

*Maronite Sisters of the Holy Family*

Maronite College of the Holy Family

23-25 Alice Street Harris Park NSW 2150; Tel (02) 9633 6600 Fax (02) 9689 1662

Email: admin@mchf.nsw.edu.au Web: www.mchf.nsw.edu.au

ABN: 55 454 573 163

**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- Easter Triduum | Easter Season: Together Mission- Sharing with others as Jesus showed us. Stories of Jesus | 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.**Visual Arts:** Anzac Poppy and Dragon Dance Mask. | **Music/ Visual Arts:** Aboriginal. **Drama:** Where the Forest Meets the Sea | **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**Dance |

**Year 1 - Term 4 Overview 2018**

This is a term overview for the teaching and learning for each subject in Year 1 for Term 4.

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

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| **KLA** | **Outcomes** | **Term 4** |
| **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. **EN1-12E**identifies and discusses aspects of their own and others’ learning**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. **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. **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.**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.**Spelling** **EN1-5A** Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words**Handwriting** **EN1-3A** Composes texts using letters of consisted size and slope and uses digital technologies. | **Speaking and Listening**The students will be asking questions to seek clarifications, interact in conversations, listen to events and recall events. Students will participate and implement their listening and talking skills in both formal and informal situations in which comprehension tasks will be completed. Speaking and listening is integrated across all key learning areas which will involve the students to speak directly to their peers, through the form of group work, provide their own personal response to a topic (e.g. what is your favourite zoo animal?) as well as listening and following set instructions by the class teacher.**Guided Reading - Menu Board**Students are levelled 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.**Modelled Reading/Set Text**Students will be reading two texts this term, each book focusing on a particular text type.* “The Odd Egg” by Emily Gravett
* “The Emperor’s Egg” by Martin Jenkins

**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.**Multi-Modal/Visual Literacy**YouTube clips:-“The Last Penguin”-“Melting Ice Caps and Penguins” -A John Lewis ad-“Mr Popper’s Penguin” (Trailer) -“Don’t Let the Pigeon Drive The Bus”-Happy Feet” (Trailer) **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.**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. The sounds that the children will cover this term are: oy, or, all, nk, er, ir, ur**Grammar**Grammar will be formally taught and integrated in reading/writing activities. Some concepts include:* Adverbs
* Plurals
* Alphabetical order
* Verbs
* Adjectives
* Nouns
* Speech marks
* Questions
* Time connectives
* Conjunctions
* Persuasive language
* Past tense verbs

**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.Students will focus on the letters q, d, e, s and numbers. |
| **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 & Algebra** ***Addition*:****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**MA1‑5NA** uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers**Patterns & Algebra:** **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**MA1‑8NA** creates, represents and continues a variety of patterns with numbers and objects**Fractions & Decimals:** **MA1‑1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols**MA1‑7NA** represents and models halves, quarters and eighths**Measurement & Geometry:** **Time****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**MA1‑13MG** describes, compares and orders durations of events, and reads half- and quarter-hour time**Position:****MA1‑1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols**MA1‑16MG** represents and describes the positions of objects in every day situations and on maps**Area:****MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols**MA1-10MG** measures, records, compares and estimates areas using uniform informal units**Statistics & Probability** **Data:****MA1‑1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols**MA1‑3WM** supports conclusions by explaining or demonstrating how answers were obtained**MA1‑17SP** gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results | **Working Mathematically:**  Students are challenged to ask questions and use objects, diagrams and technology to explore mathematical problems. They link mathematical ideas and use every day language, mathematical language and diagrams to explain how answers were achieved.**Number & Algebra** ***Addition*:**use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers, including: * combining numbers that add to 10, eg 4 + 7 + 8 + 6 + 3: first combine 4 and 6, and 7 and 3, then add 8
* bridging to 10, eg 17 + 5: 17 and 3 is 20, then add 2 more
* using place value to partition numbers, eg 25 + 8: 25 is 20 + 5, so 25 + 8 is 20 + 5 + 8, which is 20 + 13

use the equals sign to record equivalent number sentences involving addition, and to mean 'is the same as', rather than as an indication to perform an operation**Patterns & Algebra:** Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)* identify and describe patterns when skip counting forwards or backwards by ones, twos, fives and tens from any starting point
* recognise, copy and continue given number patterns that increase or decrease, eg1, 2, 3, 4, … 20, 18, 16, 14, …
* create, record and describe number patterns that increase or decrease
* model and describe 'odd' and 'even' numbers using counters paired in two rows

describe the pattern created by modelling odd and even numbers**Fractions & Decimals:** * describe parts of a whole object as 'about a half', 'more than a half' or 'less than a half'
* record two equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation for half
* use concrete materials to model half of a collection

**Measurement & Geometry** **Time:** * read analogue and digital clocks to the half-hour using the terms 'o'clock' and 'half past'
* describe the position of the hands on a clock for the half-hour
* explain why the hour hand on a clock is halfway between the two hour-markers when the minute hand shows the half-hour
* describe every day events with particular hour and half-hour times, eg 'We start school at 9 o'clock'
* record hour and half-hour time on analogue and digital clocks

**Position:*** Give and follow directions to familiar locations
* use the terms 'left' and 'right' to describe the positions of objects in relation to themselves and from the perspective of a person facing in the opposite direction
* give and follow directions, including directions involving turns to the left and right, to move between familiar locations, eg within the classroom or school
* use amounts of turn (full and half) to describe direction
* give and follow instructions to position objects in models and drawings,
* give and follow simple directions using a diagram or description
* describe the path from one location to another on drawings
* use a diagram to give simple directions
* create a path from one location to another using computer software

**Area:*** select and use appropriate uniform informal units to measure
* explain the relationship between the size of a unit and the number of units needed to measure an area
* compare, indirectly, the areas of two surfaces that cannot be moved or superimposed, eg by cutting paper to cover one surface and superimposing the paper over the second surface.
* predict the larger of the areas of two surfaces of the same general shape and compare these areas by cutting and covering

**Statistics & Probability** **Data:**Choose simple questions and gather responses investigate a matter of interest by choosing suitable questions to obtain appropriate datagather data and track what has been counted by using concrete materials, tally marks, words or symbols interpret information presented in data displays where one object, picture or drawing represents one data value, eg weather charts |
| **Religion** | **Advent and Christmas:****01-GOD**Demonstrate an understanding and appreciation of God as our loving creator,Ever-present and experienced in people and the world around us.**O2 - Jesus**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.**03-CHURCH**Demonstrate an understanding and appreciation of the Church as a special | **Advent and Christmas:**Advent – Getting Ready for JesusFocus: This unit presents Advent as a time of waiting and preparation, as the students and their families get ready for the coming of Jesus each Christmas.Christmas- Celebrating Jesus’ Birth Focus: In this unit, students participate in a range of learning activities designed to enable them to explore and deepen their knowledge of key people and events described in the infancy narratives. Student’s appreciation of Christmas as a time when their families and parish community thanks God for the gift of his son developed through their participation in family and class preparations for Christmas Celebrations. |
| **Science and Technology** |  **Working Technologically****STE-5WT** uses a simple design process to produce solutions with identified purposes**Working Scientifically** **ST1-4WS** investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know**Living world:** **Schoolyard Safari****ST1-11LW** describes ways that different places in the environment provide for the needs of living things**Earth and Space:** **Up, Down and all Around****ST1-8ES** describes some observable changes that occur in the sky and landscape | *Working Technologically* and *Working Scientifically* outcomes are imbedded throughout all Science and Technology lessons. **Living world- School Yard Safari** The students will explore the schoolyard. The schoolyard might have animals with a backbone (vertebrates) such as birds, lizards and some mammals such as cats and dogs. Many animals in the schoolyard are, however, likely to be very small and without a backbone (invertebrates) such as earthworms, snails, ants, ant lions, slaters, beetles and spiders. Schoolyard safari explores some common invertebrates with land habitats. Students will investigate the parts of the animals that enable them to move, feed and protect themselves and will consider how their habitats provide for their needs such as food, water and shelter.**Earth and Space: Up, Down and all Around**This unit links science with literacy in the classroom. It provides opportunities for students to explore natural, made and managed features that undergo change. Through outdoor observations and photographic records, students investigate the daily, weekly and seasonal changes in their local environment. It is developed through a series of collaborative inquiry-based learning activities.  |
| **Creative Arts** | **Drama***Making***DRAS1.1**Takes on roles in drama to explore familiar and imagined situations.**DRAS1.2**Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.*Performing***DRAS1.3** Interacts collaboratively to communicate the action of the drama with others.*Appreciating***DRAS1.4** Appreciates dramatic work during the making of their own drama and the drama of others.**Dance***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/orexperience. | **Drama**• creates a range of roles and situations adapted from their imagination, literature (including poetry)and every day experiences• expresses an understanding of the shared fiction of the drama by stepping-into-role to enact asituation and stepping out-of-role to reflect on the action• responds to the action of the drama through individual and group roles, e.g. superheroes, protesters• creates and adapts stories for enactment• responds to the elements of drama, (e.g. tension, contrast, symbol, time, space, focus and mood) to create shared meaning• expresses dramatic meaning through movement and voice.• shares their drama making with others• interacts abstractly or in role to communicate meaning to an audience• responds to their own drama and that of others by describing their ideas and feelings**Dance**• identifies safe dance practice in warm-ups, moves with care in the designated dance space and with respect for individual personal space• uses movement with control, confidence, awareness of skillful techniques and a range of expressive qualities, e.g. transferring weight to and from the floor, landing facing different directions, balancing as if inside a balloon, gesturing repetitively and machine-like, twisting slowly and wickedly• presents simple movement combinations in a dance devised by the teacher, e.g. a penguin dance with walks, runs, jumps, turns and slides• works collaboratively with a partner, in small groups and as a class member to explore and select movement to express ideas, feelings and moods, e.g. discussing, practicing and presenting ideas such as running and stopping together to convey a feeling of ‘lost and frightened’.• Talks about who dances, and reflects on why people dance (classmates, older students and the works of professional dance works); draws or talks about the dance intent. |
| **PDHPE** | **Personal Development and Health***- Personal Health Choices: Environmental Health***PHS1.12:** Recognises that positive health choices can promote wellbeing.*- Growth and Development: Personal Identity* **GDS1.9:** Describes the characteristics that make them both similar to others and unique. Values:**V2** - respects the right of others to hold different values and attitudes from their own **V3** - enjoys a sense of belonging**V4** - increasingly accepts responsibility for personal and community health**Physical Education****DAS1.7-** Performs simple dance sequences incorporating movement skills and patterns.**MOS1.4 -** demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations. **V1-** refers to a sense of their own worth and dignity**V2-** respects the right of others to hold different values and attitudes from their own**V5 -** willingly participates in regular physical activity**V6 -** commits to realising their full potential Skills:\*Manipulative Skills \*Locomotor Skills\*Dancing Skills\*Sequencing Skills\*Non-Locomotor Skills | **Personal Development and Health** - Personal Health Choices: Environmental Health**PHS1.12:** Recognises that positive health choices can promote wellbeing.Students will:- identifies environmental factors that impact on health, e.g. passive smoking, pollution, sun. - Growth and Development: Personal Identity **GDS1.9:** Describes the characteristics that make them both similar to others and unique. Students will:- explore ways in which people use science knowledge and skills in their daily lives to care for the environment and use resources sustainably. - identifies reasons why some individuals require medications, e.g. diabetes, asthma. - demonstrates ways of encouraging and caring for others. **Physical Education**Students will:• follows and repeats simple movement skills and patterns to specific rhythms, eg walk-walk-jump-jump.• imitates dance movements used in different cultures • explores rhythmical patterns using different body parts • performs simple dance sequences related to a specific theme, eg machines, magic • shows movements with various parts of the body in response to words, music • performs locomotor skills at different speeds, eg walk fast, slowly, heavily • hops on preferred and non-preferred foot• absorbs force when jumping and landing from different heights•balances on different body parts, e.g. balance on one hand and one knee, individually, with partner, or on apparatus• repeats movements to form a sequence, e.g. jump, hop, run

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| • appreciates that their physical, social, emotional and intellectual development is unique |

• values themselves as an important member of various groups• appreciates the similarities and differences between themselves and others • shows sensitivity to the needs, rights, feelings and efforts of others • shows concern for the welfare of others • values the importance of physical activity to personal health• appreciates the need to participate in physical activity with safety• acknowledges effort in achieving results• strives to achieve quality in personal performance |