



Howayek Providence Limited trading as
MARONITE COLLEGE OF THE HOLY FAMILY

YEAR 1 OVERVIEW
TERM 4 2021

Dear Parents and Guardians,

During the recent period of Remote Learning at the College, the Primary Department continued to refine the process of curriculum delivery so that we could best meet your child's academic needs. This was achieved through the set learning tasks and activities that were designed by our teaching staff. Daily reflections and teacher feedback focused on individual student goals providing the direction for next step learning.

Details of the topics and content your child will be learning when they return to school is outlined below. We have also included other important information which will assist your child as they transition back into structured learning and school routines.

A reminder, that 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.

The period of Remote Learning provided the opportunity for teachers to develop a deeper 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.

Regards,
 Mr Dean Day
 Head of Primary

Teaching Staff

Head of Primary	Mr Dean Day	Class Teachers 1 Lilac 1 Green 1 Silver 1 Gold	Ms Ainna Miranda Ms Christine Dibou Ms Alexis Webb 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
	Ms Nicole Saap	Support Teacher	Ms Doreen El Asmar

Learning Intervention Coordinator		COVID ILS Staff	Ms Connie Zouein Ms Razan Al Obaidy
Integration Teacher/s	Ms Angela Pantaleone Ms Colette Guinan	Learning Centre Coordinator	Ms Anne LeMerle & Ms Kate Hort

Weekly Routines

Physical Education (Sport)	Monday (Students are to wear their summer sport uniform)
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. Afternoon dismissal has been staggered to ease the congestion of people and traffic around the College at the end of the day. The table below outlines these revised times. Supervision of students will continue as normal for those parents who cannot pick up their children until the usual time school finishes.

Time	Grade	Pick Up Location
2:40 pm	Kindergarten Year 1	<ul style="list-style-type: none"> Assemble on the Infants Playground Parent/Guardian Pick Up at Gate 3 on Infants Playground
2:50 pm	Year 2	<ul style="list-style-type: none"> Assemble on the Infants Playground Parent/Guardian Pick Up at Gate 3 on Infants Playground
2:40 pm	Year 3 Year 4	<ul style="list-style-type: none"> Assemble on the Primary Playground Parent/Guardian Pick Up at Gate 2 on Primary Playground Primary students who need to meet younger siblings and go to the Pick-up zone or those crossing the road will be dismissed by their class teacher.
2:50 pm	Year 5 Year 6	<ul style="list-style-type: none"> Assemble on the Primary Playground Parent/Guardian Pick Up at Gate 2 on Primary Playground Primary students who need to meet younger siblings and go to the Pick-up zone or those crossing the road will be dismissed by their class teacher.
3:10 pm	All Grades	<ul style="list-style-type: none"> Students catching the Bus will assemble in the Primary Hall

- 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.
- **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 day of Term 4	Wednesday 6 th October 2021
Remembrance Day	Thursday 11 th November 2021
Mass for Lebanon	Friday 19 th November 2021
K-3 Library Skills Lessons Conclude	Wednesday 24 th November 2021
End of Term Assembly	Monday 6 th December 2021
Last day of Term 4	Tuesday 7 th December 2021
K-6 Semester 2 Reports Released	Friday 10 th December 2021

Curriculum Overview

Religion	<p>Unit: Creator God This unit focuses on God the creator who is present in all of creation. The first creation story is presented. The focus for this story is: God the creator, the goodness of creation and creation as a reflection of God's love and goodness. Emphasis is then turned to the Sabbath, rest time. The unit also introduces psalms of praise as a way of expressing our praise and thanks to God.</p> <p>Unit: Christmas This unit focuses on the season of Christmas. The children are told two stories – the Annunciation and the Visitation. In these stories the great themes of hope and joyful expectation are presented. Mary is a key focus, as the woman of faith who listens to and trusts God's word in her life.</p>
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<p style="text-align: center;">English</p>	<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 • 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 which include:</p> <ul style="list-style-type: none"> • Addition and Subtraction - Students use a range of mental strategies to solve addition and subtraction problems. • Time - Students tell and record time to the half-hour and o’clock. They Identify events as well as the time these events occur. • Position - Students give and follow directions to familiar locations, verbally and using diagrams. • Area - Students explain the relationship between the size of a unit and the number of units needed to measure an area. They describe why the area remains constant when units are rearranged. • Data - Students investigate a matter of interest by choosing suitable questions to obtain appropriate data. They gather data and track what has been counted by using concrete materials, tally marks, words, symbols and graphs. • Patterns and Algebra - Students identify, describe and continue patterns when skip counting forwards or backwards by ones, twos, fives and tens from any starting point.
<p style="text-align: center;">Science and Digital Technologies</p>	<p>Science</p> <p>Students will observe the changes that occur in the sky and landscape. Students explore how the Earth’s resources are used and investigate their conservation. They will be introduced to regular atmospheric and astronomical events and their effect on the Earth and develops students’ understanding of sustainability.</p>

	<p>Digital Technologies</p> <p>Students explore algorithms and solve problems using effective steps and decisions. They will be provided with opportunities to explore algorithms through guided play, including hands-on, kinaesthetic and interactive learning experiences. Students will begin to develop their design skills by conceptualising algorithms as a sequence of steps or procedures for carrying out instructions to solve problems or achieve certain things. These skills can include identifying steps in a process or controlling a Bee-Bot. Students will be provided with authentic and meaningful ways to introduce students to simple programming while consolidating concepts across other subject areas.</p>
<p>Personal Development, Health and Physical Education</p>	<p>Health – How can I stay healthy, safe and well?</p> <p>Students develop their knowledge and understanding to lead healthy, safe and active lifestyles at home and in their community. They explore ways to make positive decisions about their health, safety and wellbeing.</p> <p>Physical Education – How can we move to music?</p> <p>Students explore rhythmic and expressive movement through various movement activities. They demonstrate changes to movement in response to music. Students discuss how the type and tempo of the music changed their movement.</p>
<p>Creative Arts</p>	<p>Drama</p> <p>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. In performance, they develop their skills and appreciation of dramatists, actors, playwrights, devisers, directors and designers. Learning in Drama is most effective when learning experiences in making, performing and appreciating are integrated in a planned and sequential process of teaching and learning.</p> <p>Dance</p> <p>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. Learning in dance is most effective when learning experiences in performing, composing and appreciating are integrated. The use of the elements of dance is integral to all learning activities and draws on dance from a range of contexts.</p> <p>Learning to perform, compose and appreciate in dance involves a range of skills that use the dancing body and the elements of dance. Students use the elements in performing, composing and appreciating. With ideas for dance drawn from a range of contexts, they engage with the concepts of dance artists (performers and choreographers), dance works, the audience and the world to develop broader and deeper knowledge, understanding, values and attitudes about dance.</p>