

English

Students learn to read, view and comprehend texts, identifying literal and inferred meaning. They explore how ideas are presented through characters and events. Students investigate how similar topics and information are presented through the structure of narrative texts, and identify their language features and visual features. Students are learning to use strategies to read unfamiliar and high frequency words and using punctuation for phrasing and fluency.

Students are learning to create written texts to narrate for an audience using text structures to organise and link ideas for a purpose, punctuation for simple and compound sentences and spelling knowledges to spell words with regular spelling patterns and to attempt to spell words with less common patterns.

Mathematics

Number and place value — addition and subtraction number facts and solving problems with single and two-digit numbers, draw and model multiplication and division situations, 2 digit place value.

Fractions and decimals — represent, describe and solve problems using halves, quarters and eighths of shapes.

Money and financial mathematics — features of Australian coins and \$5 & \$10 notes, count small collections of coins and notes.

Patterns and algebra — 3s counting sequence, describe number patterns and identify missing elements in counting patterns.

Measurement — number of days in each month, relate months to seasons, tell time to the quarter hour, compare area of shapes and surfaces measuring area with informal units.

Shape — recognise, describe and draw familiar 2D shapes, describe familiar 3D objects.

Location and transformation — interpret simple maps of familiar locations and describe locations.

French

Students will read a story and use drama to narrate the story in French. They will learn how to write their own version of the story in French.

The Arts

Media Arts

Students explore the existence and impact of sound and images as representations of settings and characters in narratives.

Music

Students will perform the song “Inanay” in Yorta Yorta language, singing in tune and demonstrating an understanding of musical elements by choosing to use different tempos and dynamics.

Central Idea & Key Concepts

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

Central idea: Changes in technology have shaped our daily lives.

Key concepts: form, change

Central idea: Access to education is influenced by many factors.

Key concepts: causation, responsibility

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 inquire into the Earth as a planet in the solar system. They investigate the patterns in the changing position of the sun, moon, planets and stars in the sky. Students learn how to pose questions to explore observed patterns or relationships and make predictions based on experience. They learn how to sort and order information and observations using graphic organisers.

Students explore how people use sound-activated and voice-activated tools to help manage daily activities such as turning on lights and communicating with others. They learn how to use every day and scientific vocabulary to communicate observations, findings and ideas.

Humanities & Social Sciences

Students explore how places can be spatially represented in different geographical divisions, focusing on the state and regional level. They learn to use map reading skills. Students draw conclusions about links between places. They explore how services, including educational opportunities are accessed and how this is affected by the geography of the place.


Technologies

Students explore how digital tools can be used to search for, create and share data about the past and today. They explore how usernames and passwords are used to access accounts that store personal data.

Health & Physical Education

Students learn to perform fundamental movement skills of rolling, balancing and jumping.

Students learn to perform fundamental movements sequences of running, jumping and throwing in running races and modified hurdles, high jump, javelin and shot put.

	<p align="center"><u>2024 Improvement Agenda</u></p> <p>Investigating world's best practice in pedagogy, assessment and cultural capability, making it our best practice.</p>
<p align="center"><u>Key times in the week for our class</u></p> <p>Homework due: Friday Library: Wednesday French: Monday Music: Tuesday Technologies: Wednesday Health & Physical Education: Tuesday 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. Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?</p>	<p align="center"><u>Key dates</u></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 Under Eights Week – 16 May National Simultaneous Storytime Prep – Year 2 – 22 May EKKA Rural Discovery Prep – Year 3 – 23 May</p>
<p align="center"><u>Useful information</u></p> <p>Websites we use: https://readingeggs.com/ http://au.mathletics.com/ Passwords are in the front of the homework books.</p>	<p align="center"><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 align="center"><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 align="center"><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.</p> <p>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 align="center"><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. For other enquiries or information, please feel free to email the details or to request a meeting. Email: lmrie0@eq.edu.au / tamof0@eq.edu.au</p>	<p align="center"><u>School contact details</u></p> <p>Address: Rogers Street Spring Hill Qld 4000 Telephone: (07) 3230 4333 Facsimile: (07) 3831 5469 Email: admin@brisbanecentralss.eq.edu.au</p>