



Teacher: Miss Melissa Walker

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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.

- Mon 26 April – ANZAC Day Public Holiday
- Mon 3 May – Labour Day Public Holiday
- Thurs 6 May – Mother’s Day Stall
- Wed 26 and Thurs 27 May - School Photos
- Fri 25 June – Last day of Term Two

Breakfast Club 8.00 – 8.15 Tuesdays, donations of bread or spreads greatly appreciated.

Specialist Lessons to remember

Library borrowing is Tuesday 9.00. Please bring a library bag to take home 2 books.

Music is Tuesday 11.45

P.E is Tuesday 12.15

Home Reader folders are due back Fridays

Assembly Monday 1.40 in Hall:

Week 1 Whole School

Week 4 Whole School

Week 5 P – 2

Week 7 Whole School

Week 8 P - 2

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

	Content	Assessment
English	In this unit, students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character. 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.	Students will create a new narrative about family relationships and/or friendships for a familiar animal character. They will follow the narrative text structure: orientation, complication and resolution. Students will order events in the narrative to make sense and entertain the reader.
Maths	Number and place value - recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. Money and financial mathematics - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes. Patterns and algebra - identify the threes counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. Using units of measurement - identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.	Students will complete number patterns and be able to describe the pattern. They will match digital to written times involving hours, quarter hours and half hours. Students will be able to draw hands on analog clocks and determine if an event has started.

	Content	Assessment
Science	In this unit students will understand how a push or pull affects how an object moves or changes shape.	Students will construct a simple toy using the different aspects of movement.
HASS	Students will explore the following inquiry question: How are people connected to their place and other places? The students will describe a person, site and/or event of significance in the local community and explain why places are important to people. They will recognise that the world is divided into geographic divisions and that places can be described at different scales.	The students will explore the location and significant features of places and consider how people are connected to these and why they should be preserved.
The Arts	Drama. In this unit students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.	Students will use Green Screen technology to retell one of the stories explored during the unit.
Technology	In this unit, students will explore how technologies use forces to create movement in products.	Students will design and make a toy for a small child that is fun and easy to use by applying these processes and production skills: <ul style="list-style-type: none"> • Investigating spinning toys and analyse how they are made and how they work. • Generating and refining design ideas, communicated by simple drawings and models. • Producing a functional product that appeals to a child. • Evaluating their design and production processes. • Collaborating and managing by working with others and by sequencing the steps for the project.
Health	In this unit, students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences.	Students will investigate and gather information about two children from different backgrounds. They will compare items of interest of their selected child and themselves. They will use this information to create a picture book.
P.E	Students will demonstrate fundamental movement skills while using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges.	Students will be assessed on how well they manoeuvre a scooter board in different movement situations and test alternatives to solve scooter board challenges. They will demonstrate positive ways to interact with others in cooperative scooter board challenges.
Music	This term students in this class will learn to identify and perform basic rhythms and ostinatos. They will also continue to learn how to play the glockenspiel.	Students can identify and perform rhythms and play the glockenspiel using good technique, melodic and rhythmic accuracy.