

*Maronite Sisters of the Holy Family*

Maronite College of the Holy Family

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Maronite College of the Holy Family



**Grade Curriculum Notes: Year 1**

***2017***

***Teaching Staff***

***Grade: Year One***

***Stage Coordinator Miss Rozario***

***Grade Teachers : Ms Taouk***

***Ms Hatem
 Mrs Delos-Reyes***

***Ms Njeim***

***Integration/ESL teachers: Ms Le Merle***

 ***Mrs Pantaleone***

***Arabic Teachers: Mrs Zaiter***

 ***Mrs Sassine***

 ***Mrs Chalhoub***

 ***Mrs Farrah***

***Learning Support Staff: Ms Zdrilic***

 ***Ms Achmar***

***Learning Centre Supervisor: Miss Roumanus***

**Curriculum Notes**

Homework:

Your child should be spending 40 minutes on homework each night as well as spending 15-20 minutes reading.

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| Monday | Spelling, Arabic, Home Reader, Magic Sight Words and English page from Homework Book. |
| Tuesday | Spelling, Arabic, Home Reader, Magic Sight Words and Maths page from Homework Book. |
| Wednesday | Spelling, Arabic, Home Reader, Magic Sight Words and Journal Writing. |
| Thursday | Spelling, Arabic, Home Reader and Magic Sight Words |

English/Mathematics: Some of the key concepts covered in English and Mathematics include:

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **English** | **Reading****Menu Board**- The children are placed in levelled groups. Reading and Writing activities are completed during this time.**Shared Reading**- Big Books, whole class activities.**Phonics**- Phonics is integrated in reading/writing activities.**Grammar**- Formally taught and integrated in reading/writing activities.**Writing-** The students will be focusing on a range of Informative, Imaginative and Persuasive text types. **Spelling**- New list each week- integrated with Phonics.**Handwriting**- Modelled and Independent.**Talking and Listening**- News/ class presentations. Integrated across all subject areas (Directed listening, personal response, research and reporting). |
| **Mathematics** | In Mathematics, the teaching and learning activities are ongoing and planned around the syllabus strands. The syllabus strands are: * Working Mathematically
* Number and Algebra
* Statistics and Probability
* Measurement and Geometry
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Integrated Units: The following units are covered throughout the year:

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Religion** | Senses- Our gift from GodLent- Growing together Easter- Season together. | Stories of JesusGetting to know Jesus through Bible stories | BaptismJesus is our friend | Advent- Getting ready for JesusThe Announcement Celebrating Jesus’ birth. |
| **Geography/History/****Science**  | **Science:****Material World:** Spot the Difference**Physical World**: Look! Listen!  | **History:**Present and Past Family Life | **Geography:**Features of Places  | **Science:****Living World:** Schoolyard Safari**Earth & Space:** Up, Down and All Around |
| **Creative Arts** | Music/ Visual Arts: Dynamics and Easter craft.  | Drama/ Dance: Mix of role-plays. | Music/ Visual Arts: Aboriginal.  | Drama/ Dance: Concert.  |
| **PDHPE** | **Personal Development & Health**-Safe Living-Rules, safety(Pedestrian, car, bus and bicycle).**Physical Education**Gymnastics | **Personal Development & Health**-Active Lifestyle Physical Activity and Nutrition.**Physical Education**Athletics skills | **Personal Development & Health**-Safe Living Child protection.-Interpersonal Relationships Expressing needs and feelings**Physical Education**Effects of Physical Activity | **Personal Development & Health**-Growth & Development-Personal Health Choicessun safety and Personal Hygiene**Physical Education**Composition |

**Year 1- Term 3 Overview 2017**

This is a term overview for the teaching and learning for each subject in Year 1 for Term 3.

Please make an appointment to speak to your child’s teacher if you have any questions.

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| KLA | Outcomes | Unit Outline |
| **English** | **Speaking and Listening****EN1-1A** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations. **EN1-6B** Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts. **Reading and Viewing****EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations. **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.**EN1-3A** Composes texts using letters of consisted size and slope and uses digital technologies.**EN1-4A** Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies. **EN1-5A** Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words. **EN1-12E**identifies and discusses aspects of their own and others’ learning**EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. **Writing and Representing** **EN1-3A** Composes texts using letters of consisted size and slope and uses digital technologies.**EN1-5A**uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words**EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. **EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences. **EN1-12E**identifies and discusses aspects of their own and others’ learning | **Talking and Listening** Students will understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context. Students listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions.**Guided Reading Menu Board** Students are leveled and will participate in reading groups four times a week for forty minutes in their reading level group. They are also expected to read at home every night for 20 minutes. Reading and writing activities will be completed during reading groups in the form of a menu board.**Set Text**Students will be reading two texts this term, each book focusing on a particular text type.* “How the birds got the colours” by Pamela Lofts
* “How the Kangaroos got their Tails” by Pamela Lofts

Students will use Visual Literacy to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. **Modelled and Independent Reading**Teachers and parents model reading practises throughout all areas of the curriculum. In this way students are exposed to practises such as self-correcting, the use of expression and oral comprehension.Students are given many opportunities to read independently and practise their reading skills whilst developing enthusiasm for books.**Grammar** Formally taught and integrated in reading/writing activities. Students this term will focus on alphabetical order, adjectives, compound words, final blends, verbs, adverbs and nouns.**Writing**Students will be writing simple, compound and complex sentences using the correct tense, grammar and punctuation rules. The students will be writing a range of Informative, Imaginative and Persuasive texts, implementing the 7 Steps to Writing Success. **Phonics** Phonics is integrated in reading and writing activities on a daily basis. Students will be encouraged to use their knowledge of blend and married family sounds to assist in their reading and writing. **Spelling** Students are given a new spelling list at the beginning of each week and will be tested on their spelling words on Friday. Each student will have their own set quota and will move up a quota after achieving full marks over two consecutive weeks.The **Look**, **Say**, **Cover**, **Write**, **Check** method will be encouraged to develop children’s visual memory technique.**Handwriting** Handwriting lessons are modelled using the text ‘Targeting Handwriting- Book One’. Students are taught using the NSW Foundation Style. |
| **Mathematics** | **Working Mathematically****MA1‑1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols**MA1‑2WM** uses objects, diagrams and technology to explore mathematical problems**MA1‑3WM** supports conclusions by explaining or demonstrating how answers were obtained **Number and Algebra****Addition & Subtraction: MA1‑5NA**uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers**Whole Number: MA1‑4NA** applies place value, informally, to count, order, read and represent two- and three-digit numbers**Multiplication & Division: MA1‑6NA** uses a range of mental strategies and concrete materials for multiplication and division**Measurement and Geometry****Two-dimensional space: MA1‑15MG** manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons**Three-dimensional space**: **MA1 14MG** sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms**Statistics and Probability****Chance: MA1-18SP**  recognises and describes the element of chance in everyday events | In Mathematics the teaching and learning activities are ongoing and planned around the six syllabus strands. These are:**Working Mathematically:**  Students are challenged to ask questions and use objects, diagrams and technology to explore mathematical problems. They link mathematical ideas and use everyday language, mathematical language and diagrams to explain how answers were achieved.**Number and Algebra*** Represent and solve simple addition and subtraction problems using a range of strategies, including counting on, partitioning and rearranging parts
* Use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and the 'difference between'
* Use concrete materials to model addition and subtraction problems involving one- and two-digit numbers
* Use concrete materials and a number line to model and determine the difference between two numbers
* Record number sentences in a variety of ways using drawings, words, numerals and mathematical symbols
* Round numbers to the nearest ten

estimate, to the nearest ten, the number of objects in a collection and check by counting* Recognise, describe and order Australian coins according to their value

identify, sort, order and count money * Skip count by twos, fives and tens starting from zero
* Recognise the importance of having groups of equal size
* Determine and distinguish between the 'number of groups' and the 'number in each group' when describing collections of objects
* Recognise and represent division as grouping into equal sets
* Recognise when there are equal numbers of items in groups

**Count Me in Too –** Number Strand – During number lessons the students participate in ‘hands on’ activities. The students are assessed continuously with the Sena 1 and 2 tests to determine the mathematical skills level for each student. This information is then used to inform the student group levels and decide the activities for the students at their level. Mixed ability groups are also used within the year one classrooms.**Measurement and Geometry*** Identify vertical and horizontal lines in pictures and the environment and use the terms 'vertical' and 'horizontal' to describe such lines
* Relate the terms 'vertical' and 'horizontal' to 'portrait' and 'landscape' page orientation, respectively, when using digital technologies
* Identify parallel lines in pictures and the environment and use the term 'parallel' to describe such lines
* Recognise and classify familiar three-dimensional objects using obvious features
* Students should be able to communicate using the following language: object, cone, cube, cylinder, sphere, prism, surface, flat surface, curved surface, face.
* identify cones, cubes, cylinders and prisms when drawn in different orientations

**Statistics and Probability*** Identify outcomes of familiar events involving chance and describe them using everyday language, such as 'will happen', 'won't happen' or 'might happen'
* Identify possible outcomes of familiar activities and events, eg the activities that might happen if the class is asked to sit on the floor in a circle
* Use everyday language to describe the possible outcomes of familiar activities and events, eg 'will happen', 'might happen', 'won't happen', 'probably'
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| **Religion**Studies in Religion are based on Christianity and in particular the Maronite faith.  | **Topic 1:** Sacrament of BaptismThe students will demonstrate an understanding and appreciation of the church’s sacraments a sacred actions by which we are welcome to community, reconciled and invited to share the special presence of Jesus.**Topic 2:** Jesus Helps Me to LoveThe students will demonstrate an understanding and appreciation of Jesus as the incarnate Son of God who loves us and invites us to grow in relationship with him.The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings. | **My Baptism:** In this unit students are introduced to the sacrament of baptism as a celebration of their initiation into God’sFamily, the church. They learn that, like them, Jesus’ was baptised with water and shows us how to live as sons and daughters of God.**Jesus Helps Me to Love:** This unit focuses on the concept of relationship. It begins with the children’s experience of friendship and broadens to the Christian way of relating to others. It then focuses on forgiveness and gratitude |
| **Geography**  | **Topic: Features of place** **GE1-1:** describes features of places and the connections people have with places.**GE1-2:** identifies ways in which people interact with and care for places**GE1-3:** communicates geographical information and uses geographical tools for inquiry | * investigate features of places and how they can be cared for
* description of the natural and human features of places
* comparison of the daily and seasonal weather patterns of places
* investigate activities that occur within places
* discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall
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| **Personal Development, Health & Physical Education** | **IRS1.11**Identifies the ways in which they communicate, cooperate and care for others.**SLS1.13**Recognises that their safety depends on the environment and the behaviour of themselves and others.**MOS1.4**Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.**Physical Education:****GSS1.8** performs fundamental movement skills with equipment in minor games. | In the *Personal Development* aspect of PDHPE, students will be focusing on the following aspects;- “I am Special”. Students will discuss what makes them special and the various things in their lives that are special to them.- feelings: students will learn about the different feelings that people can have in both safe and unsafe situations and how to identify these feelings.- bullying: students will learn about the different ways bullying can affect people and reasons why bullying is a negative thing.-My Network: students will learn about and create their own network of people who they trust to go to in times of need or trouble. As well as, why it is important to tell a person you trust if something bad has happened to you or if you feel unsafe in particular situations or around particular people. -Stranger danger: students will also look at stranger danger and how they can avoid and deal with these situations. In the *Physical Education* aspect students will participate in sport on a weekly basis. Students will participate in fitness on a daily basis. Students will be practicing skills for Kanga cricket. Students will also learn how to play captain ball and ant drop.  |
| **Creative Arts** | **Visual Arts:****VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.**VAS1.2** Uses the forms to make artworks according to varying requirements.**VAS1.3** Realises what artists do, who they are and what they make.**VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.**Music:****MUS1.1** Sings, plays and moves to a range of music, demonstrating and awareness of musical concepts.**MUS1.2** Explores, creates, selects and organises sound in simple structures.**MUS1.3** Uses symbol systems to represent sounds.**MUS1.4** Responds to a range of music, expressing likes and dislikes and the reasons for these choices. | Students will be completing various artworks based on the topic “Indigenous Australia”,including dot painting. Students will develop an appreciation and knowledge of various artforms and techniques. Students will continue to learn about and explore the concept of tone colour and dynamics in music. Students will explore and learn about the various kinds of music around the world, with particular focus placed on Aboriginal music and the various instruments used in the Indigenous culture. Students will learn the Indigenous song “Taba Naba”  |