

### English

Students read and view a range of stories and informative texts that include written words and visuals. They explore how First Nations Australians use materials to make tools, artworks and other items in ways that are sustainable. Students learn how to choose the right words and organize their writing to clearly explain something. They practise using punctuation in simple and longer sentences, using topic words, writing clearly with unjoined letters, and spelling common words correctly. They try to spell harder words using their knowledge of sounds and word parts.

### Mathematics

Students recall addition facts to 20 and apply these to the related subtraction facts. They recall multiplication facts for twos and apply facts to the related division facts using doubling and halving. Students group two- and three-digit numbers in various ways. They add and subtract one- and two-digit numbers using a variety of calculation strategies. Students solve addition and multiplication problems, choose calculation strategies and communicate solutions. Students identify the date and determine the number of days between events using calendars. They recognise and read the time represented on a clock to the hour, half-hour and quarter-hour.

### French

Students read and listen to French stories and learn words in them. They find out who the characters are, where the story takes place, what happens, and how the story starts, moves along, and ends.

### The Arts

#### Music

Students sing the song "Inanay" in Yorta Yorta language. They practise singing in tune and show how they understand music by singing loudly or softly, and at a fast or slow speed.

#### Media Arts

Students learn to use media tools safely and responsibly to create and organise images, sounds and words. They use these tools to share ideas and stories and present their media arts projects to others in everyday settings.

### Central Idea & Key Concepts

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

Central idea: People interact with sustainably use and value the resources in the local environment.

Key concepts: responsibility, connection

For some subjects the learning focus continues from Term 1 into Term 2, with the new learning focus starting in Term 2 Week 3.

### Science

Students explore how materials can be changed to be used in different ways. They work with materials to see how they can be physically changed, like bending, twisting or cutting. They also find out how First Nations Australians change materials to make useful things.

### Humanities & Social Sciences



Students learn how places can be shown using maps and pictures. They explore how people are connected to places in their local area and in other parts of the world.

### Technologies

Students learn why we use usernames and passwords to keep our accounts safe. They find out that information about them is saved online and is part of their digital footprint. They practise using their EQID to log in to their email and send messages.

### Health & Physical Education

Students practise basic movements like running, jumping, and throwing. They use these skills in activities similar to races, hurdles, javelin, and shot put.

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| <p>Welcome Back 2H Families!</p> <p>I hope you all had a wonderful break. I'm excited to welcome everyone back for Term 2! We have an exciting term ahead filled with lots of learning. I look forward to seeing all the amazing things 2H will achieve together!</p>   | <p><b><u>2025 Improvement Agenda</u></b></p> <p>Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our best practice.</p>   |
| <p><b><u>Key times in the week for our class</u></b></p> <p>Homework due: Mondays<br/>Library: Monday<br/>French: Monday<br/>Music: Friday<br/>Technologies: Wednesday<br/>Health &amp; Physical Education: Wednesday</p> <p><b>Thursday – Active School Travel Day</b> – How can you travel to school while leaving the car at home?</p>   | <p><b><u>Key dates</u></b></p> <p>22 April - Term 2 start<br/>25 April – public holiday<br/>5 May – public holiday<br/>27 June - Term 2 end<br/>14 July - Term 3 start</p> <p>24 April – ANZAC Day School Ceremony<br/>11 June - YSAFE Cybersafety Parent session<br/>27 June – Report cards issued</p>  |
| <p><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><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><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><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.</p> <p>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><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.</p> <p><b>Email: Khawk122@eq.edu.au</b></p>   | <p><b><u>School contact details</u></b></p> <p><b>Address:</b> Rogers Street<br/>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>   |