



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

**KINDERGARTEN OVERVIEW**  
**TERM 1 2021**

Dear Parents and Guardians,

Welcome to Kindergarten. 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**

<b>Head of Primary</b>	Mr Dean Day	<b>Class Teachers</b> Kindy Red Kindy Rose Kindy Blue  Kindy White	Ms Grace Bechara Ms Jessica Alweddy Ms Brittany MacLeod Ms Tricia Delos Reyes
<b>Leader of Learning – Stage1</b>	Ms Rebecca Zeait	<b>Arabic Staff</b> Kindy Red Kindy Rose Kindy Blue Kindy White	Ms Laura Chalhoub Ms Marie Zaiter Ms Rassel Issi Ms Therese Sassine
<b>Learning Intervention Coordinator</b>	Ms Nicole Saap	<b>Support Teacher</b>	Ms Tracey Ghabache
<b>Integration Teacher/s</b>	Ms Angela Pantaleone Ms Colette Guinan	<b>Learning Centre Coordinator</b>	Ms Anne LeMerle & Ms Kate Hort

## Weekly Routines

Physical Education (Sport)	Wednesday (Students are to wear their Summer sport uniform)
Library Borrowing	Thursday: All Kindergarten classes
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 <sup>th</sup> February 2021
First Aid Training	Week 4 and Week 5
Parent Teacher Chats	Monday 22 <sup>nd</sup> and Tuesday 23 <sup>rd</sup> February 2021
Student Pupil Free Day	Monday 1 <sup>st</sup> March 2021
Photo Days	Tuesday 2 <sup>nd</sup> and Wednesday 3 <sup>rd</sup> March 2021
STEM Day	Thursday 4 <sup>th</sup> March 2021
Bullying Awareness Week	Monday 15 <sup>th</sup> of March 2021 – Friday 19 <sup>th</sup> of March 2021
Feast of St Joseph	Friday 19 <sup>th</sup> March 2021
Stage 1 End of Term Assembly	Monday 29 <sup>th</sup> of March 2021
Last day of Term 1	Thursday 1 <sup>st</sup> April 2021
First day of Term 2	Tuesday 20 <sup>th</sup> April 2021

## Curriculum Overview

<b>Religion</b>	<p><b>Welcome</b> This unit establishes simple prayer routines with a focus on the Sign of the Cross. Key symbols and religious objects in the school and parish environment are explored. The unit introduces sacred space, a prayer place and the importance of time to pray. Through the use of the Christ candle, children are introduced to the image of Jesus, as the light of the world. The foundational image of Jesus as the Good Shepherd is also presented through the story of the Good Shepherd.</p> <p><b>The Good Shepherd</b> The story of The Good Shepherd tells us about God’s love. Students will: Listen and respond to the story of The Good Shepherd and reflect on experiences of being loved and protected.</p> <p><b>Maronite Aspects</b> Saint Maroun Feast Day 9<sup>th</sup> February Saint Joseph Feast Day 19<sup>th</sup> March Saint Rafqa Feast day 23<sup>rd</sup> March</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>• Begin to 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 basic skills of writing, including correct pencil grip, good posture and form upper and lower case letters</li> <li>• Recognise simple words in familiar texts and use them in their writing</li> </ul>

	<ul style="list-style-type: none"> <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>Counting forwards to 30</li> <li>Develop knowledge of numbers and quantities</li> <li>Sequence numbers</li> <li>Patterning</li> <li>Explore area and position – use every day positional language</li> <li>Collect and organise gathered data into informal graphs</li> <li>Estimate and measure length using informal devices</li> <li>Recognise and sequence the days of the week</li> </ul>
<b>History Geography Science and Digital Technologies</b>	<p><b>Unit: Personal and Family Histories</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore their family heritage and the heritage of others through a series of inquiry based activities.</li> <li>Distinguish difference of immediate and non-immediate family members. Whilst exploring differences between their culture and others.</li> </ul> <p>Sequence familiar family events and learn about their own history and that of their family.</p>
<b>Personal Development, Health and Physical Education</b>	<p><b>Unit: How can I play with others?</b></p> <p>Students explore a variety of learning environments where they interact with others to develop interpersonal skills. An emphasis is placed on inclusion and how this can provide a supportive environment when students start school.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn how to care and include each other</li> <li>Move their bodies using fundamental movement skills</li> <li>Participate with others when they are active?</li> </ul> <p>Make choices to help keep them safe, supported and active</p>
<b>Creative Arts</b>	<p><b>Music</b></p> <p>Students are being introduced to the basic elements of Music with an emphasis on the beat. They have clapped, walked, marched, sang and played instruments to the beat while they are learning fun songs and games.</p> <p><b>Visual Arts</b></p> <p>Students depict different art mediums through techniques such as using sponges, paint, weaving, crayons and drawing.</p> <p><b>Drama</b></p> <p>Students will add movement to familiar nursery rhymes and songs.</p>