



Teacher: Anna Megueria

Email: axmeg0@eq.edu.au

Points of interest

- 30/4 Think U Know Australian Federal Police Presentations Yrs 1-6
- 1/5 Book Fair Begins
- 6/5 Labour Day Public Holiday
- 7/5 Premiers Reading Challenge begins.
- 9/5 Mother's Day Stall
- 10/5 Mother's Day Pop Up stall
- 10/5 National walk Safely to school day
- 17/5 Pirate Day- Student Council dress up day- gold coin donation
- 21/5 Peter Combe Concert P-3 1.30pm
- 28/5 **1/2 A&B Composite Excursion**
- 5/6 Beats N Pieces Music Incursion P-6
- 6/6 QLD Day
- 10-11/5 **School Photos**
- 13/6 Subway Meal Deal
- 20/06 **Under 8th Celebration**
- 20/6 Report cards emailed out
- 21/6 Last day of term

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

Specialist Lessons

- P.E.** Tuesday – please wear red polo shirt
- Health** Tuesday
- HASS** Thursday
- The Arts** Thursday
- Religious Ed** Friday
- Library -** Friday

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:</p> <p>In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons</p>	<p>Year 1:</p> <p>Students will analyse a character from a story and express a preference.</p> <p>Year 2:</p> <p>Students will compare characters in two versions of the same story and express a preference for a character.</p>
Maths	<p>Year 1:</p> <p>Number and Algebra:</p> <ul style="list-style-type: none"> • Demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. • Solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. <p>Year 2:</p> <p>Number:</p> <ul style="list-style-type: none"> • order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations 	<p>Year 1:</p> <p>Number and Algebra: Partitioning one- and two-digit numbers and solving addition and subtraction problems to 20[*]</p> <p>Year 2:</p> <p>Number: Partitioning and renaming two- and three-digit numbers and using mathematical modelling to solve a problem</p>

	Content	Assessment
Maths	<ul style="list-style-type: none"> use mathematical modelling to solve practical additive problems, including money transactions, representing the situation and choosing calculation strategies <p>Measurement:</p> <ul style="list-style-type: none"> Determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. 	<p>Measurement:</p> <p>Using a calendar and reading time on an analog clock</p>
Science	<p>Year 1: Living Adventure</p> <ul style="list-style-type: none"> In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things, and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language. <p>Year 2: Good to Grow</p> <ul style="list-style-type: none"> In this unit students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas. 	<p>Year 1: Living Adventure</p> <p>Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.</p> <p>Year 2: Good to Grow</p> <p>Students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.</p>
Technologies	<p>Year 1 & 2: Grow, Grow, Grow</p> <p>In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. A field to a farm will culminate in a excursion to a farm</p>	<p>Assessment portfolio</p> <p>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.</p>