

**Ms. C. Bryan Grade 1 Eastview Public School**  
**Long-range Plans 2011-2012**

**Term 1**

Math: Number knowledge, sorting and patterning, data management, quantity relationships, adding and subtracting, measurement (temperature)

Reading: Developing reading strategies, choosing "just right" books, "reading is thinking", retelling stories, asking questions, making connections, visualizing

Writing: Personal narratives (Writer's Workshop), descriptive writing (harvest, fall, Halloween), conventions

Social Studies: Relationships, rules, and responsibilities

Science: Daily and seasonal changes (summer and fall), energy

Computers: Logging in, introduction to keyboarding, cross-curricular activities and programs

**Term 2**

Math: Properties of 2D and 3D shapes, geometric relationships (symmetry, fractions), number relationships (counting by 2, 5, 10, place value), 100 Day activities, measurement (money, time, linear, mass, volume), probability

Reading: Predicting, inferring, retelling (revisited), non-fiction text features

Writing: Procedural, letters (persuasive and explanatory), reports, writing traits (voice, word choice, sentence fluency)

Social Studies: Local community

Science: Daily and seasonal changes (winter and spring), structures and mechanics, living things

Computers: Using email to correspond with teachers and peers, research on topics studied in class

## Ongoing

Oral communication: Listening and responding in a variety of situations, communicating with an audience, reflecting on own strengths and areas for improvement as listeners and speakers.

Physical Education: Participating in a wide variety of program activities, demonstrating understanding of the importance of an active lifestyle.

Visual Arts: Producing a variety of two- and three-dimensional art works, developing understanding of the elements of design and various art forms, communicating responses to own and others' art.

Music TERM ONE	Music TERM TWO
Elements	Elements
<b>Duration:</b> beat vs. rhythm, ta titi and rest, 4/4 metre	<b>Duration:</b> tempo, 2/4 metre
<b>Pitch:</b> high and low	<b>Pitch:</b> Melodic Contour, so mi and la
<b>Timbre:</b> speaking voice, singing voice, environmental/found sound	<b>Timbre:</b> body percussion, pitched/non pitched percussion
<b>Texture:</b> unison singing	<b>Texture:</b> unison singing
<b>Dynamics:</b> loud and soft	<b>Form:</b> phrases, call and responses
<b>Articulation:</b> accent, smooth	<b>Articulation:</b> separate
Creating and Performing	Creating and Performing
create/perform songs and chants using ta, titi and rest	play accompaniments in 2/4 metre with dynamics loud/soft and articulation (separate)
incorporate environmental sounds for composition	use body percussion
play accompaniments in 4/4 metre with dynamics loud/soft and articulation (accent, smooth)	play and create using tempo
rhythmic composition using manipulatives	play and create using so, mi and la
read and use symbols - devised and standard notation	
Reflecting and Responding	Reflecting and Responding
express personal responses to music	self-assessment (identify own strengths and areas for improvement as a musician)
describe how the elements are used for different purposes in music we hear/perform/create	
Forms and Cultural Context	Forms and Cultural Context
music in daily life	music in celebrations/festivals
music in celebrations/festivals	music in our culture (i.e. Earth Day)