



Howayek Providence Limited trading as
MARONITE COLLEGE OF THE HOLY FAMILY

YEAR 2 OVERVIEW
TERM 1 2021

Dear Parents and Guardians,

Welcome to Year Two. We are looking forward to teaching your child and working with you in partnership as they continue their learning journey here at Maronite College of the Holy Family.

This year our College theme is 'Respect'. We will be encouraging all members of our school community to show respect for themselves, others and for the physical and natural environment that surrounds us.

Details of the topics and content your child will be learning, is outlined below. We have also included other important information which will allow you to establish daily routines and enable you to support your child's learning.

Teaching Staff

Head of Primary	Mr Dean Day	Class Teachers 2 Jade 2 Diamond 2 Pink 2 Purple	Ms Angel Dagher Ms Brinda Njeim Ms Diana Taouk Ms Hannah El-Mourani
Leader of Learning – Stage1	Ms Rebecca Zeait	Arabic Staff 2 Jade 2 Diamond 2 Pink 2 Purple	Ms Laura Chalhoub Ms Therese Sassine Ms Rassel Issi Ms Marie Zaiter
Learning Intervention Coordinator	Ms Nicole Saap	Support Teacher	Ms Katie Zdrilic
Integration Teacher/s	Ms Angela Pantaleone Ms Colette Guinan	Learning Centre Coordinator	Ms Anne LeMerle & Ms Kate Hort

Weekly Routines

Physical Education (Sport)	Tuesday: All students are required to wear their full summer sport uniform.
Library Borrowing	Monday: 2 Purple & 2 Diamond Tuesday: 2 Pink Wednesday: 2 Jade
Arabic	Mon- Fri (30-minute lesson)

Important Information

- **School Hours:** The morning bell rings at 8:40 am. Students should be here prior to this so that they can be ready to assemble with their class. The school concludes at 3:10 pm.
- **Student Lateness:** Students must attend the Main Office if arriving late. They will receive a late slip which lists arrival time and reason for lateness. This is then given to the class teacher.
- **Student Absences:** A signed note or medical certificate detailing the reason for your child's absence is required upon a student's return to school. For prolonged absences, the main office must be notified so that the class teacher can be informed. If a note is not received within 7 days of your child's return to school, their absence will be noted as unexplained.
- **Parent and Teacher Meetings:** It is preferred that all communication with teachers is 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. If a face-to-face meeting is required, the teacher will then organise a suitable time to meet. Parents are not permitted to approach teachers while they are on playground duty, at morning assemblies or during afternoon dismissal.

A reminder that 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.
- **Uniforms:** It is important that all students comply with uniform expectations. Wearing the College uniform with pride is an important message to give to your child about their identity as a member of the MCHF community. This includes having appropriate haircuts and wearing the College hat when playing. We would appreciate parent assistance in ensuring that the College Policy is always adhered to by your child. If you have good reason why your child is not in correct uniform, we kindly ask that a note be written and sent to the class teacher.
- **Library Borrowing:** Please ensure all students have their library bags on their given Library Borrowing day. Books must be returned on time.
- **Homework:** Homework is compulsory and daily reading is encouraged. If your child is unable to complete their homework due to unforeseen circumstances, please provide a note of explanation 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.

Dates to Remember

Ash Monday	Monday 15 th of February 2021
First Aid Training	Week 4 and Week 5
Parent Teacher Chats	Monday 22 nd and Tuesday 23 rd February 2021
Student Pupil Free Day	Monday 1 st of March, 2021
Photo Days	Tuesday 2 nd and Wednesday 3 rd March 2021
STEM Day	Thursday 4 th of March 2021
Bullying Awareness Week	Monday 15 th of March 2021 – Friday 19 th of March 2021
Feast of St Joseph	Friday 19 th of March 2021
Stage 1 End of Term Awards Assembly	Monday 29 th of March 2021
Last day of Term 1	Thursday 1 st of April 2021
First day of Term 2	Tuesday 20 th April 2021

Curriculum Overview

Religion	<p>Image of God- This unit introduces and explores a variety of biblical images of God that tell something of what God is like. The unit also introduces and explores the Genesis account of human beings made in the image of God. The final section focuses on prayer as a means of nourishing the Spirit of God in our lives. It reflects on the ‘Our Father’.</p> <p>Lent and Holy Week - This unit focuses on the season of Lent and introduces the Lenten practices of this season. The story of Zacchaeus explores the idea of ‘beginning again’; this is called repentance. The story of The Poor Widow explores the practice of ‘giving’. The unit also looks at the events of Jesus’ life that are celebrated during Holy Week.</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"> · Daily guided reading sessions · Independent reading and writing sessions to practice the skills taught · Shared reading tasks based on the literature presented to the students to explicitly teach comprehension strategies and behaviours when reading more complex texts. · Modelled writing to explicitly teach writing quality narratives – purpose and audience, sentence structure, spelling strategies · Purposeful talk throughout the day to encourage students to communicate and listen efficiently
Mathematics	<p><u>Whole Number (Week 1- 2)</u></p> <ul style="list-style-type: none"> • Orally name numbers before and after on any given number line to 100 • Count collections to 100 by partitioning numbers using place value • Recognise, model, and order numbers to at least 1000 • Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences

	<p><u>Addition and Subtraction (Week 3-4)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Length (Week 5-6)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Two-Dimensional Space (Week 7-8)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Position (Week 9)</u></p> <ul style="list-style-type: none"> • 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
<p>History Geography Science and Digital Technologies</p>	<p><u>Geography - People and places</u></p> <p>Students will explore places across a range of scales within Australia and Australia’s location in the world. They will examine connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally, identifying factors that may affect people’s ability to access these to places.</p> <p>By the end of this unit students will be able identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.</p> <p>A strong focus on the use of geographical inquiry and skills will require students to:</p> <ul style="list-style-type: none"> · Pose questions about familiar and unfamiliar places and collect information to answer these questions. · Represent data and the location of places and their features in tables, plans and on labelled maps. · Interpret geographical information to draw conclusions. · Present findings in a range of texts and use simple geographical terms to describe the direction and location of places.
<p>Personal Development, Health and Physical Education</p>	<p>Health - ‘How can I be stronger?’</p> <p>Students investigate how they can successfully manage challenging situations across different contexts to make positive health choices. They identify personal strengths and develop self-management skills such as decision-making, problem solving and emotion and stress.</p> <p>Physical Education - ‘How can I bounce into my movement?’</p>

	<p>Students 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, skipping and kicking. Students learn through skill development in movement challenges, skill-based games and isolated challenges where necessary.</p>
Creative Arts	<p>Visual Arts and Drama</p> <p>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.</p> <p>Students will enact dramatic role plays which indicate their level of understanding for both being age appropriate and socially acceptable citizens.</p>