



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Prep Term 2 2026

The Burnside Prep Team

Introducing the Burnside Specialist Team

**PC Class
Teacher:**

Kylie Cavanagh



**Performing
Arts – Shane
McLennan**



Hi my name is Shane McLennan and it is my proud duty to be The Arts teacher at Burnside State School. I perform this work because I know that some of the greatest lessons in life can be learned through The Arts, not the least being the improvement of self-confidence, engaging in critical thinking and finding fun in learning! My wife and I moved to Palmwoods four years ago and have formed many community bonds in the Sunshine Coast hinterland, for which we feel very welcomed. I am available Mondays to Thursdays at school if you wish to contact me regarding your child's Arts learning and I look forward to hearing from you.

**PS Class
Teacher:**

Danielle Sinclair



**PE – Liam
Schofield**



My name is Liam Schofield and I will be teaching Physical Education across all year levels. I can be contacted by email on lksch2@eq.edu.au. I am excited to be focusing on fundamental motor skills in the lower years with specific movement activities and extending these motor skills through the upper years with a variety of sports throughout the year to enhance student physical performances throughout school and extracurricular events.

**Inclusion
Teacher:**

Lauren Hagebols



**STEAM- Nikita
Mason-Caine**



Hi my name is Nikita Mason-Caine and I will be teaching design technology from Prep to Year 4 this term. We will be focusing on the design process, where we look for design solutions to existing problems.

Year level Messages

Key Events

ANZAC day school ceremony - 24th April
Ecollaboration Mini Beasts Discovery Incursion – 5th May
Loved one's stall – 8th May
Under 8's Day – 22nd May
P-2 Sports Day – 5th June

Assemblies - Every even week Friday 8:50am

Week 2 – 1st May
Week 4 – 15th May
Week 6 – 29th May
Week 8 – 12th June
Week 10 – 26th June

Welcome back to Term Two. It has been a great to see our Prep students begin to settle well with school routines and expectations. We look forward to continuing to build these skills during Term Two. This term, we have some exciting things to look forward to including our Under Eights Day and our 'Living Things' incursion. Homework expectations will include letter-sound connections, reading passages and high frequency words. As always if you have any questions or concerns, please do not hesitate to contact your classroom teacher.

English	Maths	Science	HASS	The Arts	Health	Physical Education	Technologies
Information texts Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts. Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts. Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words. Assessment task 2.1 — Reading, viewing and comprehending informative texts – Students read, view and comprehend simple informative texts. Assessment task 2.2 — Writing and creating informative texts – Students create a short, written information text, using words and images, about a topic. 	Number and Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: - look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences - explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems - build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events. Assessment Tasks Number: Student’s partition and combine collections up to 10 in different ways. To represent practical situations involving quantifying, adding to and taking away from collections to at least 10. Measurement: Students will sequence and connect familiar events to the time of day.	Exploring the world Students begin to build confidence in using questions and investigations to explore and explain the natural world. They use their senses and equipment, including digital tools, and practice safe procedures while examining plant or animal specimens during nature walks. Students interact with stories or documentaries about scientists and notice ways they make observations, including drawings, collections, sound recordings and photography, and how they ask questions about what they think they will observe and find. They explore ways of recording their own observations of the natural world in rock paintings, bark drawings, reports, labelled drawings or photographs. They investigate ways Aboriginal peoples and Torres Strait Islander peoples gain knowledge of and group living things, and communicate observations through paintings, drawings and dance. Students represent external features of living things and use these to identify patterns, describing ways of grouping or classifying, including identifying fruits and vegetables as plant parts; identifying common features of familiar animal groups; and recognising humans have features in common with other animals. Assessment Task: Students will represent, share and reflect on observations about the needs of living things and how an environment can affect them. To ask and respond to science questions. 	My family history (Semester of work) In this unit students will explore the following inquiry question: <i>What is my history and how do I know?</i> Assessment Task: Students explore important events celebrated in their lives and identify how people and objects help them to remember. 	Charlie Chaplin’s Capers In this unit students explore characters and settings in media artworks inspired by traditional film making. Assessment Task: Collection of Work consisting of: - Planning & Designing - Producing - Responding	Exploring identity and emotions (Semester of work) Students explore their identity by investigating who they are and the people in the world around them. They describe the different emotions that people experience. Through exploration, play and minor games, students recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences. Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play. Students explore safe and healthy practices at school and at home. They investigate different types of health symbols such as those on food products and household substances and how advertising influences food choices. Assessment Task: Students will describe emotions and the similarities and differences between themselves and others. To identify how health information can be used in their lives.	Developing fundamental movement skills (Semester of work) Students practise and develop locomotor and non-locomotor skills, experiment with ways to move their bodies safely through a range of movement contexts and identify the benefits of being physically active. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive. Assessment Task: Students will apply fundamental movement skills in a range of movement situations. Students demonstrate personal and social skills to interact respectfully with others. Students identify the benefits of being physically active and how rules make play fair and inclusive. 	It’s showtime! 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 puppet with moving parts to use in a puppet show. Students will apply these processes and production skills: - investigating materials, technologies for shaping and joining, and how designs meet people's needs - generating and refining design ideas - producing a puppet that meets the design brief - evaluating their design and production processes - collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. Assessment Task: Students design a character puppet with moving parts to use in a puppet show.