



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

**YEAR 5 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**

<b>Head of Primary</b>	Mr Dean Day	<b>Class Teachers</b> 5 Rainbow 5 Opal 5 Ruby 5 Sapphire	Ms Kayla Kartabani Ms Isabella Abi Kabalane Ms Souad Rizk Ms Verusha Pillay
<b>Leader of Learning – Stage 3</b>	Ms Carmel Kevill	<b>Arabic Staff</b> 5 Rainbow 5 Opal 5 Ruby 5 Sapphire	Ms Laura Chalhoub Ms Francine Farah Ms Therese Sassine Ms Marie Zaiter
<b>Learning Intervention Coordinator</b>	Ms Nicole Saap	<b>Support Teacher</b>	Ms Joanne Beylouni & Mr Michael Nouh
<b>Integration Teacher/s</b>	Ms Delia Ms Dababneh	<b>Learning Centre Coordinator</b>	Ms Anne LeMerle & Ms Kate Hort

## Weekly Routines

Physical Education (Sport)	Monday
Library Borrowing	Thursday: 5 Rainbow Friday: 5 Sapphire, 5 Ruby, 5 Opal
Arabic	Monday – Thursday (4 X 40-minute lessons)

## 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 <sup>th</sup> May 2021
NAPLAN	Tuesday 11 <sup>th</sup> May 2021 – Friday 14 <sup>th</sup> May 2021
National Simultaneous Storytime	Wednesday 19 <sup>th</sup> May 2021
First Aid Training	Wednesday 26 <sup>th</sup> May 2021 and Thursday 27 <sup>th</sup> May 2021
Start Smart Literacy Workshops	Monday 31 <sup>st</sup> of May 2021 – Friday 4 <sup>th</sup> of June 2021
Year 5 Rainbow Transition Session	Tuesday 1 <sup>st</sup> June 2021
First Aid Training	Monday 7 <sup>th</sup> June 2021 – Thursday 10 <sup>th</sup> June 2021
Year 5 Opal Transition Session	Tuesday 8 <sup>th</sup> June 2021
Public Holiday	Monday 14 <sup>th</sup> June 2021
Grandparents Day Mass	Friday 18 <sup>th</sup> June 2021
End of Term Assembly	Monday 21 <sup>st</sup> of June 2021
Last day of Term 2	Tuesday 22 <sup>nd</sup> June 2021
Parent/Teacher Interviews (Evening Session)	Tuesday 22 <sup>nd</sup> June 2021
Parent/Teacher Interviews (Day Session)	Wednesday 23 <sup>rd</sup> June 2021
Reports Released via the Parent Portal	Friday 25 <sup>th</sup> June 2021
First day of Term 3	Tuesday 13 <sup>th</sup> July 2021

## Curriculum Overview

<b>Religion</b>	<p>This term Year 5 will be doing two units for Religious Education. The first one is Easter: A Time for Hope and New Life. In this unit the students reflect on the hope and new life that Jesus' life, death and Resurrection brings to his disciples and followers. The unit examines the Christian belief in the Resurrection of Jesus and the Church's belief in everlasting life. Students will explore how belief in the Resurrection influences the way we live. The unit concludes by focusing on the Easter Vigil. The second unit is Pentecost: Celebrating the Presence of the Holy Spirit. This unit explores the presence of the Spirit of God in all creation, in the early Christian community, in individuals and the community today. The students will examine how the fruit of the Spirit are visible signs of the presence of the Spirit. We encourage you to discuss with your child what they are learning in these classes.</p>
<b>English</b>	<p>The English block will consist of the following:</p> <p><b>Reading and Viewing</b>  <b>Guided Reading/Reading Groups:</b> 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.  <b>Shared reading:</b> 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</p>

	<p>other areas of English. Students will be engaged in more critical thinking tasks.</p> <p><b>Modelled Reading:</b> fluent and expressive reading modelled to students.</p> <p><b>Writing and Representing</b></p> <p><b>Modelled Writing:</b> 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><b>Guided and Independent Writing:</b> 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><b>Mathematics</b></p>	<p><b>Multiplication and Division:</b> Throughout this topic, students will use various mental and written strategies to solve multiplication and division problems. They will also use their problem-solving skills to solve multiplication and division problems and use communication and reasoning to explain their answers.</p> <p><b>Fractions and Decimals:</b> In this topic, the students will be using diagrams to solve addition and subtraction problems involving fractions with the same denominator and with mixed numerals.</p> <p><b>Data:</b> In this topic, the students will pose their own questions based on data that is presented to them. They will also use their problem-solving skills to decide on which is the best graph to use display data that has been collated. Students will also interpret column graphs and dot plots.</p> <p><b>Position:</b> The students will be given a map and will be creating their own itinerary based on the map. They will be focusing on using directional language when creating their maps and using the compass points.</p> <p><b>Length:</b> Throughout this unit the students will participate in lessons that will give them the opportunity to estimate and record lengths in mm, cm, m and km. They will also measure and calculate the perimeter of both common 2-D shapes and the perimeter of large rectangular sections of the school.</p>
<p><b>Science and Digital Technologies</b></p>	<p><b>Science:</b> The Physical World strand focuses on the difference between contact and non-contact forces and how energy is transformed from one form to another. Students are provided with an opportunity to investigate how electrical energy can control movement in products and systems. Stage 3 of this strand develops students' abilities to design, test and evaluate a product or system that demonstrates energy transformation, further developing an understanding of the interrelationship between force and energy.</p> <p><b>Digital Technologies:</b> This unit focuses on understanding the role individual components of digital systems play in processing and representing data. Students design, modify and follow algorithms involving branching and iteration. Stage 3 of this strand further develops students' knowledge and understanding of project management, abstraction and the relationship between models and the real world systems they represent.</p>

**Personal Development,  
Health and Physical  
Education**

**PDH – How I am impacted by others**

Students develop skills to establish and maintain respectful relationships and explore how these skills may need to be applied differently in a variety of relationships. They explore how the media and the online environment influence their decisions, beliefs and behaviours.

In week 10, students will be learning about puberty and hygiene. Students will be separated into gender classes to ensure they feel comfortable and supported during these talks. These talks will align with the Maronite ethos.

**PE**

**Athletics Carnival Preparation** – Students will practise the skills of running (standing start), sprinting, minor games (ball game relays, jumping (long jump) and throwing (shot put)

**Achieving Personal Best**

Students practice, perform and refine specialised movement skills within traditional and modified challenges. They self-reflect on their own strengths and use feedback to modify and adapt their performance. Students will be practising and movement skills involved in the traditional game, cricket.

**Creative Arts**

**Music**

Throughout the Music lessons students will create and perform lyrics to a song accompanied by a musical piece which will be played with body and instrument percussion.

**Visual Arts**

Visual Arts will be integrated with the Science unit 'Forces'. Students will be designing and making a structure that creates/applies forces.