



Howayek Providence Limited trading as
MARONITE COLLEGE OF THE HOLY FAMILY

YEAR 4 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 4 Amber 4 Olive 4 Violet 4 Aqua	Ms Debbie Dib Ms Jessica Loulach Ms Grace Hatem Ms Anne Maxwell
Leader of Learning – Stage 2	Mr Michael Aboufarah	Arabic Staff 4 Amber 4 Olive 4 Violet 4 Aqua	Ms Marie Zaiter Ms Therese Sassine Ms Francine Farah Ms Laura Chalhoub
Learning Intervention Coordinator	Ms Nicole Saap	Support Teacher	Ms Emmer Nemer & Ms Jiselle Harb
Integration Teacher/s	Ms Suzy Lal	Learning Centre Coordinator	Ms Anne LeMerle & Ms Kate Hort

Weekly Routines

Physical Education (Sport)	Tuesday
Library Borrowing	Monday: 4 Violet, 4 Amber and 4 Aqua Wednesday: 4 Olive
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

First Aid Training	Tuesday 4 th May 2021 and Thursday 6 th May 2021
Mother's Day Mass	Friday 7 th May 2021
First Aid Training	Tuesday 11 th May 2021 and Wednesday 12 th May 2021
National Simultaneous Storytime	Wednesday 19 th May 2021
Year 4 Reconciliation	Friday 21 st May 2021
Year 4 First Holy Communion	Saturday 22 nd May 2021
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><u>Eucharist: Jesus is with us (Weeks 1-5)</u> This unit develops students' understanding of the celebration of the Eucharist. The unit focuses on the key parts of the Mass and explores the ways Christ is present. It presents the Mass as central to the life of the community. In it we remember and make present the saving act of God in Christ and give thanks and praise. In sharing the Eucharist, we become one body in Christ.</p> <p><u>Easter: A Time to Live the Good News (Weeks 1- 5)</u> This unit begins with the experience of the disciples at the first Easter. It explores the presence of the risen Jesus in the parish community and in the Word of God. The unit focuses on the celebration of Easter and on the Liturgy of the Word. It locates Easter within the mission of the parish as it celebrates and responds to God's Word.</p> <p><u>Easter: A Time to Live the Good News (Weeks 6- 10)</u> This unit explores the courage needed to bear witness to the life, death and resurrection of Jesus. It is the Holy Spirit, alive and active in our lives, who gives us the courage to follow Jesus. The unit focuses on exploring examples of people (apostles, saints and heroes) who demonstrate courage in their lives. They model for us the courage to live as witnesses who speak the truth.</p>
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<p>English</p>	<p>The English block will consist of the following:</p> <p><u>Reading and Viewing</u></p> <p>Guided Reading/Reading Groups: teacher works with a group on reading a text at their reading level using Readers Circle and Reciprocal Teaching while other students engage in reading activities based on their reading book.</p> <p>Shared reading: students examine a text with the teacher focusing on language and comprehension strategies. The students will be exposed to a range of reading material and whenever possible these will be linked to the other areas of English. Students will be engaged in more critical thinking tasks.</p> <p>Modelled Reading: fluent and expressive reading modelled to students.</p> <p><u>Writing and Representing</u></p> <p>Modelled Writing: students work with the teacher in constructing a given text. This term the students will be revising imaginative and persuasive writing as well as learning how to write informative texts.</p> <p>Guided and Independent Writing: students will understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language.</p>
<p>Mathematics</p>	<p>This term, students will be covering the following topics in Mathematics:</p> <ul style="list-style-type: none"> • Fractions and Decimals • Chance • Pattern and Algebra • Time • Length and Area <p>Students will be assessed after each topic is covered.</p> <p>The Working Mathematically strand is integrated into the content across all areas of Mathematics.</p>
<p>Science and Digital Technologies</p>	<p><u>Science: Living Things</u></p> <p>Students will be focusing on how living things live and interact in environments and with each other. Sort objects into living and non-living Classify animals Collect leaf litter for analysis Study pollination Design an Information Package about “what we can do to look after the environment.”</p> <p><u>Science: Living World</u></p> <p>Students will focus on the classification, life cycle and survival of living things. Students will consider the agricultural processes used to grow plants and raise animals. Students will design and produce a product or system to support the growth of a plant.</p> <p><u>Digital Technologies</u></p> <p>The digital technologies strand focuses on digital systems and how they transmit data. Students explore different types of data, are given the opportunity to learn how to interpret patterns and develop skills in visual programming. Stage 2 of this strand further develop students’ knowledge and understanding of computational thinking.</p>

**Personal Development,
Health and Physical
Education**

PDH: How is my world Culturally Diverse

Students explore their own identity, their strengths and how these contribute to acceptance of other cultures. They investigate other people's cultures and cultural heritages, including Aboriginal and/or Torres Strait Islander to develop respect and value diversity. Students explore contextual factors that influence personal choices and decisions around health, safety and physical activity, for example: explore the influence of environment and culture on their own and others' health choices in relation to food practices at home and at school e.g. edible gardens, healthy canteens.

Physical Education: Unit 1 – Athletics Carnival

Students explore a range of movement skills in preparation for the athletics carnival. Students will practise running with focus on standing start, sprinting, ball game relays, jumping (long jump) and throwing (shot put).

Physical Education: Unit 2 – Where did that game come from?

Students participate in a variety of culturally diverse games and sports. There is an emphasis placed upon exploring how traditional indigenous games have influenced the development of common sports in Australia.

Creative Arts

Dance

This unit provides students with a sequence of learning activities that will enhance their knowledge and understanding of the elements of dance — rhythm, timing, space and dynamics. Through creative explorations, students investigate how the dancing body relates to other individuals, groups and an audience. Students learn to perform in unison with individual movements and as part of a group.

Drama

This unit provide students with a sequence of learning activities that will enhance the knowledge and understanding of the elements of drama. Drama incorporates improvisation and role-play, dialogue and narration. Students present their drama through visual literacy demonstrating confidence in gesture, movement and voice skills.