



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

**YEAR 4 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.

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

**Teaching Staff**

<b>Head of Primary</b>	Mr Dean Day
<b>Stage Coordinator</b>	Mr Anthony Bechara
<b>Class Teachers</b>	Ms Dib 4 Amber Ms Loulach 4 Olive Ms Hatem 4 Violet Ms Dababneh and Ms Delia 4 Aqua
<b>Special Needs Coordinator</b>	Mr Christopher Perret
<b>Integration Teacher/s</b>	Ms Lal
<b>Support Teacher/s</b>	Mrs Nemer and Mrs Harb
<b>Learning Centre Coordinator</b>	Mrs 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>Tuesday:</b> All classes
<b>Library Borrowing</b>	<b>Monday:</b> 4 Amber, 4 Aqua <b>Tuesday:</b> 4 Violet <b>Wednesday:</b> 4 Olive
<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 illnesses, notification to the main office is also required. When your child is absent from school please send a prompt note to the classroom teacher on their return to school.
- **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.
- **Borrowing** – Please ensure all students have their library bags on their given Library Borrowing day.
- **Homework** – Homework is compulsory. If your child is unable to complete their homework due to unforeseen circumstances, please provide a note to their classroom teacher.
- **Money Collection** – When sending any money to school with your child please ensure that it is in a sealed envelope with your child’s name clearly written on it.
- **Crunch and Sip** – As part of our daily routine students eat a piece of fruit and/or vegetable every morning, with plenty of water to drink. Please provide this for your child each day.

## Curriculum Overview

Key Learning Area	Unit Outline
<b>Religion</b>	<p><b><u>Mission: Serving others with Jesus 24E</u></b>                      In this unit students will explore the concept of loving service and relate it to mission based on Jesus' example as portrayed in Jesus washing the disciples' feet (Jn 13:1-15) and his teaching of The Parable of the good Samaritan (Lk 10: 25-37). They will explore ways in which Christians can serve other people, particularly those overseas</p> <p><b><u>Be a Joyful Messenger 24C11</u></b>                      Students will explore the different ways in which we communicate news to others. We will describe how John the Baptist prepared people for the coming of Jesus and recognise ways that we may become a joyful messenger of Christ</p> <p><b><u>Christmas: A Time to Gather 24C13</u></b>                      This unit invites the students to share the Christmas message of joy and peace as they gather to celebrate the birth of Jesus, God’s son.</p>
<b>English</b>	<p><b><u>UNIT 1: PERSUASIVE AND INFORMATIVE - SPEECHES (WEEK 1-5)</u></b>                      Using The text ‘Malala’s Magic Pencil’ as a stimulus for learning, students look at the ways in which persuasive texts, particularly speeches, are structured and presented in order to communicate ideas. They examine a variety of speeches digitally and identify the various language features, layout conventions, persuasive devices and speech strategies specific to such persuasive/informative texts. Students plan, rehearse and record a convincing speech to convey their idea of equal rights for all people.</p> <p><b><u>UNIT 2 – IMAGINATIVE– ‘THE FEARSOME, FRIGHTENING, FEROCIOUS BOX’ (WEEK 6-9)</u></b>                      This unit is based on the richly imaginative text ‘The Fearsome, Frightening, Ferocious Box’ by Frances Watts. Through this text’s students will look at the various ways to use figurative language and apply this knowledge to their poem writing skills. Students will be involved in a variety of visual literacy-based activities that will allow them to think imaginatively, creatively and interpretively in response to information and ideas presented in the text.</p>

## Mathematics

**Patterns & Algebra: Weeks 1-2** In this unit of work, the students will learn to understand how data is displayed and to organise data. They will learn how to interpret and compare graphs, analyse data and to apply different strategies to solve problems.

**Addition and Subtraction (Money): Week 3** In this unit students learn to calculate change and round to the nearest five cents. They will also learn to solve problems involving purchases and the calculation of change to the nearest 5 cents, with and without the use of digital technologies. Students will also solve addition and subtraction problems involving money, with and without the use of digital technologies, and use estimation to check the reasonableness of solutions to addition and subtraction problems, including those involving money.

**3D Shapes: Week 4-** In this units, students will Investigate and represent three-dimensional objects using drawings. They will Identify prisms (including cubes), pyramids, cylinders, cones and spheres in the environment and from drawings, photographs and descriptions and sketch prisms (including cubes), pyramids, cylinders and cones, attempting to show depth. Students will also sketch three-dimensional objects from different views, including top, front and side views, draw different views of an object constructed from connecting cubes on isometric grid paper and interpret given isometric drawings to make models of three-dimensional objects using connecting cubes.

**Space and Geometry (Angles): Weeks 5-6** Students will identify, describe and classify angles. They will learn to identify, and name angle types formed by the intersection of a straight line

**Measurement and Geometry- (Length) Week 7** Students will measure, compare and record temperatures.

**Patterns and Algebra-Week 8-9** Students will generalise properties of odd and even numbers, generate number patterns and completes simple number sentences by calculating missing values.

## HSIE: Science and Digital Technologies

### **Science: Earth's and Space**

Throughout the term students will focus on the Earth's surface and how it changes over time. Students investigate natural processes and human activity in order to develop a view in relation to sustainable practices. Students explore the effect of the interactions between the Earth and the Sun.

### **Digital Technology: Data Transmission**

Throughout the unit of Digital Technology students will focus on digital systems and how they transmit data. Students explore different types of data and learn how to interpret patterns and develop skills in visual programming. Within this unit student's develop knowledge and understanding of computational thinking and abstraction.

## Personal Development, Health and Physical Education

### **PDH: How can I stay healthy?e**

Students explore a range of behaviours and skills that positively influence their health. They investigate how they can make good decisions that positively impact their health in relation to nutrition, sleep and drugs. Students examine the influences upon their decision making and if they are a reliable source.

### **Physical Education: How can I achieve my personal best?**

Students explore a wide range of physical activities that can be performed individually. A focus is placed upon identifying individual strengths and interests so students can pursue physical activity within school and in their own community.

## Creative Arts

**Dance: Week 1-5** The content of Tap... stomp is based on the characteristics of contemporary tap dancing. Students compose and perform dances, using rhythm, sound, percussion and everyday objects, often in non-traditional performing spaces.

**Visual Art: Week 6-8** Students will learn about the Japanese artist Katsushika Hokusai and his artworks- particularly 'The great wave off Kangawa' from his 36 views of Mt Fuji series. Students will develop their knowledge, skills and understanding in appreciating their own artworks and those of others. Students will create their own Hokusai inspired artwork