Math ! Term 1 - sept, oct, nov, dec, jan

Week	Topic	Expectation - 3e	Expectation - 4e
Sept 6 - Sept 10	Counting	- read and print in words whole numbers to one hundred, using meaningful contexts – count forward & backwards by 1's, 2's, 5's, 10's, and 100's to 1000 from various starting points, and by 25's to 1000 starting from multiples of 25, using a variety of tools and strategies – solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000 – represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000,	- read and print in words whole numbers to 1000, using meaningful contexts – represent, compare, and order whole numbers to 10 000, using a variety of tools – solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 10 000 – count forward by halves, thirds, fourths, and tenths to beyond one whole, using concrete materials and number lines – count forward by tenths from any decimal number expressed to one decimal
Sept 13 - Sept 17	Counting		
Sept 20 - Sept 24	Base 10	– identify and represent the value of a digit in a number according to its position in the number – compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials – round two-digit numbers to the nearest ten, in problems arising from real-life situations;	– round four-digit whole numbers to the nearest ten, hundred, and thousand, in problems arising from real-life situations; – represent, compare, and order decimal numbers to tenths, using a variety of tools and using standard decimal notation
Sept 27 - Oct 1	Base 10		
Oct 4 - Oct 8	Surveys	– demonstrate an ability to organize objects into categories, by sorting and classifying objects – collect data by conducting a simple survey – collect and organize data and display the data in charts, tables, and graphs with appropriate titles and labels –read, interpret and draw conclusions from data presented in charts, tables, and graphs; – demonstrate an understanding of mode and identify the mode in a set of data.	– collect data in a survey – collect and organize discrete primary data and display the data in charts, tables, and graphs (stem-and-leaf plots/double bar) with titles, labels and scales – draw conclusions from primary &secondary data – determine the median of a set of data – describe the shape of a set of data across – compare similarities and differences between two related sets of data
Oct 11 - Oct 15	Surveys		

Week	Topic	Expectation - 3e	Expectation - 4e
Oct 18 - Oct 22	Area intro	– solve problems requiring the greatest or least number of two-dimensional shapes needed to compose a larger shape in a variety of ways	– solve problems requiring the greatest or least number of two-dimensional shapes needed to compose a larger shape in a variety of ways
Oct 25 - Oct 29	Money	– represent and describe the relationships between coins and bills up to $10 – estimate, count, and represent the value of a collection of coins and bills with a maximum value of $10;	– read and represent money amounts to $100
Nov 1 - Nov 5	Probability	– predict the frequency of an outcome in a simple probability game then perform the experiment, and compare the results with the predictions, using mathematical language; – demonstrate the fairness in a game	– predict the frequency of an outcome and conduct exp. to verify prediction - determine, through investigation, how the number of repetitions of a probability experiment can affect the conclusions drawn
Nov 8 - Nov 12	Coordinates & Grids	– describe movement from one location to another using a grid	– identify and describe the general location of an object using a grid system
Nov 15 - Nov 19	Patterns	– identify, extend, and create a repeating pattern involving two attributes – identify and describe number patterns involving addition, subtraction, and multiplication, – extend repeating, growing, and shrinking number patterns – create a number pattern involving addition or subtraction, given a pattern represented on a number line or a pattern rule expressed in words – represent simple geometric patterns using a number sequence, a number line, or a bar graph	– extend, describe, and create repeating, growing, and shrinking number patterns – connect each term in a growing or shrinking pattern with its term number – create a number pattern involving +-x, given a pattern rule – make predictions related to repeating geometric and numeric patterns – extend and create repeating patterns that result from reflections, through investigation
Nov 22 - Nov 26	Patterns		
Nov 29 - Dec 3	Transformations	– identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations	– identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations

Week	Topic	Expectation - 3e	Expectation - 4e
Dec 6 - Dec 10	Measurement	– estimate, measure, and record length, height, and distance, using standard units – draw items using a ruler, given specific lengths in centimetres – compare standard units of length and select and justify the most appropriate standard unit to measure length – compare and order objects on the basis of linear measurements in centimetres and/or metres	– estimate, measure, and record length, height, and distance, using standard units – draw items using a ruler, given specific lengths in millimetres or centimetres – describe, through investigation, the relationship between various units of length – select and justify the most appropriate standard unit to measure the side lengths and perimeters of various polygons
Dec 13 - Dec 17	Perimeter	– estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units	– estimate, measure and record the perimeter and area of polygons; – distinguish difference between perimeter and area
Dec 20 - Jan 2	Christmas Break		
Jan 3 - Jan 7	Addition	– determine, through investigation, the inverse relationship between addition and subtraction – add and subtract three-digit numbers – use estimation to help judge the reasonableness – determine, the missing number in equations involving addition and subtraction of one- and two-digit numbers, using a variety of tools and strategies – add and subtract money amounts to make simulated purchases and change for amounts up to $10	– add and subtract two-digit numbers, using a variety of mental strategies – solve problems involving the addition and subtraction of four-digit numbers, using student-generated algorithms and standard algorithms – add and subtract decimal numbers to tenths – add and subtract money amounts by making simulated purchases and providing change for amounts up to $100, using a variety of tools
Jan 10 - Jan 14	Addition		
Jan 17 - Jan 21	Subtraction		
Jan 24 - Jan 28	Subtraction		

Expectations used in weekly problem solving - Regular & ongoing	
PROBLEM SOLVING	apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;
REASONING AND PROVING	apply developing reasoning skills(e.g.,pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others);
REFLECTING	demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct);
SELECTING TOOLS AND COMPUTATIONAL STRATEGIES	select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;
CONNECTING	make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts;
REPRESENTING	create basic representations of simple mathematical ideas(e.g.,using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems;
COMMUNICATING	communicate mathematical thinking orally, visually, and in writing, using every day language, a developing mathematical vocabulary, and a variety of representations.