Maronite College of the Holy Family



**Grade Curriculum Notes: Year 1**

***2018***

***Teaching Staff***

***Grade: Year One***

***Stage Coordinator Miss Rozario***

***Grade Teachers : Ms Redden***

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

***Ms Njeim***

***Integration/EAL/D teachers: Ms Le Merle***

***Mrs Pantaleone***

***Arabic Teachers: Mrs Zaiter***

***Mrs Sassine***

***Mrs Chalhoub***

***Mrs Farrah***

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

***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.

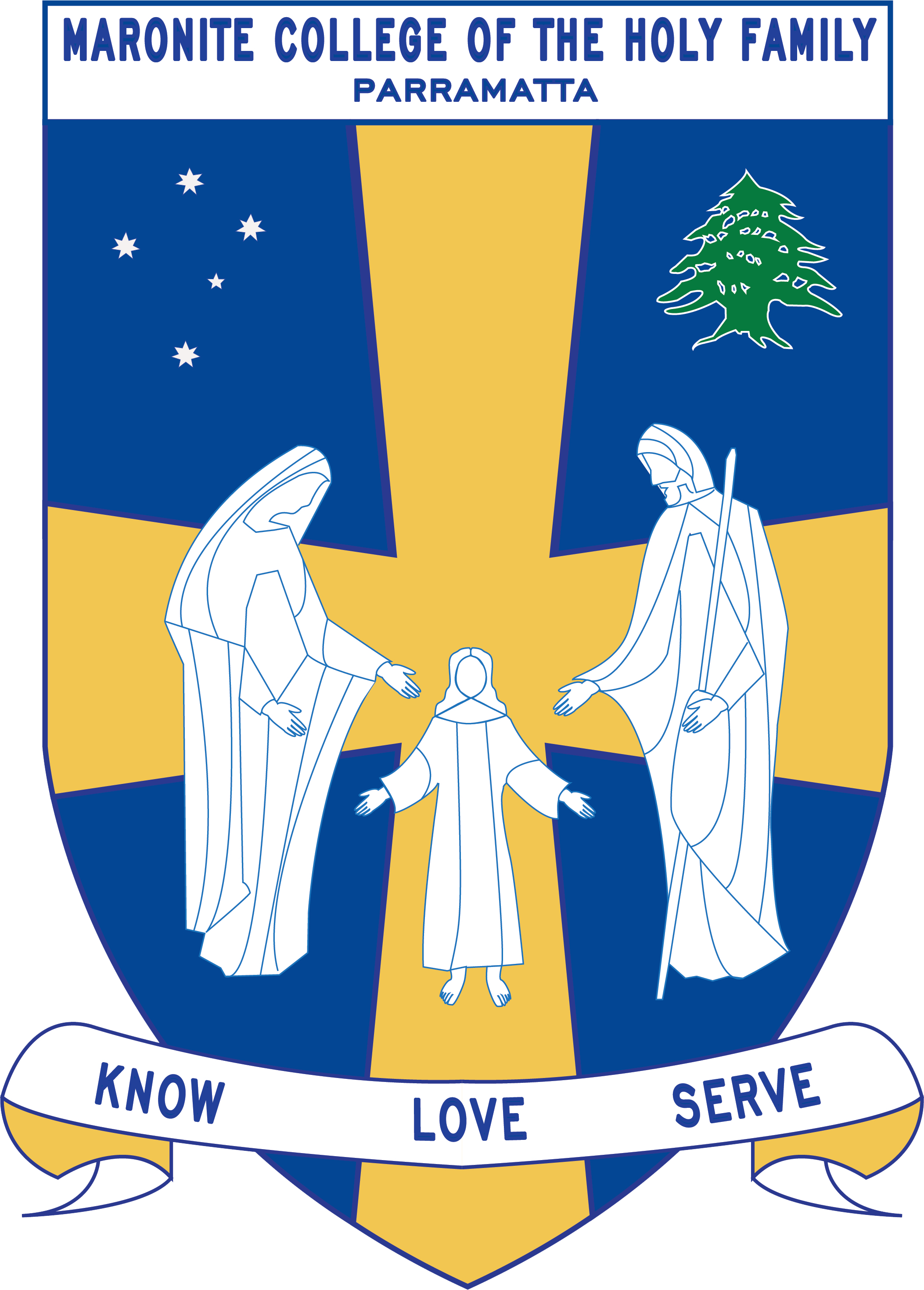
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| Monday | Spelling, Arabic, Home Reader, Magic Sight Words and English page from Homework Book. |
| Tuesday | Spelling, Arabic, Home Reader, Magic Sight Words and Maths page from Homework Book. |
| Wednesday | Spelling, Arabic, Home Reader, Magic 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 students are placed in levelled groups. Reading and Writing activities are completed during this time.  **Modelled 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 | | | |

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 God  Lent- Growing together  Easter Triduum: The Last Supper | Easter Season: Together  Mission- Sharing with others as Jesus showed us.  Stories of Jesus | Baptism  Jesus is our friend | Advent- Getting ready for Jesus  The 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.  Visual Arts: Anzac Poppy and Dragon Dance Mask. | 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 Choices  sun safety and Personal Hygiene  **Physical Education**  Composition |



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**Year 1 - Term 2 Overview 2018**

This is a term overview for the teaching and learning for each subject in Year 1 for Term 2.

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**  **EN1-4A** 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.  **Writing and Representing**  **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.  **EN1-10C** 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.  **Spelling**  **EN1-5A** Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words.  **Handwriting and using digital technologies**  **EN1-3A** Composes texts using letters of consisted size and slope and uses digital technologies.  **Grammar, punctuation and vocabulary**  **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. | **Speaking 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.  **Reading and Viewing**  **Guided Reading Menu Board**  - The students are levelled. Reading and activities are completed during this time.  **Modelled Reading**:  -Possum Magic  -Sounds Spooky  -Multimodal Texts (The Lost Child, The Haunted House, Wombat Stew)  **Modelled and Independent Reading:**  Teachers 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.  Students will discuss different texts on a similar topic, identifying similarities and differences between the texts. Students will automatically recognise irregular high-frequency words, eg 'come' and 'are'. Students read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch.  **Writing and Representing:**  Students plan and create Imaginative, Informative and Persuasive Texts using growing knowledge of text structures, Seven Steps to Writing Success, language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose. Students draw on personal experience and topic knowledge to express opinions in writing.  **Spelling**  Students will demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently. Students will understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words.  **Phonics**  Phonics is integrated in reading and writing activities on a daily basis. Students will be encouraged to use their knowledge of blends, married and family sounds to assist in their reading and writing. The sounds that the children will cover this term are: ss, zz, ck, y (ee), short vowel sounds, a-e, i-e, o-e, u-e, wh for w sounds.  **Handwriting and using digital technologies**  Students will understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively. Students construct texts featuring print, visual and audio elements using software, including word processing programs.  Handwriting lessons are modelled using the text ‘Targeting Handwriting- Book One’. Students are taught using the NSW Foundation Style.  Students will focus on the letters m, n, r, h, b, p, k and numbers 1-10  **Grammar, punctuation and vocabulary**  Students understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs. Students recognise that different types of punctuation, including full stops, question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands. Students begin to understand that choice of vocabulary adds to the effectiveness of text.  Formally taught and integrated in reading/writing activities. Some concepts include:   * Pronouns * Adjectives * Plurals * Common and Proper Nouns * Alphabetical Order * Verbs * Capital letters and Full stops * Past and Future Tense |
| **Mathematics** | **Working Mathematically**  **MA1‑1WM** describes mathematical situations and methods using every day 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**  **MA1‑4NA** applies place value, informally, to count, order, read and represent two- and three-digit numbers  **MA1‑6NA** uses a range of mental strategies and concrete materials for multiplication and division  **MA1‑8NA** creates, represents and continues a variety of patterns with numbers and objects  **Measurement and Geometry**  **MA1‑9MG** measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimeters  **MA1‑11MG** measures, records, compares and estimates volumes and capacities using uniform informal units  **MA1‑12MG** measures, records, compares and estimates the masses of objects using uniform informal units  **MA1‑13MG** describes, compares and orders durations of events, and reads half- and quarter-hour time | In Mathematics the teaching and learning activities are ongoing and planned around the four 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**  -Counts forwards and backwards by 10’s on and off the decade.  -Counts and represents large sets of objects by grouping in tens.  -Stating the place value of a given digit.  -Understanding the value of 0 in a number.  -Develop a range of mental strategies and informal recording methods for addition and subtraction.  - Jump strategy  -Counting on and back from a given number.  -Doubles and near doubles.  -Records number sentences using drawings, numerals, symbols and words.  -Models and uses strategies for multiplication including arrays, equal groups and repeated addition.  -Models and describes half or a quarter of a collection of objects.  -Recognises the element of chance in familiar daily activities.  -Counts forwards and backwards by 1’s, 2’s, 5’s and 10’s.  - Create, represent and continue a variety of number patterns and supply missing elements.  Build number relationships by relating addition and subtraction facts to at least 20.  **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**  -Uses appropriate informal units to estimate and measure area.  -Compare and order two or more areas.  -Record measurements by referring to the number and type of informal units used.  -Uses informal units to compare and measure the duration of events.  -Names and orders the months and seasons of the year.  - Use a calendar to identify the date and determine the number of days in each month  - use uniform informal units to measure the capacities of containers by counting the number of times a smaller container can be filled and emptied into the container being measured |
| **Religion** | **O1 - God**  ***Outcome:*** demonstrate an understanding and appreciation of God as our loving creator, ever-present and experienced in people and the world around us.  **O2 - Jesus**  ***Outcome*:** 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.  **O4 - Sacraments**  ***Outcome:*** demonstrate an understanding and appreciation of the Church’s sacraments as sacred actions by which we are welcomed to community, reconciled and invited to share the special presence of Jesus.  **O3 – Church**  ***Outcome*:** demonstrate an understanding and appreciation of the Church as a special community described as God’s family. | Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.  The unit title is ‘Jesus Our Friend’. The 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 topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.  The concepts looked at are:   * A look at our own family and the roles and responsibilities of each family member * Baptism * The son of God became human * A member of a family * Our brother and friends * One who shows how God wants us to live * Sending the Holy Spirit |
| **History** | **HT1-1:** communicates an understanding of change and continuity in family life using appropriate historical terms.  **HT1-4:** demonstrates skills of historical inquiry and communication. | The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens. |
| **Personal Development, Health**  **Physical Education** | **MOS1.4 -** demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.  **PHS1.12** - Recognises that positive health  choices can promote wellbeing.  **ALS 1.6** - Participates in physical activity,  recognising that it can be both enjoyable and  important for health.  **GSS1.8** Performs fundamental movement skillswith equipment in minor games. | **Personal Development, Health**  Students describe what people do to stay healthy, eg care of teeth, balanced diet. Students recognise that a variety of food is needed for good health. Students make personal health choices and gives reasons for their choices. Students identify different foods that can keep them healthy. Students describe how activity, rest, nutrition and sleep are important for lifestyle balance. Students identify physical changes during and after exercise, eg heart racing, breathing quickly, feeling hot.  **Physical Education**  Components of an active lifestyle will be incorporated this term to develop the student’s awareness of being physically active and the importance of a balanced lifestyle.  The students will focus on Athletics and cover skills such as running, jumping and throwing. |
| **Creative Arts**  **Dance**  **Drama** | **Performing**  **DAS1.1** Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.  **Composing**  **DAS1.2** Explores and selects movement using the elements of dance to express ideas, feelings or moods.  **Appreciating**  **DAS1.3** Gives personal opinions about the dances and their purpose that they view and/or  experience.  **DRAS1.1** Takes on roles in drama to explore familiar and imagined situations.  **DRAS1.3** Interacts collaboratively to communicate the action of the drama with others.  **DRAS1.4** Appreciates dramatic work during the making of their own drama and the drama of others | **Dance**  In Dance, students will develop knowledge and understanding, skills, values and attitudes in Performing, Composing and Appreciating by engaging with the elements of dance (action dynamics, time, space, relationships and structure) through a range of contexts within a planned and sequential process of teaching and learning.    **Drama**  In Drama, students will develop knowledge and understanding, skills, values and attitudes in Making, Performing and Appreciating by engaging in role, dramatic contexts, elements and forms. In making drama, students learn how to investigate their world through devising plays, role-plays and imagined situations. In performance, they develop their skills and appreciation of dramatists. |