



Teacher: Melissa McLennan

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

Tuesday Mornings: Breakfast Club

Wednesday's 2pm- Read to Succeed. Invitations will come home to students on Fridays

30/1- P-2 Parade

6/2- Homework Club starts

13/2- Whole school parade- Student council badge ceremony

20/2- Junior Parade

25/2- Japanese Study Tour Arrive

1/3- Final Cross-Country training

17/3- Close the Gap day/ St Patricks Day

20/3- Harmony Day Parade

22/3- Start of Ramadan

29/3- School Photo Day

31/3- Easter Hat Parade P-2/ Student Council Free Dress Day/Last day of Term

Assembly Mondays at 1:30pm in the hall. Please check the school newsletter for dates.

Specialist Lessons

P.E. is on Friday at 8:30am

Health is on Wednesday 1:30-2:00

The Arts is on Thursday at 8:30-9:30

HASS is on Thursday 9:30-10:30

Library is on Friday at 11:45, please send a library bag.

Home Reader Folders are due back Fridays.

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	<p>Year 1 and 2: In this unit, students read and listen to a range of poems to create a poetry innovation. Language features include; rhyme, syllables, repetition and noun groups. Students present a poem or rhyme to a familiar audience and explain their preference for a poem.</p> <p>During reading lessons, students will focus on reading texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They will monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They will identify literal and implied meaning, main ideas and supporting detail.</p>	<p>Year 1: Students will plan and write an innovation on a poem, and express a preference between the two poems. A poem will be presented to the class.</p> <p>Year 2: Students will plan and write an innovation on a poem; they will write an explanation about how they changed their poem. They will present a poem to the class.</p>
Maths	<p>Year 1 Students will learn to recall number sequences to and from 100 from any starting point. They will learn to partition numbers using place value and represent two-digit numbers with a range of materials and images. They will be locating numbers on a number line.</p> <p>Students will be learning to use the language of direction to move from place to place. They will be taught to describe pathways and alternative pathways to a location using positional and movement language.</p> <p>Students will gather, record and represent data using basic tables and graphs using pictures and symbols. They will learn to interpret simple data and make inferences from it.</p>	<p>Year 1: Students will be assessed on their ability to recall number sequences, partition numbers, represent numbers using materials and images. They will also be assessed on their ability to locate a range of numbers on number lines accurately from different starting points.</p> <p>Students will be assessed on their ability to accurately describe directions to an object in the classroom accurately using positional and movement language.</p> <p>Students will be assessed on their ability to collect and represent data in a basic table or visual representation. They will also be assessed on their ability to answer questions and make inference about the data they have collected.</p>

	Content	Assessment
Science	<p>Year 2: Students will learn to count collections using the twos, fives and tens counting sequences. Students will practice solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.</p> <p>Students will collect, record and display data, and describe outcomes of data investigations.</p> <p>Students will represent and describe flips, slides and turns. Students will interpret simple maps to arrange or locate objects and use directional language to describe a pathway on a map.</p> <p>Year 1: In this unit, students describe the effects of physically changing a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p> <p>Year 2: In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Year 2: Counting and calculating to and from 1000 Students will complete an assessment task which requires them to count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p>Collecting and representing data Students collect, organise and represent data to make simple inferences.</p> <p>Transformations and Interpreting Maps Students explain the effects of one step transformations (flip, slide, turn) and interprets simple maps.</p> <p>Year 1: Experimental Investigation: Students combine materials to make a floating and waterproof object. Students will list each material and explain why they chose it to make their object and make predictions on the success of each object.</p> <p>Year 2: Experimental Investigation: Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>