

### English

Students explore the ways people communicate and how this affects themselves and others. They engage in speaking and listening situations which focus on interactions between people, such as: turn taking, speaking respectfully, making and accepting offers, asking for a service. Students explore how people use oral language to retell about ideas and events that are important to them. They listen to a variety of narratives and examine the key events within these narratives. Students explore the features that make an oral retell effective.

### Mathematics

Students name, represent and order numbers including zero to at least 20 using objects. They identify, copy and continue repeating patterns in different ways. Students describe the position and location of themselves and objects in relation to each other. They collect, sort and compare data in a variety of ways in response to questions.

### French

Students learn to interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions and for talking about self and family. They explore how people celebrate and commemorate special events with their families and others.

### The Arts

**Music** Students sing greeting songs and explore their singing and speaking voices. Students sing and experience celebration songs from different cultural contexts. Students identify how those songs make them feel and consider why.

#### Visual Arts

Students use art materials to explore drawing, collage and painting techniques. They create visual art works to communicate ideas.

### Central Idea & Key Concepts

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

Central Idea: Peoples relationships with each other can have an impact on well-being.

Key Concepts: connection, causation

Central Idea: People celebrate and commemorate special events in ways reflective of their cultural influences and local conditions.

Key Concepts: perspective, form

### Science

Students investigate the external features of plants and animals. They learn how to observe features and use these observations to sort plants and animals into groups. Students engage in investigations and make observations safely. With guidance, they represent observations and identify patterns.

### Humanities & Social Sciences

Students investigate how families are diverse and are made up of different members. They investigate how a family's culture and location influence the way they celebrate, commemorate and share significant events. Students explore different types of celebrations and commemorations and how people celebrate. They learn to pose questions, share perspectives and draw conclusions.



### Technologies

Students learn that data about ourselves can be represented by pictures, objects and symbols. They identify data within digital systems that is personal and owned by them.

### Health & Physical Education

Students use personal and social skills to interact respectfully with others. Students learn how to behaviour respectfully in a range of different settings. They use positive communication to interact with their peers.

Students practise basic movement skills in minor game and play situations from a range of cultures

<p>Welcome to Prep F for 2025! We have had a fantastic start to the school year and I have thoroughly enjoyed getting to know the students of Prep F. They have done an incredible job in adapting to the many new routines and expectations. I am excited for our year ahead, which is shaping up to be one filled with learning and fun!</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>Library: Tuesday French: Wednesday Technologies: Wednesday Music: Thursday 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 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. For other enquiries or information, please feel free to email the details or to request a meeting. <b>Email: <a href="mailto:bjfis0@eq.edu.au">bjfis0@eq.edu.au</a></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 <b>Telephone:</b> (07) 3230 4333 <b>Facsimile:</b> (07) 3831 5469 <b>Email:</b> <a href="mailto:admin@brisbanecentralss.eq.edu.au">admin@brisbanecentralss.eq.edu.au</a></p>