



Howayek Providence Limited trading as
MARONITE COLLEGE OF THE HOLY FAMILY

YEAR 1 TERM 1 OVERVIEW 2020

Dear Parents and Guardians,

Welcome to Term 1. Listed below is a summarised outline of the topics and content we will be covering in our grade. Information pertaining to all other aspects of the grade has also been included to help you organise and support your child's learning.

We look forward to working in collaboration with you throughout this year.

Teaching Staff

Head of Primary	Mr Dean Day
Stage Coordinator K-2	Mrs Vrontas
Class Teachers	Miss Njeim- 1 Silver Miss Redden- 1 Lilac Ms Khodeir-1 Gold Ms Dibou- 1 Green
Special Needs Coordinator	Mr Christopher Perret
Integration Teacher/s	Mrs Pamboukian /Mrs Fahd
Teacher Assistant	Mrs El Asmar
Learning Centre Coordinator	Ms Anne LeMerle
Arabic Staff	Mrs Marie Zaiter Mrs Laura Chalhoub Mrs Francine Farah Mrs Denise Fares

Daily Routines

Monday	<i>All Year 1 - Sport Day – Wear Summer sport uniform</i> 1 Green – Learning Centre 1 Lilac – Learning Centre and ICT 1 Silver – ICT <i>Arabic for all classes – 11:20-11:50</i>
Tuesday	1 Gold- Learning Centre 1 Silver- Learning Centre and Borrowing 1 Lilac- Borrowing 1 Green- ICT <i>Arabic for all classes – 11:20-11:50</i>
Wednesday	1 Green- Borrowing 1 Gold- Borrowing <i>Arabic for all classes – 11:20-11:50</i>
Thursday	<i>Arabic for all classes – 11:20-11:50</i>
Friday	<i>Arabic for all classes – 11:20-11:50</i>

Important Information

- Student Absences – A note or medical certificate is required when a student is absent from school. For prolonged illness, notification to the main office is also required.
- Parent and Teacher Meetings - Please make an appointment through the main office if you would like to meet to discuss any aspect of your child’s learning. It is requested that parents not speak to any teacher in the morning during assembly or whilst on class.
- E.g. notes, homework, special requests, etc
- Homework – Spelling sent home Monday due back Friday, Homework folder (Maths and English) sent out Monday due Wednesday, Journal sent out Wednesday due back Thursday.
- Parent Volunteers Program – Commences Term 2

Curriculum Overview

Key Learning Areas	Unit Outline
Religion	<p style="text-align: center;">Senses: A Gift from God</p> <p>Focus: students will understand that their senses are a gift from God. The senses are important in communicating, relating to others and in expressing their love for God and for others.</p> <p style="text-align: center;">Lent: Growing Together</p> <p>Focus: students learn that lent is a time to grow and change as we get ready for Easter. They learn how Jesus helped others to change into better people and how they can help others during Lent.</p> <p style="text-align: center;">Easter Triduum: The Last Supper</p> <p>Focus: Students will explain why they like sharing meals with their families. They will also sequence the events of Holy Week.</p> <p style="text-align: center;">Maronite Aspects</p> <p style="text-align: center;">Saint Maroun Feast Day 9th February Saint Joseph Feast Day 19th March Saint Rafqa Feast day 23rd March</p>
English	Students will be engaged in the daily literacy block each morning where they will read, write, listen and talk. Quality independent tasks have been designed to reinforce the vocabulary and comprehension of the shared book.

	<ul style="list-style-type: none"> • Participate in daily Guided Reading groups • Build upon their personal bank of High Frequency words and use them in all literacy opportunities across all Key Learning Areas • Develop the student's vocabulary knowledge and spelling strategies of more complex words and their structures • Develop skills of writing texts with a focus on Purpose and Audience, Sentence Structure and Editing. • Recognise thematic words in their texts across all Key Learning Areas and apply them to their own daily use. • Begin to make inferences based on information gathered from the text, used the text to make connections and build comprehension. • Develop an understanding of self - monitoring when reading independently • Engage in purposeful talk about their work and the shared reading text
Mathematics	<p>Students will be engaged in daily maths activities that focus on the use of concrete materials to explore and informally record beginning maths concepts which include -</p> <ul style="list-style-type: none"> • Counting to 1000 • Addition and Subtraction patterns and combinations to 20 • Properties of familiar 2 Dimensional Shapes • Properties of familiar 3 Dimensional Shapes • An introduction to Fractions $\frac{1}{2}$, $\frac{1}{4}$ • Gathering data to organise information in simple graphs
History/Geography/ Science & Technology	<p>Material World - This unit focuses on how materials can be changed, manipulated and combined. Students will:</p> <ul style="list-style-type: none"> • Explore and develop a design solution demonstrating the suitability of material for a purpose. • Develop an understanding of the properties of materials and their uses. <p>Digital Technology - This unit focuses on digital systems. Students will:</p> <ul style="list-style-type: none"> • Develop understandings of digital systems (hardware and software) when they use some key functions to complete learning tasks. • Be exposed to a modelled approach that supports them to understand how to match familiar forms of software and hardware with their purpose. • Design and make a cardboard model of a desktop computer, tablet device, laptop or smartphone and identify their uses in our everyday lives. • Learn how to communicate, collaborate and share information safely.
Personal Development, Health and Physical Education	<p>Unit: How can we include everyone?</p> <ul style="list-style-type: none"> • This unit focuses on students' participation in a variety of activities that develop their knowledge, understanding and skills that will allow them to be inclusive of all students. There is a focus on recognising how people feel when they are included or excluded from a group and developing the skills to understand different personal interests.
Creative Arts	<p>Visual Arts</p> <ul style="list-style-type: none"> • The children view and then make their own work based on the formations that Picasso did. Students create an Easter egg using papier- mache. <p>Music</p> <ul style="list-style-type: none"> • Students will engage in fun learning games and songs which explore the concept of the beat as well as concepts of dynamics, pitch and movement.