

### English

Students explore picture books and analyse how stories connect the reader to the significance of the setting for the characters. Students learn how to use nouns and verb groups to give details about characters and places, use words and sentences to link ideas and narrate events to tell a story for others to enjoy.

Students explore how similar topics and information are presented through the structure of informative texts and identify their language features and visual features. They learn to speak to inform using topic specific vocabulary.

### Mathematics

Students read, make and order numbers to at least 1000 using objects, numerals and number lines. They group two- and three- digit numbers into parts in various ways and explore the value of each number. Students add and subtract one- and two-digit numbers, solve number problems using a variety of calculation strategies. Students find positions in two-dimensional spaces and move positions by following directions and pathways. They collect data through surveys, observations and experiments. Students sort data into categories and display data using lists and tables. They identify and compare data representations and describe the findings.

### French

Students learn how to use familiar words and modelled language to create short texts in French about places or buildings of importance.

### The Arts

#### Music

Students learn to notate rhythms to communicate about the music they make.

#### Media Arts

Students learn to tell stories using a combination of visual, auditory, and digital elements.

### Central Idea & Key Concepts

Through the learning in two or more subjects, the students explore the following central ideas and key concepts.

Central idea: The significance of places connects people together at a local scale.

Key concepts: form, connection

Central idea: Changes in technology have shaped our daily lives.

Key concepts: form, change

### Science

Students inquire into the Earth as a planet in the solar system. They investigate the patterns in the changing position of the sun, moon, planets and stars in the sky. Students learn how to pose questions to explore observed patterns or relationships and make predictions based on experience. They learn how to sort and order information and observations using graphic organisers.

### Humanities & Social Sciences



Students explore how places or buildings are important and there are reasons for their importance, including social, cultural or spiritual significance. Students investigate how changes in technology have shaped our daily lives. Students learn how to develop questions to find out more and to collect, sort and record related information from observations and provided sources.

### Technologies

Students explore the reasons for online safety protocols and the best agreed behaviours when interacting online. They investigate ways that digital tools can be used to search for information, create data and safely share information in a classroom online community.

### Health & Physical Education

Students investigate a range of health messages and practices in their community and actions that can be applied to keep themselves and others healthy and safe. Students learn to perform fundamental movement skills of balancing and jumping.

<p>Dear Parents and Caregivers,</p> <p>I'm excited to welcome you and your child to Class 2M! This year, we'll be exploring new ideas, building key skills, and creating a supportive learning environment.</p> <p>Communication is important, so please reach out with any questions. I look forward to working together for a great year ahead!</p>	<p style="text-align: center;"><b><u>2025 Improvement Agenda</u></b></p> <p style="text-align: center;">Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our shared practice.</p>
<p style="text-align: center;"><b><u>Key times in the week for our class</u></b></p> <p>Homework due: Monday          Library: Monday          French: Tuesday          Music: Wednesday          Technologies: Wednesday          Health &amp; Physical Education: Thursday</p> <p><b>Thursday – Active School Travel Day</b> – How can you travel to school while leaving the car at home?</p>	<p style="text-align: center;"><b><u>Key dates</u></b></p> <p>Term 1 – 28 January to 4 April          29 January Classroom meet and greet          12 February City Districts swimming          12-24 March NAPLAN – Years 3 and 5          24-28 March Parent Teacher Interviews          Term 2 starts 22 April</p> <p>10 March – Samford Museum (Excursion)          24 March – StarLab Education (Incursion)</p>
<p style="text-align: center;"><b><u>Fruit Break</u></b></p> <p>Each day students have a fruit/vegetable snack around 10am. Please send your child with a piece of fresh fruit or vegetables to eat in a separate labelled container.</p>	<p style="text-align: center;"><b><u>No hat – Alternative play spaces</u></b></p> <p>Students who do not have a hat at school are not able to play on the oval or playgrounds during breaks. Students will be directed to undercover/shaded and indoor play spaces. Please help us support your child to be sun safe.</p>
<p style="text-align: center;"><b><u>Positive Behaviour for Learning (PBL)</u></b></p>  <p>Brisbane Central State School follows the Positive Behaviour for Learning model to teach our students what behaviour is expected at school. Each week classroom teachers teach a focus lesson, explicitly teaching appropriate behaviours. All classes focus on the same lesson, and all staff are on the lookout for this behaviour being displayed. When the positive behaviour is noticed, Owlies are handed out to acknowledge the behaviour. Owlies lead to stamps in a Behaviour Passport and then to a Rewards Menu where the students can choose from a variety of rewards.</p>	<p style="text-align: center;"><b><u>Culture of feedback</u></b></p>  <p>Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand <b>what</b> a quality piece of work looks like, <b>where</b> their work is in comparison to this and <b>how</b> to take their next step to improve. Students do this through:</p> <ul style="list-style-type: none"> <li>• Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers</li> <li>• Engaging in multiple opportunities to produce work and analyse their own and other's work</li> <li>• Applying feedback to improve</li> </ul>
<p style="text-align: center;"><b><u>Class teacher contact details</u></b></p> <p>For messages that require attention on the same day please make contact via the school office on 3230 4333. Teachers are not on email consistently throughout the teaching day.</p> <p>For other enquiries or information, please feel free to email the details or to request a meeting.  <b>Email: tamof0@eq.edu.au</b></p>	<p style="text-align: center;"><b><u>School contact details</u></b></p> <p><b>Address:</b> Rogers Street Spring Hill Qld 4000</p> <p><b>Telephone:</b> (07) 3230 4333</p> <p><b>Facsimile:</b> (07) 3831 5469</p> <p><b>Email:</b> admin@brisbanecentralss.eq.edu.au</p>