



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 2 Term 1 2026

Meet the Burnside Year 2 Team

Specialist Team

**2C Class
Teacher:
Greer
Campbell**



Welcome to the students of 2C for 2026. My name is Greer Campbell. My classroom for this year can be found in B block. For any queries or concerns, please don't hesitate to contact me via email on gcamp89@eq.edu.au. I have been teaching at Burnside for eight years predominantly in the lower years. I love reading, live music and short getaways with my family. I enjoy building relationships with students and I look forward to working with your child in 2026 and watching them grow socially, emotionally and academically.

**Performing Arts
Shane McLennan**



**2S Class
Teacher:
Karen
Stewart**



Welcome to the students of 2S for 2026. My name is Karen Stewart. My classroom for 2026 can be found in B Block. I can be contacted by email on kstew44@eq.edu.au. I have been at Burnside SS for 13 years. My husband and I have two adult daughters. I love reading, relaxing at the beach, beach walks, gardening and eating seafood. I look forward to working with your child in 2026 and watching them grow socially, emotionally and academically.

**Physical Education
Liam Schofield**



**Inclusion
Teacher:
Hayley
Chamberlain**



Welcome back students of 2026. My name is Miss Hayley and I am the Inclusion Teacher supporting students in Years 1 and 2. I have been teaching at Burnside since 2015 and have met many wonderful students and families in the Burnside community during this time. I'm looking forward to the year ahead and I hope everyone has a wonderful start to the school year. In 2026 I am located in the Resource Room Block. I can be contacted through my email, hxcha4@eq.edu.au.

**STEAM
Julianne Golding
& Carter Ford**



Key Events

Parent information sessions 10th February
Clean up Australia Day 2nd March
P&C AGM Meeting 10th March
NAPLAN 11th-20th March
Harmony Day 20th March
P-6 Cross Country 25th March
Parent Teacher Interviews 31st March
P&C Movie Night 1st April
Easter Bonnet Parade 2nd April
Good Friday 3rd April

Parades

Friday 8:50am even weeks

6th February – Week 2
20th February – Week 4
6th March – Week 6
20th March – Week 8

Year Level Messages

The Year 2's have a nightly home reader to take home for reading from Monday to Thursday. This is a book from class. Students are encouraged to read their own books from home or our school library. On Friday, students can take a 'weekend' reader home with them. All Year 2's will have weekly homework. There will be a Maths page and an English page to complete. Homework will start in Week 3.

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Technologies
Sharing ideas and responding to imaginative text Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students’ transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts. Assessment Task: Students will share ideas and express an opinion about a familiar character and their traits.	Unit Overview As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models. Assessment Task: Space <i>Short answer questions</i> Students will locate and identify positions of features on a map. To move positions by following directions and pathways on a grid. Assessment Task: Statistics <i>Investigation</i> Students will use a range of methods to collect, record, represent and interpret categorical data in response to questions.	Celestial Objects Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night. Students engage with ways people use patterns in the movement of celestial objects, for example: to navigate, or to make predictions about future appearances of stars and comets, planetary alignments or meteor showers. Assessment Task: Students identify and describe celestial objects and predictable patterns in the sky.	Present connections to places In this unit students will explore the following inquiry question: • <i>How are people connected to their place and other places?</i> Assessment Task: Present connections to places Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.	Drama stories from the past In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus. Students will explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends. Use voice, facial expression, movement and space to imagine and establish role and situation. Present drama that communicates ideas about stories of family and friends to an audience. Assessment Task: Collection of work - Drama stories from the past Students respond to, devise and perform drama based on the theme of memories	Behaviours and strategies (Semester of work) Students demonstrate and apply protective behaviours to stay safe and support others. They practise assertive behaviours and the ability to seek, give or deny permission respectfully. Students identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help. Through role-plays, discussions and play, students practise assertive behaviours, such as saying yes and no, using body language, cues and gestures. They demonstrate and describe skills and strategies to develop respectful relationships. Assessment Task: Students identify ways to keep themselves and others safe by applying protective behaviours and help-seeking strategies.	Applying fundamental movement skills Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students demonstrate and explain how to move effectively with objects and in space. Assessment Task: Students apply fundamental movement skills in movement situations and explain how they move effectively with objects and in space.	Spin it! In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy. Assessment Task: Spin it! Portfolio Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing and evaluating design concepts.

BURNSIDE STATE SCHOOL 2026

