li>-attributes of 2D shapes</li> <li>-multiplication (by 2, 5 &amp; 10)</li> <li>-equal, less or greater than when comparing numbers and equations</li> <li>-finding unknown number (variable)</li> <li>-identifying characteristics of 2D shapes (congruent angles, side lengths...)</li> </ul>	<ul style="list-style-type: none"> <li>-fractions</li> <li>-repeated addition of fractions</li> <li>-writing and executing code including code that involves sequential, concurrent and repeating events</li> <li>-alter and change existing code and describe the outcomes</li> <li>- measuring length and area using stand and non-standard units of measurement</li> <li>- estimate, measure and compare capacity</li> <li>- mm, cm, m &amp; km</li> <li>- rounding to the nearest ten or hundred</li> <li>- use the ratios 1 to 2, 1 to 5 and 1 to 10</li> </ul>	<ul style="list-style-type: none"> <li>- telling time</li> <li>- word problems</li> <li>- division (by 2, 5 and 10)</li> <li>- continue coding</li> <li>- sort, construct and identify cubes, prisms and pyramids, cylinders by their faces, edges, vertices and angles (missed in Sept)</li> <li>*review concepts from the fall</li> <li>- return to spend more time on necessary areas</li> </ul>	<ul style="list-style-type: none"> <li>- collect, organise and gather data into tables and graphs</li> <li>- use pictographs and bar graphs</li> <li>- find the mean &amp; mode</li> <li>- explore how the scale effects perspective of a data set</li> <li>- word problems</li> <li>- telling time</li> </ul>

GRADE 4 - Math Term 1

September	October	November	December	January
<ul style="list-style-type: none"> <li>-Diagnostics</li> <li>-mental math routines</li> <li>-math games</li> <li>-basic number sense (representing numbers)</li> <li>-translations, rotations and reflections</li> <li>-grid movement</li> </ul>	<ul style="list-style-type: none"> <li>-sorting data using diagrams and tables</li> <li>-skip counting</li> <li>-increasing, decreasing &amp; repeating patterns</li> <li>-identify angles</li> <li>-multiplication (up to 10 x 10)</li> <li>-equal, less or greater than when comparing numbers and equations</li> <li>-finding unknown number (variable)</li> <li>-identifying characteristics of rectangles (perpendicular, parallel, congruent, angles)</li> </ul>	<ul style="list-style-type: none"> <li>-solve for area (link to multiplication)</li> <li>- fractions &amp; decimals (parts of a whole - link to measurement &amp; money)</li> <li>- counting by fractions</li> <li>- draw and represent fractions</li> <li>(review from grade 3)</li> <li>- measuring length and area using stand and non-standard units of measurement</li> <li>- estimate, measure and compare capacity</li> <li>- mm, cm, m &amp; km</li> <li>- rounding to the nearest ten or hundred</li> </ul>	<ul style="list-style-type: none"> <li>-writing and executing code including code that involves sequential, concurrent and repeating events</li> <li>-alter and change existing code and describe the outcomes</li> <li>- telling time</li> <li>- word problems</li> <li>- division (by 2, 5 and 10)</li> <li>- sort, construct and identify cubes, prisms and pyramids, cylinders by their faces, edges, vertices and angles (missed in Sept)</li> <li>*review concepts from the fall</li> <li>- return to spend more time</li> </ul>	<ul style="list-style-type: none"> <li>- collect, organise and gather data into tables and graphs</li> <li>- use stem &amp; leaf plots and multi bar graphs</li> <li>- create an infographic</li> <li>- find the mean &amp; median</li> <li>- explore how the scale effects perspective of a data set</li> <li>- word problems</li> <li>- telling time</li> <li>- solve problems involving different units of time</li> <li>Review</li> <li>-translations, rotations and reflections</li> <li>-grid movement</li> </ul>

		- use the ratios 1 to 2, 1 to 5 and 1 to 10	on necessary areas	-fractions & parts of a whole
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GRADE 3 - Math Term 2				
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February	March	April	May	June
<ul style="list-style-type: none"> <li>- estimation with adding and subtracting</li> <li>- mental math strategies</li> <li>- addition and subtraction strategies</li> <li>- representing numbers up to 1000</li> <li>- rounding to the nearest ten or hundred</li> <li>- word problems involving addition &amp; subtraction</li> <li>- how and why we use variables</li> <li>- writing and executing code including code that involves sequential, concurrent and repeating events</li> <li>- alter and change existing code and describe the outcomes</li> <li>- give directional instructions</li> <li>- making purchases and change for whole dollar amount and change up to \$1,00</li> <li>- review multiplication and division</li> </ul>		<ul style="list-style-type: none"> <li>- compose and decompose 2D &amp; 3D shapes</li> <li>- fair share problems</li> <li>- equivalent fractions</li> <li>- review multiplication and division (up to 10 x 10)</li> <li>- word problems involving multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>- create patterns (repeating, increasing and decreasing) and represent using graphs and tables</li> <li>- review pattern rules</li> <li>- review coding</li> <li>- use mathematical language such as 'likely', "equally likely" and "unlikely" to describe the likelihood of events happening</li> </ul>	<ul style="list-style-type: none"> <li>- use variables in real world scenarios</li> <li>- review coding and extend skills</li> </ul>

GRADE 4 - Math Term 2				
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February	March	April	May	June
<ul style="list-style-type: none"> <li>- use mental math strategies to multiply by 10, 100 and 1000 and divide by 10</li> <li>- use mental math strategies to estimate totals involving decimals</li> <li>- mass (g / kg)</li> <li>- capacity (mL / L)</li> <li>- elapsed time problems</li> </ul>	<ul style="list-style-type: none"> <li>- multiplication problems (1 digit by 2 or 3 digits)</li> <li>- division problems ( 2 or 3 digit by 1 digit)</li> <li>- multiply by 10, 100 and 1000 and divide by 10</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- round decimals to nearest whole number (one, ten or hundred)</li> <li>- explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each</li> <li>- how do we know if something is reasonably priced?</li> <li>- how do we spend and save responsibly?</li> <li>- estimate and calculate the cost of multi-item purchases</li> <li>- use the properties of</li> </ul>	<ul style="list-style-type: none"> <li>- create patterns (repeating, increasing and decreasing) and represent using graphs and tables</li> <li>- review pattern rules</li> <li>- review coding</li> <li>- use mathematical language such as 'likely', "equally likely" and "unlikely" to describe the likelihood of events happening</li> <li>- review coding</li> <li><i>*moved expectations from March to May to align with grade 3</i></li> </ul>	<ul style="list-style-type: none"> <li>- real world scenario problems</li> <li>- review coding and extend skills</li> </ul>

		operations to solve multi step problems involving addition, subtraction, multiplication and division		
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