

English

Students read a variety of picture books that show responsibility and relationships between characters. They learn to talk about characters by sharing their ideas and opinions. They learn to include details, use topic words, organise their ideas clearly and use an appropriate voice.

Mathematics

Students order and show numbers to at least 1000. They learn to understand two- and three-digit numbers to assist in calculations. Students describe and continue patterns and identify missing elements. They demonstrate an understanding of addition and subtraction facts within 20 and multiplication facts for twos.

French

Students learn about celebrations in French-speaking countries and in Australia, sharing their favourite celebration. They learn prepositions to help them take part in party games.

The Arts

Music

Students listen to high and low sounds in songs and write these using symbols. They sing in informal settings to improve singing skills.

Central Idea & Key Concepts

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

Central idea: We have rights and responsibilities to develop respectful relationships with people in the different groups we are part of.

Key Concepts: responsibility, perspective
For some subjects the learning focus continues from Term 3 into Term 4, with the new learning focus starting in Term 4 Week 3.

Science

Students explore how sounds are made and how sound can affect objects. They ask questions, make predictions, and follow safe steps during investigations. Students observe what happens, organise their results, look for patterns, and use simple and scientific words to explain what they found.

Humanities & Social Sciences

Students ask questions and gather information from observations and provided sources. They sort and understand the information to make suggestions and share their ideas. This unit of learning is taught over Terms 3 and 4.

Technologies

Students learn how different materials and technologies affect movement. They test and compare how objects roll, slide, bounce, and spin. They design and evaluate a simple toy that moves. Students explain what works well in their design and suggest changes to improve it.

Health & Physical Education

Students practise passing and dribbling skills and use these skills in soccer drills and games.

Dear Parents and Carers,

Welcome to Term 4! I hope you and your family enjoyed a restful break. It's been wonderful to see the students return refreshed and ready for their final term in Year 2.

This term we'll explore new topics across all learning areas while also consolidating the skills built throughout the year. There will be plenty of hands-on activities, discussions, and collaborative learning, as well as time to reflect and celebrate the progress made.

I look forward to supporting each student as they grow, take on new challenges, and prepare for Year 3. If you have any questions or updates, please don't hesitate to get in touch.

2025 Improvement Agenda

Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our best practice.

Key times in the week for our class

Homework due: Monday
Library: Monday
French: Tuesday
Music: Wednesday
Technologies: Wednesday
Health & Physical Education: Wednesday

Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?

Key dates

October 7 - Term 4 starts
November 3-7 - Book Fair
November 21 - 2026 Prep Orientation Afternoon
December 5 - P- 2 Water Play Day
December 11 - Christmas Concerts:
9:00am: Prep, Year 1 & Year 2
10:00am: Year 3 – Year 6
Christmas Class Break Up Party
December 12 - Report cards sent home
Last Day of School for 2025!!
January 27 2026 - school starts

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.

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: tamof0@eq.edu.au

School contact details

Address: Rogers Street
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