

### English

Students read picture books to develop an understanding of how authors use precise vocabulary, literary devices and visual elements to develop the characters and events and to set the tone in literary texts.

### Mathematics

Number and place value — explore three-digit numbers, investigate 1 000, recall addition number facts, add and subtract three-digit numbers, double and halve multiples of ten. Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters, eighths and thirds of shapes and collections. Financial Mathematics — count collections of coins and notes, calculate change from simple transactions. Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. Location and transformation — show full, half and quarter turns on a grid map, describe positions in relation to key features. Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.

### French

Students learn about different celebrations of cultural significance so that they understand how French language and culture influences their own. They learn the language used and engage with each other in greetings, inviting, and planning a menu for an end of year celebration.

### The Arts

#### Media Arts

Students learn how to use images and sound to communicate meaning in a media arts product.

#### Music

Students make and respond to music exploring the songs used in celebrations and commemorations from a range of cultures. They collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.

### Central Idea & Key Concepts

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

Central Idea: Communities responses to significant events provide an insight into the history and values of that community.

Key Concepts: change and perspective

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 changes in temperatures of objects are a result of heat transfer. They learn to take formal measurements using thermometers. Students learn how to identify questions about heat energy and make predictions about investigations. They learn to conduct investigations and collect and record observations. Students represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.

### Humanities & Social Sciences



Students investigate significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia. They engage in and examine current celebrations and commemorations as they occur.

### Technologies

Students use coding software to implement algorithms with branching that allow user input and control structures to tell stories that branch into different directions. They evaluate how solutions satisfy design criteria.

### Health & Physical Education

Students participate in Oz Tag to achieve successful outcomes in group or team movement activities. They perform fundamental movements sequences of running, jump and throwing in running races, hurdles, high jump, javelin and shot put.

<p>Welcome to Term 2!</p>	<p><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><b><u>Key times in the week for our class</u></b></p> <p>Homework due: Friday                  Library: Tuesday                  French: Wednesday                  Music: Thursday                  Technologies: Wednesday                  Health &amp; Physical Education: Thursday                  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><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                  EKKA Rural Discovery Prep – Year 3 – 23 May</p>
<p><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 front of homework books.</p>	<p><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><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><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><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: emcve0@eq.edu.au</b></p>	<p><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>