

Dear Parents,

The purpose of this newsletter is to share with you our plans for the **First Term of Grade 1**. Listed below are the curriculum expectations for this term, as well as the teaching strategies and assessment methods that we will be implementing.

FRENCH - Reading / Writing

Utilize different reading strategies both independently and as a whole group to encourage discussion during read alouds and shared reading. Develop an understanding of letters, words, and sentences within texts.

Communicate a clear basic message in writing.

Be able to read back their own writing.

Explore different familiar forms of writing such as lists, labels, signs, posters, a “how to” book, and simple stories.

FRENCH - Listening / Speaking

Listen to and follow basic oral instructions.

Speak in French using basic simple sentences (e.g., Je vois, Regarde, c'est un, il y a, voici, ...)

Express a basic need in French (e.g., Est-ce-que tu peux m'aider, J'ai besoin d'aide, etc.,).

MATH

Attributes and Numbers

- explore relationships between numbers, shapes, patterns, coins.
- develop an understanding of attributes (shape, colour, size, etc.) and sorting principles.
- explore and describe patterns
- identify coins up to 50¢ and bills up to \$50
- count to 50. Begin to skip count to 50 by 2s, 5s, and 10s
- learn estimation strategies, working up to 50 items

Number Patterns, Relationships & Equivalency

- explore patterning with numbers.
- addition and subtraction with quantities to 10.
- begin to compose and decompose numbers to 50

Measurement/ Spatial Sense

- build, identify, compare, two-dimensional shapes and three dimensional objects using measurable attributes (e.g., length, area, mass, capacity and angle).

<u>Comparing quantities</u>	-compare everyday objects and order them according to length, area, mass, and capacity
<u>Data & Introduction to Mathematical Modelling</u>	-compare and order whole numbers up to and including 50 -compare the values of Canadian coins up to 50¢ and bills up to \$50 -collect, record, organize and display a variety of data in graphs and pictographs -analyze and order data in order to draw conclusions

SCIENCE	
September - November	<u>Daily & Seasonal Changes</u>
	<ul style="list-style-type: none"> ● Assess the impact of daily and seasonal changes on living things, including humans ● Investigate daily and seasonal changes ● Demonstrate an understanding of what daily and seasonal changes are and how these changes affect living things
November - January	<u>Energy in Our Lives</u>
	<ul style="list-style-type: none"> ● Assess uses of energy at home, at school, and in the community, and suggest ways to use less energy ● Investigate how different types of energy are used in daily life ● Demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth

SOCIAL STUDIES	
September - January	<u>Heritage & Identity: Our Changing Roles & Responsibilities</u>
	<ul style="list-style-type: none"> ● Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self ● Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives ● Demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

ART

Apply a creative process to create 2-dimensional and 3-dimensional works of art while focusing on line, shape, form, space, colour, texture and value and contrast.
Express feelings and ideas about their works of art.

Dance

Apply the creative process to compose a variety of dance pieces exploring body, space, time, energy and relationship.

DRAMA

Apply the creative process to dramatic play using the elements and conventions of drama to communicate feelings, ideas and stories.

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 as they participate in physical activities.

Health

Demonstrate an understanding of factors that contribute to healthy development.
Demonstrate the ability to apply health knowledge and social-emotional learning skills to reasoned decisions and take appropriate actions relating to their personal health and well-being.
Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.