



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

**YEAR 2 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>	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 Panteleone/ Mrs Pamboukian
<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 Therese Sassine

**Weekly Routines**

<b>Physical Education (Sport)</b>	<b>Tuesday:</b> All classes
<b>Library Borrowing</b>	<b>Monday:</b> 2 Diamond, 2 Purple
	<b>Tuesday:</b> 2 Pink
	<b>Wednesday:</b> 2 Jade
<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.

### Curriculum Overview

Key Learning Area	Unit Outline
<b>Religion</b>	<p>Students engage in a variety of observable learning experiences. They will explore The Season of the Glorious Birth of our Lord.</p> <p>Announcement to Zechariah – Lk 1:1-25                      Announcement to Mary – Lk 1:26-38                      Visitation of Mary – Lk 1:39-45                      Birth of John the Baptist – Lk 1:57-66                      Revelation to Joseph – Mt 1:18-25                      Genealogy of Jesus – Mt 1:1-17                      Birth of the Lord – Lk 2:1-20</p> <p>Maronite Aspects                      Feast of the Rosary: October                      Feast: All Saints Day 1st November                      Feast of The Epiphany 2018, Saturday 6th January</p>
<b>English</b>	<p>This term the students will be introduced to a variety of types of text and investigate the strategies and skills that can be applied to read and write each of them successfully.</p> <p>Students will -</p> <ul style="list-style-type: none"> <li>• Draw on an increasing range of skills and strategies to read fluently and to view and comprehend a range of texts on familiar topics.</li> <li>• Recognise that there are different kinds of texts when reading and show an awareness of purpose, audience and subject matter.</li> <li>• Use grammatical features, punctuation and vocabulary to respond and compose their writing.</li> <li>• Think imaginatively and creatively when organising their writing.</li> <li>• Engage in daily explicit guided reading lessons.</li> <li>• Engage in small group guided writing sessions with the teacher.</li> <li>• Engage in purposeful talk throughout the day to enhance personal vocabulary, communicate effectively and listen actively.</li> <li>• Be encouraged to identify and discuss aspects of their own and others' learning.</li> <li>• Use a variety of strategies (including weekly spelling lists) to build their knowledge of letter sound correspondence, prefixes and suffixes, knowledge of sight words, to spell unfamiliar words.</li> </ul>

**Mathematics****Statistics and probability- Chance**

Students will:

- learn to recognise that some events involve chance
- use and understand chance expressions
- classify events as certain, possible and impossible
- compare possible events
- distinguish 'impossible' from 'unlikely'
- predict results and compare with the outcome

**Measurement and Geometry-3D shapes-**

Students will:

- use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex' appropriately when describing three-dimensional objects
- distinguish between objects, which are 'three-dimensional' (3D), and shapes, which are 'two-dimensional' (2D), and describe the differences informally
- relate the terms 'two-dimensional' and 'three-dimensional' to their use in everyday situations, eg a photograph is two-dimensional, and a sculpture is three-dimensional
- recognise that flat surfaces of three-dimensional objects are two-dimensional shapes and name the shapes of these surfaces
- sort three-dimensional objects according to particular attributes, eg the shape of the surfaces
- represent three-dimensional objects, including landmarks, by making simple models or by drawing or painting

**Whole Number: Place Value-**

Students will:

- use place value to recognise, order, read, and record three-digit numbers
- develop early rounding ideas to 10
- recognise zero as a number
- make models of three-digit numbers
- rename numbers up to 1000
- group items in tens to count larger collections
- use place value to work with patterns on a hundreds number chart

**Measurement and Geometry- Area**

Students will:

- compare lengths from the same starting point
- use materials to make a long or short construction and use materials to compare large and small areas.
- compare the area of 2 objects by superimposing
- cover a shape with smaller shapes, cover a shape with non-standard area units and count the number used
- compare and order areas of shapes using non-standard area units.

**History/Geography/  
Science & Technology****Science & Technology****Physical World**

This unit allows students to investigate how sound is produced using a variety of different materials. Students build an understanding of how sound moves through inquiry and developing a shared understanding with peers. As students explore a range of materials and the sounds they produce, students connect their understanding of sound vibrations with the discovery that these vibrations can be altered through manipulating

	<p>materials and the interaction between materials. Students consider the use of sounds in music and story-telling to share ideas. They use their scientific understanding of sound production to design and produce instruments of altering pitch to achieve a purpose in communicating.</p> <p><b>Digital Technology</b> This unit gives students the opportunity to study and understand digital systems and their components. Students will investigate how digital systems create, display and understand data as well as create and use a sequence of steps and decisions (algorithms) to solve problems. Students will develop and understanding of how a digital system uses algorithms to communicate and work.</p>
<p><b>Personal Development, Health and Physical Education</b></p>	<p><b><u>Personal Development</u></b></p> <p><b><i>Healthy Lifestyle</i></b> Students will implement sustainable practices in the classroom to improve the health and wellbeing of the class, eg developing class rules, opportunities to eat fruit and drink water as well as regular schedules for movement breaks. They will describe and demonstrate what is needed to travel safely for example safe places to cross the road. Students will demonstrate and participate in help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance.</p> <p><b><u>Physical Education</u></b></p> <p><b><i>Tactical games</i></b> Students will participate in challenging movement activities exploring different tactics. They will participate in a range of tag games to explore basic concepts in invasion games. This will then lead to the students developing their own game applying the skills and strategies learnt during weeks 1-3.</p> <p>Students will participate in a 2-week swimming program attending Auburn pools for 10 consecutive lessons for 40 minutes. During this time, the instructors will teach and assess the students based on their skills.</p>
<p><b>Creative Arts</b></p>	<p><b><u>Visual arts and Drama</u></b> Students participate in Creative Arts as a way of expressing their imaginative visions. They will participate in Music and dance activities for 4 weeks. The Students will be focusing on creating a Nativity diorama and Nativity play.</p>