

## Term 1 preview

Here is an overview of our focus for term 1. Additions, omissions or changes may occur.

- **French**

- Listening - to teacher, peers and media
- Speaking – speaking, discussing, reacting, questioning etc in French in class, common errors in oral French, practicing reading fluency
- Writing – regular practice writing and using high frequency words, writing clear sentences, personal writing, writing for note-taking and reflecting, capitalization and plural forms
- Grammar - parts of speech, verbs in the present tense, homonyms (est/et, à,/a)
- Reading - comprehension strategies (summarizing, connecting, review of strategies to understand unfamiliar words, finding a book at your level, independent and partner reading), First Nations culture via legends and stories.

- **English**

- Speaking - in class discussions
- Writing – complete sentences
- Grammar - spelling exercises
- Reading - comprehension strategies (predicting, summarizing, questioning, connecting) to books read aloud, First Nations culture via legends and stories.

- **Math**

- Grade 3
  - Represent mathematical ideas in concrete, pictorial, and symbolic forms
  - Use mathematical vocabulary and language to contribute to mathematical discussions
  - Visualize to explore mathematical concepts
  - Develop mental math strategies and abilities to make sense of quantities and problem solve
  - Increasing and decreasing patterns
  - Introduction - recall of addition and subtraction facts to 20 (decomposing, doubles, commutative property)
  - Number concepts to 1000 (including adding and subtracting, estimating)
- Grade 4
  - Represent mathematical ideas in concrete, pictorial, and symbolic forms
  - Use mathematical vocabulary and language to contribute to mathematical discussions
  - Visualize to explore mathematical concepts
  - Develop mental math strategies and abilities to make sense of quantities and problem solve
  - Increasing and decreasing patterns
  - Review - recall of addition and subtraction facts to 20 (decomposing, doubles, commutative property)
  - Number concepts to 10 000 (including adding and subtracting, estimating)

- **Social studies**

- Grade 3
  - Geography and mapping
  - Oral history and traditional stories as evidence about past First Peoples cultures
- Grade 4 –
  - Geography and mapping
  - The history of the local community and of local First Peoples communities
  - Physiographic features of BC and Canada
- **Science**
  - Grade 3 –
    - Major local landforms
    - Experience and interpret the local environment
    - Demonstrate curiosity about the natural world
    - The Water Cycle and phase changes as intro to next term’s learning  
outcome: Observable changes in the local environment caused by erosion and deposition by wind, water and ice.
  - Grade 4 –
    - Experience and interpret the local environment
    - Demonstrate curiosity about the natural world
    - Phases of matter and transfer of energy (via the Water Cycle)
    - The effect of temperature on particle movement (via the Water Cycle)
    - Make observations about non-living things in the local environment
- **Health & Career**
  - Importance of effective work habits (skills for learning), interpersonal skills and safe and caring schools.
  - Second Step Program: Skills for Learning
  - Goal setting
- **Physical Education**
  - Active living, movement skills, safety, fair play and leadership via games and outdoor activity.
- **Art**
  - Drawing, crafts, art using other media, dramatic exercises.
  - Music education with Mme Saip
- **Applied Design, skills and technology**
  - Identify needs and opportunities for designing through exploration