

3A Long Range Plans - Mme Spark 2020-2021

MATH	
September	<p><u>Get to know students</u> Diagnostics and developing math routines</p> <p><u>Number</u> Count to 1000, including by 50s, 100s, and 200s</p> <p><u>Algebra</u> Number patterns</p>
October	<p><u>Data Management</u> Venn Diagrams</p> <p><u>Spatial Sense</u> Sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles</p> <p>Congruency and angles using 3-D objects</p> <p><u>Number</u> Place Value to 1000</p> <p>Read, represent, compose, and decompose whole numbers up to and including 1000</p>
November	<p><u>Algebra</u> Equivalent expressions for multiplication, division, addition and subtraction (e.g. $15 \div x = 3$)</p> <p>Read and alter existing code</p> <p><u>Number</u> Recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts</p> <p>Fractions - Connections between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator</p>
December	<p><u>Spatial Sense</u> Measurement using mm, cm, m and km</p>

	<p>Area and Perimeter of 2 dimensional shapes</p> <p>Mass and Capacity using non-standard units</p>
January	<p><u>Number</u> Round whole numbers to the nearest ten or hundred</p> <p>Use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems</p> <p><u>Data</u> Collect data to answer a question of interest (e.g. what is your favourite ice cream?)</p> <p>Create graphs, identify mode and mean, make predictions, draw conclusions and answer questions about graphs.</p>

<p>FRENCH LANGUAGE Students will be supported in whole class and small group instruction throughout the term to focus on the following expectations:</p>	
<p>Listening</p> <ul style="list-style-type: none"> - Follow instructions in French - Use visual cues to aid understanding - Understand short oral texts <p>Speaking</p> <ul style="list-style-type: none"> - speak in increasingly complex sentences (some words might not be in French) - engage in a basic familiar social interaction - express a need - express that they do not understand - discuss after shared class reading, short texts, videos, etc - targeted vocabulary/language structures 	<p>Reading</p> <ul style="list-style-type: none"> - Routine practice of phonetics - Utilizing reading strategies - Begin selecting appropriately levelled texts for reading ability - Read a variety of fiction & non-fiction texts <p>Writing</p> <ul style="list-style-type: none"> - Sentence structure - Nouns, verbs, adjectifs - Use sentence starters and idea prompts - Independence using personal dictionary and applying phonetic sounds - Exploring different text types

<p>ENGLISH Media Literacy - (Taught by Mme Wallace)</p>	
September - January	Media Literacy

	<ul style="list-style-type: none"> - Identify elements and characteristics of some media forms (comics use drawings, newspapers use print and mostly black & white photos) - Identify the topic, purpose, and target audience for media texts they plan to create
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SCIENCE	
September - October	SOIL IN THE ENVIRONMENT <ul style="list-style-type: none"> - Exploring living and non-living components of soils - Types and layers of soil - Importance of soils - Human impact on soil - Erosion, weathering and deposition
January	FORCES CAUSING MOVEMENT <ul style="list-style-type: none"> - Types of forces - How forces cause movement - How to speed up and slow things down using forces?

SOCIAL STUDIES	
November - December	<p style="text-align: center;">Communities in Canada, 1780–1850</p> <ul style="list-style-type: none"> ● Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day ● Describe roles of various members of society between communities ● Investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, ● Identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other

HEALTH	
September - October	- Personal safety
November - December	- Healthy eating
January	- Mental Health- demonstrate the ability to make connections that relate to health and well-being – how your choices and behaviours affect both yourself and others, and how factors in the world around them affect your own and others' health and well-being.

PHYSICAL EDUCATION	
September - January	<ul style="list-style-type: none"> - Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into daily life - Demonstrate responsibility for own safety and the safety of others

THE ARTS	
VISUAL ARTS	- 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
MUSIC (Taught by Mr Moore)	<ul style="list-style-type: none"> - Create and perform music for a variety of purposes using elements and techniques of music (Duration, Pitch, dynamics and expressive controls, timber, texture/harmony, form). - Communicate feelings, ideas and understandings in response to music and musical experiences
DANCE	- Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas
DRAMA	- Drama will be taught and assessed in Term 2.