



*Howayek Providence Limited trading as*  
**MARONITE COLLEGE OF THE HOLY FAMILY**  
**KINDERGARTEN TERM 4 OVERVIEW 2020**

Dear Parents and Guardians,

Welcome to Term 4. 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.

### Teaching Staff

<b>Head of Primary</b>	Mr Dean Day
<b>Stage Coordinator K-2</b>	Mrs Vrontas
<b>Class Teachers</b>	Miss Alweddy - K Rose Miss Bechara – K Blue Mrs Delos Reyes - K White Mrs Saap - K Red
<b>Special Needs Coordinator</b>	Mr Christopher Perret
<b>Integration Teacher/s</b>	Mrs Pantaleone/ Mrs Dagher
<b>Teacher Assistant</b>	Mrs Ghabache
<b>Learning Centre Coordinator</b>	Ms Anne LeMerle
<b>Arabic Staff</b>	Mrs Marie Zaiter Mrs Laura Chalhoub Mrs Francine Farah Mrs Therese Sassine

### Weekly Routines

<b>Physical Education (Sport)</b>	<b>Wednesday:</b> All classes
<b>Library Borrowing</b>	<b>Thursday:</b> All classes
<b>Arabic</b>	<b>Monday-Friday:</b> All classes

## 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** - All communication with teachers is to be conducted via phone or email through the Primary Office. Alternatively, you can write a brief note for your child to pass on to their teacher. At no time should a parent approach another student or parent, either at school or outside the College grounds regarding an issue relating to their child. These issues must also be raised at the Main Office so that the situation can be referred to the appropriate staff member. Following the correct procedure will ensure that any concern is addressed promptly.
- **Homework** – Your child is to hand in their red homework folder every Friday to their class teacher
- **Parent Volunteer** – There will be not Parent Volunteers permitted this term due to Covid-19

## Curriculum Overview

Key Learning Area	Unit Outline
<b>Religion</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate an appreciation of Jesus as the incarnate Son of God</li> <li>• Students will prepare for the Glorious season of the birth of the Lord</li> <li>• Students will respond to Gospels about Christmas</li> </ul> <p style="text-align: center;"><b>Maronite Component</b> Season of the birth of our Lord Faithful Departed- Feast day 2nd November</p>
<b>English</b>	<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>• Participate in daily Guided Reading groups</li> <li>• Develop an awareness of letter sounds and names</li> <li>• Use letter sound knowledge to spell simple words</li> <li>• Develop quick recall of simple sight vocabulary</li> <li>• Develop beginning reading skills and recognise that letters are joined together to make words</li> <li>• Develop skills of writing, including correct pencil grip, good posture and form upper and lower case letters</li> <li>• Recognise sight words in familiar texts and use them in their writing</li> <li>• Engage in purposeful talk about their work and the shared reading text</li> </ul>
<b>Mathematics</b>	<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.</p> <ul style="list-style-type: none"> <li>• Patterns &amp; Algebra</li> <li>• Mass Activity</li> <li>• Time</li> <li>• Position</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Whole Number</li> </ul>
<b>History/Geography/</b>	<b>Unit: Living World</b>

<p><b>Science &amp; Technology</b></p>	<p>Early Stage 1 of the Living World strand focuses on living things, their characteristics, needs, behaviours, and the environment in which they live. Students</p> <p>Students will explore how plants and animals satisfy our needs by providing us with the resources for the production of food and fibre. Early Stage 1 of this strand introduces students to the biological sciences and how food and fibre are used and are essential to society and its needs.</p> <p><b>Unit: Material World</b></p> <p>Early Stage 1 of the Material World strand focuses on the observable properties of materials and how they can be used for making useful products. Students</p> <p>Students will investigate how the properties of materials determine their use in design solutions. Early Stage 1 of this strand introduces students to the materials sciences and design thinking.</p> <p><b>Unit: Digital Technology</b></p> <p>In this unit, students are introduced to digital technologies through a series of guided investigations using the technology available in classroom, school and home environments.</p> <p>Students will use sequencing skills, enabling the achievement of larger tasks by breaking them into smaller, carefully ordered steps. In turn, they participate in following steps each has created to achieve a goal. When activities suggest the use of a device, an ‘unplugged’ option has been included for alternative delivery.</p>
<p><b>Personal Development, Health and Physical Education</b></p>	<p><b>Unit: Caring for people</b></p> <p>This unit explores emotions, emotional responses to experiences and appropriate strategies to communicate feelings.</p> <p>Students explore different families and identify people who care for them. They learn about the interpersonal skills required to communicate and interact in a caring and respectful way with others and the importance of showing kindness. Students practise using these skills with a variety of people in a range of contexts.</p> <p><b>Unit: How can I be a decision maker and problem solver?</b></p> <p>In this unit, students develop specific fundamental movement skills (FMS) while participating in individual/group/team physical activities. They apply decision-making and problem-solving strategies to develop and perform movement skills and sequences, building their self-awareness and communication skills in the process.</p>
<p><b>Creative Arts</b></p>	<p><b>Visual Arts</b></p> <p>In Visual Arts, students develop knowledge and understanding, skills, values and attitudes in Making and Appreciating by engaging with the concepts of artists, artworks, the audience and the world.</p>

**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, actors, playwrights, devisers, directors and designers.

**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