



Howayek Providence Limited trading as
MARONITE COLLEGE OF THE HOLY FAMILY

YEAR 1 OVERVIEW
TERM 2 2021

Dear Parents and Guardians,

Term 1 provided a wonderful opportunity for the teachers to develop a good knowledge about your child and the way they learn. We are looking forward to continuing our partnership with you and your child as they continue their learning journey here at Maronite College of the Holy Family.

As a reminder, the theme for 2021 is 'Respect'. We will be continuing to encourage 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 continue the daily routines and support your child's learning.

At the conclusion of this term, Semester 1 Reports will be issued and an interview with your child's teacher will be organised to discuss their progress.

Teaching Staff

Head of Primary	Mr Dean Day	Class Teachers 1 Lilac 1 Green 1 Silver 1 Gold	Ms Sandy Zgiar Ms Christine Dibou Ms Alexis Webb Ms Joanne Beylouni / Ms Louise Khodeir
Leader of Learning – Stage1	Ms Rebecca Zeait	Arabic Staff 1 Lilac 1 Green 1 Silver 1 Gold	Ms Marie Zaiter Ms Laura Chalhoub Ms Therese Sassine Ms Francine Farah
Learning Intervention Coordinator	Ms Nicole Saap	Support Teacher	Ms Doreen El Asmar
Integration Teacher/s	Ms Angela Pantaleone Ms Colette Guinan	Learning Centre Coordinator	Ms Anne LeMerle & Ms Kate Hort

Weekly Routines

Physical Education (Sport)	Monday
Library Borrowing	Tuesday: 1 Lilac and 1 Silver Wednesday: 1 Green and 1 Gold
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

Mother's Day Mass	Friday 7 th May 2021
National Simultaneous Storytime	Wednesday 19 th May
Start Smart Literacy Workshops	Monday 31 st of May 2021 – Friday 4 th of June 2021
Public Holiday	Monday 14 th June 2021
Grandparents Day Mass	Friday 18 th June 2021
End of Term Assembly	Monday 21 st of June 2021
Last day of Term 2	Tuesday 22 nd June 2021
Parent/Teacher Interviews (Evening Session)	Tuesday 22 nd June 2021
Parent/Teacher Interviews (Day Session)	Wednesday 23 rd June 2021
Reports Released via the Parent Portal	Friday 25 th June 2021
First day of Term 3	Tuesday 13 th July 2021

Curriculum Overview

Religion	<p>The Easter Season (Weeks 1-5) Scripture: Luke 24:1-12 Women at the Tomb Luke 24:13-35 The road to Emmaus Acts 1:5-11 The Ascension of Jesus Acts 2:1-12 The First Pentecost</p> <p>This unit develops the students' familiarity with the Easter story. It also introduces the stories of the Ascension and Pentecost. Through these stories, children continue to engage with the mystery of God's abiding presence.</p> <p>Nourished By God (Weeks 6-10) Scripture: Luke 9:12-17 Feeding of the Five Thousand</p> <p>This unit, students focus on the Sunday celebration of the Mass. It introduces students to Sunday as the special day when Catholics gather at Mass to listen, remember and give thanks to God, receive Holy Communion and go out to love and serve the Lord.</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 (KLA) • Develop the student's vocabulary knowledge and spelling strategies of more complex words and their structures

	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">Mathematics</p>	<p>Students will be engaged in open-ended daily mathematics activities that focus on the use of concrete materials to explore and informally record concepts while learning about the following strands:</p> <ul style="list-style-type: none"> • Multiplication and Division (groups of 2, 5 and 10) • Whole Number (Place Value) • Patterns and Algebra (creating, continuing and identifying number patterns) • Length (measuring lengths using informal units) • Mass (measuring weights using informal units) • Volume and Capacity (measuring liquids using informal units)
<p style="text-align: center;">History</p>	<p>Present and Past Family Life</p> <p>This unit explores the present and past family life. It explores how the family life changed or remained the same over time. It explores how we can show that the present is different from or similar to the past.</p> <p>Key inquiry questions:</p> <ul style="list-style-type: none"> * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past? * How do we describe the sequence of time?
<p style="text-align: center;">Personal Development, Health and Physical Education</p>	<p>Personal Development and Health – Where are my safe places at home and school?</p> <p>Students explore how they can stay safe in a range of environmental settings and develop their skills to identify safe and unsafe situations. Help-seeking strategies such as identifying trusted people and safe places are explored by students.</p> <p>Physical Education – How can I move it?</p> <p>Students participate in a variety of movement activities and challenges to further develop locomotor skills and the manipulative skills of throwing and catching. There is a strong focus on movement to music throughout the warm-up and introductory activities in each lesson to further develop students understanding of space, time and effort in relation to objects and other students.</p> <p>Athletics Carnival Preparation:</p> <p>Students will participate in various relays and games to prepare for the annual Athletics carnival. Games include; tunnel ball, over and under, sprints, egg and spoon, zig zag running.</p>

Creative Arts

Visual Arts

In Visual Arts, students develop knowledge and understanding, skills, values and attitudes in *Making* and *Appreciating* by engaging with the concepts of artists, artworks, the audience and the world. In making they learn how they can investigate the world through selected subject matter (eg people, objects, places and spaces) and work with the forms (e.g. painting, drawing, digital works) in expressive ways.

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.

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.