

# Mme Hawtree - TERM 1 OVERVIEW

## Maternelle 2018-2019



British Columbia's curriculum has been redesigned to respond to the demanding world our students are entering. This transformation in curriculum will help support engaging learning environments and personalized learning. At the heart of the redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.



HOME SUPPORT:  
Please continue to...

- Read weekly newsletter and check home bags
- Read with child on a daily basis
- Practice printing first and last name
- Connect what your child learns to everyday life.

SUBJECT AREA	<b>BIG IDEA:</b> What will students <b>UNDERSTAND</b> long after this unit is over?	<b>CURRICULAR COMPETENCIES:</b> What will the students <b>DO</b> and how will they <b>APPLY</b> their learning?	<b>CONTENT:</b> What will the students <b>KNOW</b> , learn and be assessed on?
LANGUAGE ARTS (English Language Arts & Français langue seconde – immersion)	<p>A new language is acquired by listening to and reproducing the models introduced by the teacher.</p> <p>Observing codes of politeness, knowing how to listen and letting others speak are practices that facilitate communication and promote respect.</p> <p>Images convey meaning and facilitate the understanding of a text.</p> <p>Each letter has its own graphic representation and its own sound.</p>	<ul style="list-style-type: none"> <li>• practice active listening, turn-taking in a conversation and expressions of courtesy and greetings</li> <li>• identify rhymes, initial sound</li> </ul>	<ul style="list-style-type: none"> <li>-write first name</li> <li>-use active listening skills</li> <li>-listen to stories</li> <li>-sing songs in French</li> <li>-participate in oral language activities</li> <li>-use words (colors, numbers, animal, simple questions) to communicate.</li> <li>-recognize some letters of the alphabet.</li> <li>-print uppercase letters of the alphabet</li> <li>-use pictures to tell a story</li> <li>-hear and produce rhyming words</li> </ul>
MATH	Repeating elements in patterns can be identified.	<ul style="list-style-type: none"> <li>• communicate and represent concretely,</li> </ul>	-count to 5 (in French)

<p><b>(Mathématiques)</b></p>	<p>Numbers represent quantities One-to-one correspondence is essential for fluency with numbers.</p>	<p>pictorially and symbolically in many ways.</p> <ul style="list-style-type: none"> <li>• develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> <li>• visualize to explore mathematical concepts</li> </ul>	<p>- count with 1 to 1 correspondence to 5</p> <p>-write numbers to 5 - repeating patterns with two or three elements -concrete or pictorial graphs as a visual tool</p>
<p><b>SCIENCE (Sciences)</b></p>	<p>Plants and animals have observable features.  Daily and seasonal changes affect all living things</p>	<ul style="list-style-type: none"> <li>• demonstrate curiosity and a sense of wonder about the world</li> <li>• observe objects and events and ask simple questions</li> <li>• take part in caring for self, family, classroom, and school</li> <li>• share observations and ideas orally</li> </ul>	<p>-use senses to make observations about natural environment</p> <p>-use learned skills to explore scientific topics of interest</p>
<p><b>SOCIAL STUDIES (Sciences Humaines)</b></p>	<p>Stories and traditions about ourselves and our families reflect who we are and where we are from.  Rights, roles and responsibilities shape our identity and help us build healthy relationships with others.</p>	<ul style="list-style-type: none"> <li>• ask questions. Gather ideas and communicate findings</li> <li>• explain the significance of personal or local events, objects, people, and places</li> <li>• sequence objects, images, and events, and distinguish between what has changed and what has stayed the same - recognize the causes and consequences of decisions in their lives.</li> </ul>	<p>-ways in which individuals and families differ and are the same</p> <p>-personal and family history and traditions</p> <p>-rights, roles, and responsibilities of individuals and groups</p>
	<p>Daily physical activity helps us develop movement skills and physical literacy, and is an</p>	<ul style="list-style-type: none"> <li>• participate daily in physical activity at moderate to</li> </ul>	<p>-participate safely in physical education activities.</p>

<p>PHYSICAL AND HEALTH EDUCATION (<b>Éducation Physique et Santé</b>)</p>	<p>important part of healthy living.</p> <p>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</p> <p>Making healthy choices helps us look after ourselves.</p>	<p>vigorous intensity levels</p> <ul style="list-style-type: none"> <li>• identify opportunities to be physically active at school, at home, and in the community</li> <li>• identify and explore a variety of foods and describe how they contribute to health</li> <li>• develop and demonstrate respectful behaviour when participating in activities with others</li> </ul>	<p>- use body to move in space</p> <p>-caring behaviours in groups and families</p> <p>-emotions and their causes and effects</p>
<p>ARTS EDUCATION (<b>Éducation Artistique</b>)</p>	<p>People create art to express who they are as individuals and community.</p> <p>Dance, drama, music and visual arts express meaning in unique ways</p>	<ul style="list-style-type: none"> <li>• Explore elements, materials technologies and techniques of the art</li> <li>• Create artistic works as a group and individually using ideas inspired by imagination, experimentation and purposeful play</li> <li>• explore artistic expressions of themselves and community through creative processes</li> <li>• express feelings, ideas, stories, observations, and experiences through the arts</li> </ul>	<p>-safe and active participation in art activities</p> <p>-appropriate use of materials</p> <p>-willingness to take risks and try new activities</p> <p>-experience and perform/ create in a safe learning environment</p>
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<p>Learning is a lifelong enterprise.</p> <p>Everything we learn helps us to develop skills.</p>	<ul style="list-style-type: none"> <li>• recognize the importance of learning in their lives</li> <li>• identify and appreciate the roles and</li> </ul>	<p>-rules and roles at school</p> <p>-ability to follow procedures</p>

(Conception Compétences Pratiques et Technologies)		responsibilities of people in their schools • demonstrate effective work habits and organizational skills appropriate to their level of development	
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<p>FIRST PEOPLES LEARNING PRINCIPLES</p> 	<p>Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on <b>this TERM</b> are:</p> <ul style="list-style-type: none"> <li>❖ Learning involves recognizing the consequences of one's actions</li> <li>❖ Learning recognizes the role of indigenous knowledge</li> <li>❖ Learning involves patience and time</li> </ul>
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CORE COMPETENCIES		These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning	
The attribute of being...	The act of "doing" in any area of learning	This term the students will focus on the "I can" statements as follows:	
LEARNER	SOCIAL RESPONSIBILITY		I can be respectful to myself, and to others. I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		I can share my ideas and accomplishments. I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		I can use evidence to make simple judgements. I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		I can talk and listen to people I know.
COLLABORATOR	CREATIVE THINKING		I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		I can be proud of who I am. I can identify all the aspects of my 'whole self' that contribute to making me an individual.