

English

Students explore how people use both oral language and writing to retell about important ideas and events from texts. They listen to a variety of narratives. They examine the key events within the narratives and explore the features that make an oral or written retell effective.

Mathematics

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They develop an understanding of number and place value by counting forwards and backwards to 10; identifying how many in a group; comparing quantities; connecting number names, numerals and quantities; and subitising collections. Students explore two-dimensional shapes, describing their characteristics, comparing and sorting them. Students explore creating and continuing patterns.

French

Students will learn how to describe observable features using colours and sizes in French.

The Arts

Media Arts

Students investigate how media artworks are created to communicate ideas.

Music

Students will explore the concepts of beat and rhythm, performing the beat to known songs. Students will identify musical elements (tempo, dynamic, timbre) in the composition "The Carnival of the Animals", indicating by gesture as each new musical element is heard.

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 celebrate and commemorate special events in ways reflective of their cultural influences and local conditions.

Key Concepts: perspective, form

Central Idea: Materials behave and interact in certain ways, which determine how people use them.

Key Concepts: form, function

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 investigate how everyday objects can be composed of different materials and how these materials have observable properties. Students learn how to pose questions and make predictions based on their experiences. They engage in investigations and make observations safely.

Humanities & Social Sciences

Students explore different types of celebrations and commemorations and how people celebrate. Students learn to pose questions, share a perspective and draw conclusions. Students learn to use images as sources and to use terms to share observations about places and the past.

Technologies

Students learn how people can generate and communicate design ideas. They use materials and equipment safely to make products.

Health & Physical Education

Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. They learn in the context of minor game and play situations from a range of cultures, some being relevant to celebrations and commemorations.

Athletics

Students apply fundamental movement skills to manipulate objects and space in a range of movement situations.

Welcome to Term 2 in Prep Red!

We are looking forward to another fun and exciting term of learning together.



2024 Improvement Agenda

Investigating world's best practice in pedagogy, assessment and cultural capability, making it our best practice.

Key times in the week for our class

Library: Thursday
 French: Thursday
 Music: Tuesday
 Technologies: Monday
 Health & Physical Education: Monday
 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?

Key dates

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

Useful information

Websites we use:
<https://readingeggs.com/>
 Passwords have been sent home in Home Folders.

No hat – Alternative play spaces

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.

Positive Behaviour for Learning (PBL)



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.

Culture of feedback



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:

- 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

Class teacher contact details

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: mjduc0@eq.edu.au

School contact details

Address: Rogers Street
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