



**Points of interest**

The first bell rings at 8:20am. **School begins at 8:30am.**

*Please ensure students are on time.*

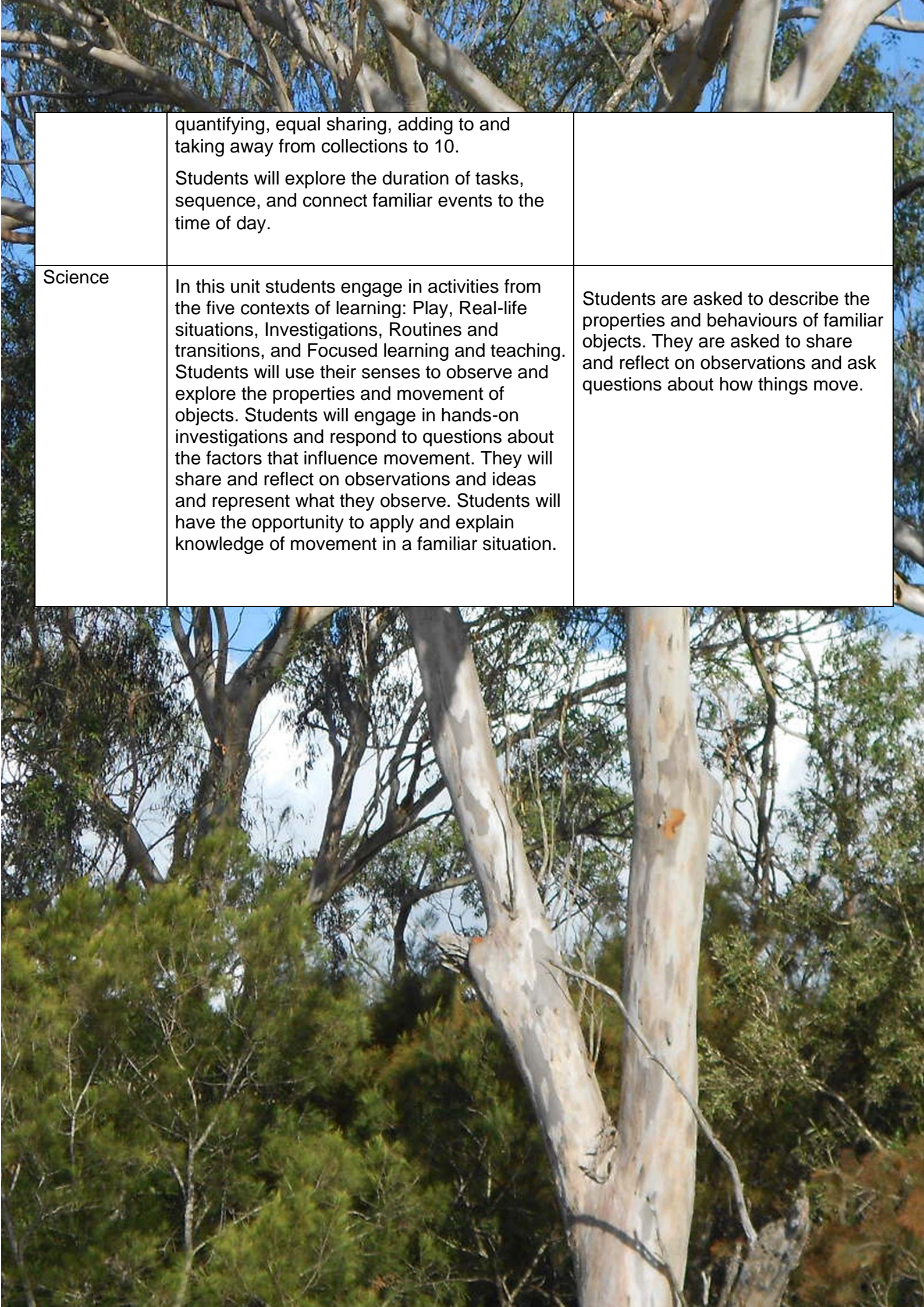
- May 1<sup>st</sup> – Book Fair
- May 7<sup>th</sup> – Readers Challenge
- May 9<sup>th</sup> – Mother’s Day Stall
- May 17<sup>th</sup> – Pirate Day
- May 21<sup>st</sup> – Peter Combe Concert
- May 22<sup>nd</sup> – National Simultaneous Story Reading
- June 5<sup>th</sup> – “Beats and Pieces” Music incursion
- June 10<sup>th</sup> / 11<sup>th</sup> - School Photos
- June 13<sup>th</sup> – Subway Lunch orders
- June 19<sup>th</sup> – Sem 1 Report Cards available on Q parents
- June 20<sup>th</sup> – Under 8’s Day
- June 20<sup>th</sup> – Sem 1 Report cards emailed out to families
- June 21<sup>st</sup> – Last Day of Term 2

**Specialist Lessons to remember**

- Green Folder** needs to come to school Tues to Friday.
- Library** borrowing is Friday at 1.30pm, *please bring a library bag to take home a book.*
- Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.
- Read to Succeed Awards** every Wednesday at 2pm under Q Block
- P.E** is Thursday 11.55am
- Health** lesson is Thursday at 2pm.
- The Arts** lesson is Tuesday at 1.30pm.
- HASS** lesson is Wednesday 9.30am

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

| <b>Subject</b> | <b>Content</b>   | <b>Assessment</b>   |
|----------------|--|---|
| English        | In this unit, students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events and writing familiar words. | Students are asked to respond and retell a familiar story to peers. They are asked to convey ideas using images and beginning writing behaviours. Students are asked to recall and sequence story events and identify connections between text and personal experiences. They are asked to identify their likes and dislikes about the text, characters and events. |
| Mathematics    | This term, students will make connections between number names, numerals and sequencing of numbers from zero to 20. They will use subitising and counting strategies to quantify collections. Students will compare the size of collections to 20. They will partition and combine collections up to 10 in different ways, representing with numbers. Students will represent practical situations that involve  | Students are asked to partition and combine collections up to 10 in different ways. They will represent practical situations involving quantifying, adding to and taking away, from collections to 10. Students are asked to connect events and days of the week and explain the order and duration of events.  |



|         |  |   |
|---------|--|---|
|         | <p>quantifying, equal sharing, adding to and taking away from collections to 10.</p> <p>Students will explore the duration of tasks, sequence, and connect familiar events to the time of day.</p>   |   |
| Science | <p>In this unit students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students will use their senses to observe and explore the properties and movement of objects. Students will engage in hands-on investigations and respond to questions about the factors that influence movement. They will share and reflect on observations and ideas and represent what they observe. Students will have the opportunity to apply and explain knowledge of movement in a familiar situation.</p> | <p>Students are asked to describe the properties and behaviours of familiar objects. They are asked to share and reflect on observations and ask questions about how things move.</p> |

