

English

Students listen to and read poems, including poems by First Nations Australians. They learn how poems are written for different reasons and people, and how words and language techniques can be used to engage the reader/listener. They learn to write their own version of a poem.

Mathematics

Students add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers. They use addition and subtraction facts to 20 to develop efficient mental strategies when exploring larger numbers. Students identify and explain the connection between addition and subtraction. They learn to solve problems using a range of strategies involving addition and multiplication. Students show money values in different ways. They read time on analogue and digital clocks and estimate and compare the duration of events including days, hours, minutes and seconds.

Health & Physical Education

Students learn how to improve their running, jumping, and throwing skills in activities like running races, high jump, long jump, and shot put.

French

Students learn that French is spoken in many countries around the world. They learn how to describe a French-speaking country using naming words (nouns), describing words (adjectives), and simple sentences in the present tense. They use sentence examples given to them to help.

The Arts

Music

Students show their listening skills by singing and playing instruments with the right notes, timing, and expression. They work together to create and organise music using sound, silence, speed, and volume to share ideas. They explore songs used in celebrations and special events from different cultures. Students also practise listening carefully and changing parts of music like rhythm, pitch, and timbre when they sing.

Central Idea & Key Concepts

Through the learning in two or more subjects, the students explore the following central ideas and key concepts. Central idea: Throughout history, people have communicated their connections to places using arts and stories.

Key concepts: connection, reflection

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 learn that when objects get hotter or colder, it is because heat is moving from one object to another. They practise using thermometers to measure temperature. They ask questions about heat, make predictions, and do experiments to find out what happens. They collect and write down what they observe. They show their results in tables and simple graphs to look for patterns and explain what they found. They also talk about how they kept their experiments safe and fair.

Humanities & Social Sciences

Students learn about how Australia is made up of states and territories, and also the traditional lands of First Nations Australians. They find out that many First Nations people have strong connections to more than one Country or Place. Students explore songs, poems, paintings, and stories to learn how First Nations Peoples stay deeply connected to the land, sea, sky, and water. They also learn that these connections come with responsibilities and are part of their beliefs and way of life. Students compare how different people are connected to different places and look for similarities, differences, and links between them.



Technologies

Students design an interactive story that uses algorithms to allow user input and control structures to tell stories that branch into different directions. They will also explore and describe a range of digital systems and how their peripherals are used for a variety of purposes.

The Arts

Visual Arts

Students learn about the techniques, materials, and processes used in artworks they see, especially those made by First Nations artists. They can also explain where, why, or how artists from different cultures create and show their artworks.

<p>Welcome to 3 H</p>	<p><u>2025 Improvement Agenda</u></p> <p>Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our best practice.</p>
<p><u>Key times in the week for our class</u></p> <p>Homework due: Friday Library: Friday French: Wednesday Music: Monday Technologies: Tuesday Health & Physical Education: Monday</p> <p>Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?</p>	<p><u>Key dates</u></p> <p>22 April - Term 2 start 25 April – public holiday 5 May – public holiday 8 May- Mother's Day pampering 28 May- Indigenous artist incursion 27 June - Term 2 end 14 July - Term 3 start</p> <p>23 April – Y3-6 Cross Country 24 April – ANZAC Day School Ceremony 23, 30 May & 6 June – Gala Days Year 4-6 11 June – YSAFE Cybersafety Year 3-6 11 June - YSAFE Cybersafety Parent session 27 June – Report cards issued</p>
<p><u>Fruit Break</u></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><u>No hat – Alternative play spaces</u></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><u>Positive Behaviour for Learning (PBL)</u></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><u>Culture of feedback</u></p> <p>Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand what a quality piece of work looks like, where their work is in comparison to this and how to take their next step to improve. Students do this through:</p>  <ul style="list-style-type: none"> • Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers • Engaging in multiple opportunities to produce work and analyse their own and other's work • Applying feedback to improve
<p><u>Class teacher contact details</u></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>Email: Anita Hansen (Monday to Thursday) ahans29@eq.edu.au Tania Dreghorn (Friday) tdreg2@eq.edu.au</p>	<p><u>School contact details</u></p> <p>Address: Rogers Street Spring Hill Qld 4000</p> <p>Telephone: (07) 3230 4333</p> <p>Facsimile: (07) 3831 5469</p> <p>Email: admin@brisbanecentralss.eq.edu.au</p>