



*Howayek Providence Limited trading as*  
**MARONITE COLLEGE OF THE HOLY FAMILY**

**YEAR 2 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 year.

**Teaching Staff**

<b>Head of Primary</b>	Mr Dean Day
<b>Stage Coordinator</b>	Mrs Eugenia Vrontas
<b>Class Teachers</b>	Miss Rizk 2 Diamond Mrs Taouk 2 Pink Miss Homsy 2 Purple Mrs Roumanus 2 Jade
<b>Special Needs Coordinator</b>	Mr Christopher Perret
<b>Integration Teacher/s</b>	Mrs Pamboukian/ Mrs Fahd
<b>Teacher Assistant</b>	Mrs Zdrilic
<b>Learning Centre Coordinator</b>	Ms Anne LeMerle
<b>Arabic Staff</b>	Mrs Marie Zaiter Mrs Laura Chalhoub Mrs Francine Farah Mrs Denise Fares

**Daily Routines**

<b>Monday</b>	2 Diamond: ICT/Library Borrowing 2 Purple: Library Borrowing
<b>Tuesday</b>	Year 2: Sport Year 2 Pink: Library Borrowing/Library Skills/ICT
<b>Wednesday</b>	2 Diamond: Library Skills 2 Jade: Library Borrowing /Library Skills 2 Purple: ICT/Library Skills
<b>Thursday</b>	2Jade: ICT
<b>Friday</b>	

### 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.

### Curriculum Overview

Key Learning Area	Unit Outline
Religion	<p><b><u>Jesus helps me to love</u></b> - This unit leads students to understand and appreciate Jesus as the model for Christian Living by deepening their experience of and relationship with God and with other people.</p> <p><b><u>Lent-Being Alone</u></b> - This unit focuses on the prayerful aspect of Lent. It enables the students to look for, know and find God within themselves.</p> <p><b><u>Easter Triduum- Never Alone</u></b> - In this unit, students examine the prayerful aspect of Holy Week focusing on the example of Jesus who was able to talk with God his Father about his feelings, fear and problems.</p>
English	<p>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 big book.</p> <ul style="list-style-type: none"> <li>• Daily Guided Reading sessions</li> <li>• Independent reading and writing sessions to practice the skills taught</li> <li>• Shared Reading tasks based on the literature presented to the students to explicitly teach comprehension strategies and behaviours when reading more complex texts.</li> <li>• Modelled writing to explicitly teach writing quality narratives – purpose and audience, sentence structure, spelling strategies</li> <li>• Purposeful talk throughout the day to encourage students to communicate and listen efficiently</li> </ul>
Mathematics	<p>Term 1 Mathematics focuses on Whole Numbers, Addition and Subtraction, Length, Two-Dimensional Space, Position and Patterns and Algebra.</p> <p><b><u>Whole Number:</u></b></p> <ul style="list-style-type: none"> <li>• Orally name numbers before and after on any given number line to 100</li> <li>• Count collections to 100 by partitioning numbers using place value</li> <li>• Recognise, model, and order numbers to at least 1000</li> </ul>

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences

**Addition and Subtraction:**

- Students represent and solve simple addition problems using a range of strategies, including jump and split strategies
- Students explore the reciprocity between addition and subtraction

**Length** Students will:

- Compare and order several shapes and objects based on length, using appropriate uniform informal units
- Recognise and use formal units to measure the lengths of objects

**Two-Dimensional Space:**

- Students recognise and classify familiar two-dimensional shapes using obvious features
- Describe and draw two-dimensional shapes, with and without the use of digital technologies
- Investigate the effect of one-step slides and flips, with and without the use of digital technologies
- Identify and describe half-turns and quarter-turns

**Position** Students will:

- Make draw and describe the positions of objects in models, photographs and drawings
- Give reasons when answering questions about the positions of objects
- Interpret simple maps by identifying objects in different locations,

**Patterns and Algebra:**

- ·Students describe a number pattern in words,
- Describe and determine a missing number in a number pattern,
- · Reflect and check pattern solutions

History/Geography/  
Science & Technology

**Geography Topic: People and places**

- Students will explore Australia’s location in the world. They will examine the connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally.
- They will identify the features that define places and recognise that places can be described at different scales.
- Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.
- Use basic geographical terms and tools to explore the topic and content.

Personal Development, Health  
and Physical Education

**Personal Development**

**‘How can I be stronger?’**

Students investigate how they can successfully manage challenging situations across different contexts to make positive health choices.

	<p>They identify personal strengths and develop self-management skills such as decision-making, problem solving and emotion and stress.</p> <p><b><u>Physical Education</u></b></p> <p><b>'How can I bounce into my movement?'</b></p> <p>Student participate in a wide variety of movement challenges and games to further develop fundamental and creative movement skills. They are encouraged to experiment with and integrate the skills of hopping, throwing and catching, skipping and kicking. Students learn through skill development in movement challenges, skill-based games and isolated challenges where necessary.</p>
Creative Arts	<p><b>Visual arts and Drama</b></p> <ul style="list-style-type: none"> <li>• Students will create artworks for inclusion in a self-portrait gallery and a pinch pot gallery. They will discuss the use of art in history when learning about pinch pots and how Indigenous Aboriginal art tells a story about the people and places in which they belong.</li> <li>• Students will enact dramatic role plays which indicate their level of understanding for both being age appropriate and socially acceptable citizens.</li> </ul>