

English

Students learn how spoken words, pictures, and other features work together to persuade people. They practise taking part in interviews by listening carefully, asking questions, and giving thoughtful answers. They also learn how to present their opinions clearly by using strong reasons, different sentence types, and changes in voice like tone, speed, pitch, and volume. They share and build on ideas by giving useful details from what they've learned and by organizing their thoughts in a clear way.

Mathematics

Students identify decimal numbers and represent fractions. They explain and use odd and even numbers. Students use rounding and estimation strategies to determine whether results of calculations are reasonable. They solve addition, subtraction and multiplication and division problems and choose and develop efficient calculation strategies and communicate solutions. Students solve problems involving the duration of time.

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 to speak in French to give instructions about how to stay safe. They choose a safety topic such as sun safety, road safety, playground safety, or water safety. They use French command words and nouns that match their topic. Students also look at safety signs in French and compare them to signs in English or another language they know, to find what is the same or different.

The Arts

Music

Students show their listening skills by singing and playing instruments with the correct notes, timing, and feeling. They use rhythm, pitch, structure, symbols, and music words to create and perform music. They work together to make up, plan, and organise sounds and silences, changing speed and volume to share their ideas through music.

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 can create and manipulate messages to target audiences

Key concepts:

Function: How does it work?

Perspective: What are the points of view?

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 contact and non-contact forces affect the way objects move or interact. They learn to use simple science diagrams to show how forces work. By doing different science experiments, they learn how to sort their data and make column graphs to show patterns. They also learn to ask questions, look for patterns, and make predictions based on what they see.

Humanities & Social Sciences

Students learn about natural resources like the natural vegetation and water sources in a country and/or environment. They find out why these resources are important for both people and animals in a country and how to use and manage them in a sustainable way.

Students learn how events in world history from the 1400s to the 1800s are linked to Australia's history. They explore why Australia was colonised



Technologies

Students continue to take on the role of an inventor as they use their design criteria to develop a range of solutions to a problem, choosing one to create and evaluate.

The Arts

Media Arts

Students learn how to make a media artwork using video, words, and sound to share a safety message and persuade others to take action. They watch example videos about environmental and safety messages to learn how pictures, sound effects, and voice-overs can be used together to tell a story and influence an audience. The project focuses on making the message clear, putting things in the right order, and using media techniques to get the message across.

<p>Welcome back to Term 2!</p> <p>4L have had a wonderful start to the year, and we are excited to continue building on the great learning and positive classroom culture we have created together.</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: following Monday or Friday Library: Monday French: Wednesday Music: Thursday Technologies: Thursday Health & Physical Education: Thursday</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 27 June - Term 2 end 14 July - Term 3 start</p> <p>2 May – Year 4 Science excursion 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 23-25 June – Year 4 camp 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: dplud0@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>