

Year 1 Term 2 2026				
 Are you on TRACK? Thoughtful Respectful Accountable Cooperative Kind	The Burnside Year 1 Team		Meet the Burnside Specialist Team	
	1D Class Teacher (Mon – Thurs) Tamar Dayman		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.
	1D Class Teacher (Fri) Amy Wills		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 lsch2@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.
	1A Class Teacher Alanna Dowey		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.
	Inclusion Teacher: Hayley Chamberlain			
			Year Level Messages	
Key Events		Assemblies – Every even weeks Friday at 8:50	<i>Welcome back to Term Two. It has been a great start to the year for our students as they have settled in well to school and class routines. We look forward to building this through Term Two. This term we have some exciting things to look forward to including discovering all about animals for our information reports and an incursion on living things. This term homework expectations will remain the same with an emphasis on reading and heart words. As always if you have any questions or concerns you can contact your classroom teacher.</i>	
ANZAC day school ceremony - 24 th April Ecollaboration Mini Beasts Discovery Incursion – 5 th May Loved one’s stall – 8 th May Under 8’s Day – 22 nd May P-2 Sports Day – 5 th June		Week 2 – 1 st May Week 4 – 15 th May Week 6 – 29 th May Week 8 – 12 th June Week 10 – 26 th June		

Look what we are learning about in Term 2

English	Maths	Science	HASS	The Arts	Health	Physical Education	Technologies
Exploring and creating informative texts Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words. Assessment task 2.1 Students read, view and comprehend simple informative texts. Assessment task 2.2 Students create an informative text to report on a familiar topic. 	Number & Measurement Students further develop proficiency and positive dispositions towards Mathematics and its use as they: - use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones - use skip counting to quantify physical collections - recognise patterns in numbers and extend knowledge of numbers beyond two digits - use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences, employ different strategies and discuss the reasonableness of answers - explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events. Assessment task Number: Students will partition one- and two-digit numbers and solving addition and subtraction problems to 20.	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. Assessment Task: Celestial Objects Students will identify and describe celestial objects and predictable patterns in the sky. 	My changing life (Semester of work) In this unit students will explore the following inquiry question: How has my family and daily life changed over time? Assessment task: My changing life Students will identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. 	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	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 movements 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 movements Students apply fundamental movement skills in movement situations and explain how they move effectively with objects and in space. 	Design technology – 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.