

Year 1/2R Term 1 2026					
 Are you on TRACK? Thoughtful Respectful Accountable Cooperative Kind	Meet the Burnside Year 1 Team			Specialist Team	
	1/2R Class Teacher: Tammy Roach		Welcome to the students of 1/2 R for 2026. My name is Tammy Roach. My classroom for 2026 can be found in Block K. I can be contacted by email on troac13@eq.edu.au. I have been at Burnside for 5 Years but have been teaching in the lower years for 37 years. I love reading, dancing and spending time in my garden. I enjoy teaching in the lower years as I enjoy building relationships with students and their families and watching them blossom into amazing learners.	Performing Arts Shane McLennan	
	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 in the Resource Room Block with Miss Sally. I can be contacted through my email hxcha4@eq.edu.au.	Physical Education Liam Schofield	
				STEAM Julianne Golding & Carter Ford	 
Key Events		Assemblies - Friday at 8:50	Homework Expectations		
Parent information sessions 10 th February Clean up Australia Day 2 nd March P&C AGM Meeting 10 th March NAPLAN 11 th -20 th March Harmony Day 20 th March P-6 Cross Country 25 th March Parent Teacher Interviews 31 st March P&C Movie Night 1 st April Easter Bonnet Parade 2 nd April Good Friday 3 rd April		Friday 8:50am even weeks 6 th February – Week 2 20 th February – Week 4 6 th March – Week 6 20 th March – Week 8	Welcome back to School. It has been a great start to the year by our students as they have settled in well to school and class routines. We look forward to building this through Term One. This term we have some exciting things to look forward to including a presentation about our favourite book character and creating an obstacle course for your friends. This term homework expectations will focus on reading every night and writing or drawing your favourite character. A daily reader will be sent home and returned the next day. Show and Tell will start in week 3 and students will be rostered one day a week to share a favourite story. As always if you have any questions or concerns you can contact your classroom teacher.		

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Technologies
Engaging with imaginative stories Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.	Unit Overview As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities • use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes • recognise that data can be represented in different ways such as objects, images, drawings, list and symbols; compare and discuss the data by identifying patterns.	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. Students pose questions and make predictions about events. They begin to recognise that organising observations in provided tables or organisers makes it easier to identify and represent patterns, such as the appearance or position of the moon or changing shadow length across the day, and further develop their use of scientific vocabulary to describe observed patterns.	Australia past and present (Semester of work) In this unit students will how technology has shaped daily life and investigate an important historical place. Assessment Task: Australia past and present Students will explain how technology has shaped daily life. Students will investigate an important historical place.	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: Students respond to, devise and perform drama based on the theme of memories	Emotional responses (Semester of work) Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes. Assessment Task: Emotional responses Students describe how emotional responses affect feelings and explain how personal qualities contribute to identities.	Fundamental movement 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. Through participation in a range of movement situations, students continue to develop movement skills independently and collaboratively and develop and apply rules. They demonstrate and describe strategies for participating respectfully in active play and minor games. Assessment task: Fundamental movement Students apply fundamental movement skills in movement situations and explain how they move effectively with objects and in space.	Design technologies: Grow, grow, grow (Semester of work) 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. Assessment task: Grow, grow, grow Portfolio Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.
Year 1 Assessment Task Students retell and share ideas about a familiar story using oral language	Year 1 Assessment Task: Space Students will give and follow directions to move people and objects around an obstacle course.						
Year 2 Assessment Task Students share ideas, retell and express an opinion about a character from a familiar imaginative text. 	Year 1 Assessment Task: Statistics Students will collect, record and represent data in a one-to-one display and compare and discuss data. Year 2 Assessment Task: Space Students will locate and identify positions of features on a map. Students will move positions by following directions and pathways on a grid. Year 2 Assessment Task: Statistics Students will use a range of methods to collect, record, represent and interpret categorical data in response to questions.	Assessment Task: Celestial Objects Students identify and describe celestial objects and predictable patterns in the sky.					

BURNSIDE STATE SCHOOL 2026

