



Howayek Providence Limited trading as
MARONITE COLLEGE OF THE HOLY FAMILY

YEAR 1 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

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 Pantaleone /Mrs Dagher
Teacher Assistant	Mrs El Asmar
Learning Centre Coordinator	Ms Anne LeMerle
Arabic Staff	Mrs Marie Zaiter Mrs Laura Chalhoub Mrs Francine Farah Mrs Therese Sassine

Weekly Routines

Physical Education (Sport)	Monday: All classes
Library Borrowing	Tuesday: 1 Silver, 1 Lilac Wednesday: 1 Green, 1 Gold
Arabic	Monday-Friday: 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 – Spelling, sent home Monday due back Friday, Reading Eggs & Maths Online

Curriculum Overview

Key Learning Areas	Unit Outline
Religion	<p>In this unit, students will 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 thank God for the gift of his son is developed through their participation in family and class preparations for Christmas Celebrations.</p> <p style="text-align: center;">Maronite Aspects Feast of the Rosary 7th October Feast of the Nativity 25th December</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 book.</p> <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"> • Addition and Subtraction • Time • Position • Area • Data • Patterns and Algebra
Science & Digital Technology	<p>Science - Students will observe the changes that occur in the sky and landscape. Students explore how the Earth's resources are used and investigate their conservation. They will</p>

	<p>be introduced to regular atmospheric and astronomical events and their effect on the Earth and develops students' understanding of sustainability.</p> <p>Digital Technologies - Students explore algorithms and solve problems using effective steps and decisions. They will be provided with opportunities to explore algorithms through guided play, including hands-on, kinaesthetic and interactive learning experiences. Students will begin to develop their design skills by conceptualising algorithms as a sequence of steps or procedures for carrying out instructions to solve problems or achieve certain things. These skills can include identifying steps in a process or controlling a Bee-Bot. Students will be provided with authentic and meaningful ways to introduce students to simple programming while consolidating concepts across other subject areas.</p>
<p>Personal Development, Health and Physical Education</p>	<p>Health – How can I stay healthy, safe and well? Unit description – Students develop their knowledge and understanding to lead healthy, safe and active lifestyles at home and in their community. They explore ways to make positive decisions about their health, safety and wellbeing.</p> <p>Physical Education – How can we move to music? Unit description – Students explore rhythmic and expressive movement through various movement activities. They demonstrate changes to movement in response to music. Students discuss how the type and tempo of the music changed their movement.</p>
<p>Creative Arts</p>	<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. Learning in Drama is most effective when learning experiences in making, performing and appreciating are integrated in a planned and sequential process of teaching and learning.</p> <p>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. Learning in dance is most effective when learning experiences in performing, composing and appreciating are integrated. The use of the elements of dance is integral to all learning activities and draws on dance from a range of contexts.</p> <p>Learning to perform, compose and appreciate in dance involves a range of skills that use the dancing body and the elements of dance. Students use the elements in performing, composing and appreciating. With ideas for dance drawn from a range of contexts, they engage with the concepts of dance artists (performers and choreographers), dance works, the audience and the world to develop broader and deeper knowledge, understanding, values and attitudes about dance.</p>