

Curriculum Map

Grade I (age 6-7)



	Term 1		Term 2	
	Quarter 1 (Sep/Oct)	Quarter 2 (Nov/Dec/Jan)	Quarter 3 (Feb/Mar)	Quarter 4 (Apr/May/June)
Educational Visits	Ferme de Sartrouville (science)	Quai Branly		Fondation GoodPlanet, Giverny-Monet's Garden (Social Studies)
Rights Respecting School	Establishing Classroom Rules	Establishing Classroom Rules		
Cultural Identity & Diversity	Cultural Diversity: Getting to Know Zimbabwe	Cultural Diversity: Families Around The World Celebration of Thanksgiving	Diversity: Needs of people in different parts of the world	Cultural Diversity: French Families
Religious Education & Ethics	<p>Creation God created the world and calls on us to be faithful stewards of creation</p> <p>God's Chosen People (Catholic stream) We are all chosen people of God. Some important people specially chosen by God are Abraham, Moses and Daniel</p>	<p>The Fall Looking at the consequences of disobedience. Celebration of Thanksgiving</p> <p>Mysteries and the Trinity (Catholic) We know that the Trinity is a great mystery: God the Father, God the Son, God the Holy Spirit</p> <p>Celebrations of our faith (Multi-faith) (Catholic) People of God (Mary, Mother Teresa, St. Brigid, Rosa Park) Jesus Brings the Good News Advent The Birth of Chris.</p>	<p>People of God The Mass (Catholic) We can reflect on the structure and meaning of the Mass/opening rights, liturgy of the words/offertory/consecration/Holy communion</p> <p>Jesus Grows up in Nazareth (Multi-faith) (Catholic) Jesus grew up as a boy and became a man in Nazareth. Jesus chooses his Disciples. The miracles and teaching of Jesus. Jesus gets lost in the Temple. Jesus talks to Priests</p>	<p>Jesus Grows up in Nazareth continued</p> <p>Easter (Catholic) The Suffering and Resurrection of Jesus Christ</p> <p>The Church (Catholic) The Apostles and the beginning of the Church. Introduction to the Sacraments.</p>
English	<p>Readers Build Good Habits Building stamina, visualizing, predicting and monitoring understanding, working in partners to have meaningful conversations</p> <p>Launching With Small Moments Planning and bringing small moment stories to life, learning from mentor texts, writing with exact actions and pop out words, revising and editing written pieces</p> <p>Conventions: Printing all upper/lower case letters, alphabetical order, capitalizing dates and names of people, using simple determiners, producing and expanding complete/simple and compound sentences, singular/plural nouns with matching verbs (She hops/they hop/we hop), punctuation- end marks (e.g. exclamation marks, question marks, using verbs- past tense (e.g. Yesterday I walked home)</p>	<p>Word Detectives Solve Words Using various strategies to decode words, learning how to self-correct, and working with partners to read better</p> <p>Writing How-To Books Choosing an expert topic, learning how to write down directions/steps, revising and editing written pieces</p> <p>Conventions: Punctuation (using commas in dates & to separate single words in a series); Using verbs- present (e.g. Today I walk home) Using pronouns (e.g. I, me, my; they, them, their; anyone, everything); Using verbs-future tense (e.g. Tomorrow I will walk home.); Spelling untaught words phonetically, drawing on phonemic awareness; Identifying frequently occurring root words (e.g. look) & their inflectional forms (e.g. looks, looked, looking)</p>	<p>Readers Get to Know the Characters Finding evidence in texts to get to know characters, rereading to learn more and thinking about the lessons learned by the characters</p> <p>Writing Reviews (Opinion) Writing an opinion on a topic and discussing various reasons that support it, revising and editing written pieces</p> <p>Poetry and Songs Studying various poems, finding rhythm, and writing poems</p> <p>Conventions: Common/proper/possessive nouns, using frequently occurring adjectives, using frequently occurring conjunctions (e.g. and, but, or, so, because), word relationships (word sort/categories, shades of meaning, rhymes)</p>	<p>Readers Can Be Their Own Teachers Solving tricky words,, rereading and self-correcting independently and reading with partners</p> <p>Reading Across Genres Making sense and learning from various types of texts, comparing and contrasting texts and thinking critically about the reading material</p> <p>Realistic Fiction: From Scenes to Series Using mentor texts to plan and write realistic fiction books</p> <p>Conventions: Using frequently occurring prepositions (e.g. during, beyond, toward, etc....) review of previous conventions</p>

Maths	<p>Sums and differences to 10 Using a number line, part-part mat, doubles fact, near doubles fact and pictures to solve word problems and equations to 10</p>	<p>Place value: addition and subtraction to 20 Strategies to solve addition and subtraction word problems and equations to 20, extending the counting sequence, beginning to understand place value</p>	<p>Place value, computation, addition and subtraction beyond 20 Comparing two-digit numbers, using models and strategies to add/subtract tens and ones</p>	<p>Ordering and comparing length and measurements Representing and interpreting data, measuring, ordering and comparing lengths using standard and non-standard units Shapes and Times Reasoning with shapes and their attributes, telling the time to the hour and half hour Step up to Grade 2 Addition and subtraction to 100 using various strategies, telling the time by 5 minutes, skip counting</p>
Technology/FabLab	<p>Essential agreements for digital citizens: Technology integration and Seesaw use</p>	<p>-Experimenting with light and sound by making a kaleidoscope and water pan pipes - Coding Unit</p>	<p>Using the design process to design and make a dream home using the tools of the fablab. -Digital Citizenship</p>	<p>Sky patterns- learning about star constellations and making their own movie on the discovery of a new constellation. Puppet Pal app</p>
Science	<p>Plants and Animal parts Different parts of plants and animals and their basic needs for survival</p>	<p>Light and Sound Properties of light and sound, how they travel and how they benefit communities</p>	<p>Light and Sound Properties of communication with light and sound</p>	<p>Sky patterns Star constellations, sky maps, and phases of the moon and sun.</p>
PE & Games	<p>Sports day Relays practice Sprinting, Dribbling, Throwing Jump rope Soccer Dribbling, Passing, kicking, Shooting</p>	<p>Volleyball Serving ; under-arm-over-arm Volleying-passing, bumping Basketball Dribbling, Passing, catching, Shooting Badminton Serve, Use front side –back side, Hitting under-arm- over-arm Gymnastics Balancing , Somersaulting – forward-backward, Cartwheel, handstand</p>	<p>Hockey Dribbling, Passing, Shooting Handball Dribbling, Passing, catching, Shooting Ultimate Frisbee Throwing-Catching</p>	<p>Tchoukball Dribbling, Passing, catching, Shooting Track and Field Sprinting, Throwing, jumping softball-kickball Kicking, Sprinting, throwing, catching</p>
Personal, Social, and Emotional Health	<p>Self-Awareness: Things I Like To Do / Who Am I?</p>	<p>My Friends, My Family</p>	<p>Keeping Safe Showing Our Feelings</p>	<p>How My Body Works Growing and Changing</p>
Social Studies	<p>- Getting to know Zimbabwe Locating Zimbabwe on a map, the landscape, animals of Zimbabwe, local dialect. Comparing and contrasting Zimbabwean schools and our own school. The R.S.H.M. mission in Zimbabwe.</p>	<p>- We are Family Composition of Families. Diversity among families. A family tree. - Houses and Homes Around the World. The purpose of houses and homes. Comparing and contrasting houses around the world.</p>	<p>- House and Homes Around the World (continued) Global issues. Materials used for the construction of houses. - My Needs and My Wants Distinguishing between needs and wants. People's needs and wants differ around the world.</p>	<p>- My Needs and My Wants (continued) Supporting our RSHM mission in Zimbabwe - Making the World a Safe and Peaceful Place to Live In Defining conflict cooperation Working together for a common goal - French Families: locating France and Europe on maps. French monuments. Comparing French families, past and present. Claude Monet's garden.</p>
Art	<p>About me! Self portraits About making Art shapes and patterns; paint, markers, giant crayons</p>	<p>Artist Print and Paint finger print, handprint; cork prints: Grapes; finger painting Seasons and Holidays Jack-o-lantern crayon resist (crayon and paint); Fall Leaf Print; Christmas: Mixed technique (scissors, paper, drawing and painting)</p>	<p>International: Chinese dragons Pottery: clay pinch pots with pressed textures French Artists: Henri Matisse-silhouettes; George Braque-Collage and painting</p>	<p>Celebrate Spring and Summer with Art! Lady bug on a leaf (mixed technique); Very Hungry Caterpillar (inspired by Eric Carle book); Landscapes (flowers and bee); Seascapes (boat on the water); Whale Painting (World water day)</p>

Music	<p>Establishing the music classroom learning environment</p> <p>Songs about me</p>	<p>Counting and demonstrating meter in various measures</p> <p>Songs from around the world celebrating Christmas</p>	<p>Individual Improvisation: changing speed, duration and intensity.</p> <p>Introducing rhythm notation (reading): students represent beats in a measure</p>	<p>Introduction to the orchestra</p> <p>Canon and partner songs</p>
French	<p>Level 1: Conversational conventions and vocabulary building 'au parc'(présentation, âge, nombres, couleurs),et 'à la ferme' (identifier, nombres -> 20, il y a)</p> <p>Level 2: Conversational conventions and vocabulary building: Saluer, se présenter, identifier quelqu'un, épeler, identification de sons, de mots et d'objets, remercier</p> <p>Francophone: étude des sons suivants: la,le, a, li-il, i-y, l, u, r. Lecture globale et syllabique.</p>	<p>Level 1: A la ferme (identifier, nombres -> 20, il y a), Noël, Galette</p> <p>Level 2: L'âge, compter jusqu'à 50, présenter sa famille, exprimer ses goûts</p> <p>Francophone: étude des sons suivants: p, o, t, tr-pr, e, m, ou, b, er-ez. Lecture globale et syllabique.</p>	<p>Level 1: Le goût (fruits, légumes, sucré, salé), le sport et les parties du corps, Pâques.</p> <p>Level 2: Dire et demander ce que l'on veut, proposer une activité, sentiments et sensations, situer une personne et un objet</p> <p>Francophone: étude des sons suivants: é, br-pr-bl-pl ,c,qu-k, cl-cr, au-eau, v, on-om. Lecture globale et syllabique. Orthographe des mots fréquents.</p>	<p>Level 1: le sport et les parties du corps, Pâques. Vêtements, la famille, émotions(le cirque)</p> <p>Level 2: Donner et comprendre un ordre, demander quelque chose, exprimer des besoins, des sensations, la description physique, activités après l'école</p> <p>Francophone: étude des sons suivants: n, on-onne, s, c-ç, ch, è-ê, ai-ei-et, ette-erre-elle, er-ec. Lecture globale et syllabique. Orthographe des mots fréquents.</p>