



### English

Students explore how characters are represented through language features and visual features. Students make connections between the depictions of characters and events and to personal experiences. Students use comprehension strategies.

### Mathematics

Number and place value — explore two-digit numbers, model double facts, explore and use addition and subtraction  
Fractions and decimals — investigate wholes and halves  
Money— explore features of Australian coins  
Patterns and algebra — repeating and growing patterns, counting sequences – represent, describe and record including the tens number sequence and other counting sequences  
Measurement — describe the duration of an hour, explore and tell time to the hour  
Shape — Investigate the features and describe three dimensional objects & two-dimensional shapes and objects  
Location and transformation — describe position, location, direction and movement, interpret directions

### French

Students explore the French language to communicate about their families.

### The Arts

#### Media Arts

Students explore how artists use media technologies to capture and organise images, sounds, texts and interactive elements. They identify where they experience the arts and describe ways people across cultures and communities experience the arts.

#### Music

Students watch video performances and using visual clues, presented in the video, predict how the accompanying music may sound (fast, slow, high, low, smooth, bouncy). Students consider how their own singing sounds when performing a song.

### Central Idea & Key Concepts

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

Central Idea: Learning about previous generation helps us understand the relationships between the past and the present.

Key Concepts: Change and 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 are not learning from the science curriculum areas in term 2. The year 1 science learning is allocated to terms 1, 3 and 4.

### Humanities & Social Sciences

Students investigate how family structures, roles and aspects of daily life have changed and stayed the same over generations. They learn to develop questions and collect, sort and record information from observations and sources. Students learn to interpret information and discuss perspectives.

### Technologies

Students learn how food in the past has been prepared in different ways compared to modern multicultural/fusion Australian dishes. They learn how to design balanced and healthy meals and evaluate designs based on personal preferences.



### Health & Physical Education

#### Perceptual Motor Program

Students learn to perform running, jumping and balancing in movement sequences with a range of equipment and objects.

#### Athletics

Students learn to perform running, jumping and throwing in athletic-themed sequences.

<p>Welcome back to Term 2. I am looking forward to another busy but wonderful term together.</p>	<p style="text-align: center;"><b><u>2024 Improvement Agenda</u></b></p> <p>Investigating world's best practice in pedagogy, assessment and cultural capability, making it our best practice.</p>
<p style="text-align: center;"><b><u>Key times in the week for our class</u></b></p> <p>Homework/reading folders due: Monday Library borrowing/ returning: Thursday French: Tuesday Music: Tuesday Technologies: Friday Health &amp; Physical Education: Monday Thursday – Active School Travel Day – How can you travel to school while leaving the car at home? Fruit Break: 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>Key dates</u></b></p> <p>Term 2 – Monday 15 April to Friday 21 June Term 3 starts – Monday 8 July ANZAC Assembly – 24 April Public Holidays – 25 April, 6 May Premier's Reading Challenge – 7 May to 23 August Gala Sports Days 10, 17 &amp; 24 May Under Eights Week – 16 May National Simultaneous Storytime Prep – Year 2 – 22 May EKKA Rural Discovery Prep – Year 3 – 23 May</p>
<p style="text-align: center;"><b><u>Useful information</u></b></p> <p>Websites we use: <a href="https://readingeggs.com/">https://readingeggs.com/</a> <a href="http://au.mathletics.com/">http://au.mathletics.com/</a> Passwords are in the back of the homework books.</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: ewhee41@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 <b>Telephone:</b> (07) 3230 4333 <b>Facsimile:</b> (07) 3831 5469 <b>Email:</b> admin@brisbanecentralss.eq.edu.au</p>