



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 2 Term 2 2026

The Burnside Year 2 team

2S Class Teacher:
Karen Stewart



2C Class Teacher:
(Mon-Wed & Fri)
Greer Campbell



2C Class Teacher:
(Thurs) Amy Wills



Inclusion Teacher:
Hayley
Chamberlain



Meet the Burnside Specialist Team

Performing Arts
Teacher
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.

PE Teacher
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.

STEAM Teacher
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
Loved one's stall – 8th May
Under 8's Day – 22nd May
P-2 Sports Day – 5th June

Assemblies – Every even week Friday at 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 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 Two. This term we have some exciting things to look forward to including Anzac Day School Ceremony. This term homework expectations will remain the same, plus a reminder to return their reader daily. As always if you have any questions or concerns you can contact your classroom teacher.

English	Maths	Science	HASS	The Arts	Health	Physical Education	Technologies
Understanding and developing non-fiction texts Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas. Students explore how texts are organised differently and how authors use language features related to purpose. Assessment Task 2.1 - Student read, view and comprehend simple informative texts. Assessment Task 2.2 - Students create a written and multimodal informative text. 	Number and Measurement As students continue to develop their proficiency and positive attitudes towards Mathematics and its applications, they: - recognise that mathematics can be used to investigate problems and describing thinking and reasoning using familiar mathematical language - use physical and virtual materials to represent, 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 - use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays - use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions - compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling - use uniform units to measure, compare and discuss the duration of events and read time on an analogue clock to the hour, half hour and quarter hour. Assessment Task: Number and Mathematical Modelling Students will partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money. Assessment task: Measurement - Time Students will read time to the hour, half hour and quarter hour on an analogue clock and use a calendar to determine the number of days between events.	Living things Students continue to explore as they identify and compare the needs of individual plants and animals, such as air, water, food or shelter, and recognise that all plants and animals share some basic needs. Students begin to pose questions to explore simple patterns and relationships. They follow safe procedures to investigate questions. They make and record observations, using provided tables or graphic organisers when sorting plants and animals into groups, based on needs. They explore how places meet the needs of the animals and plants living there. Students explore real-world examples of how people use knowledge of the needs of animals and plants, such as caring for pets, growing plants, supporting native animals and plants to meet their needs and protecting natural habitats. Students use digital tools to collect information and create visual representations, such as models, to show relationships between the needs of living things and the places they live. They learn from engaging with the work of scientists how science helps us care for living things and the places in which they live. Assessment Task: Identifying how living things meet their needs Students will use a table and organiser to sort information; create a model and to identify how living things meet their needs in the places they live; and communicate observations and ideas. 	Present connections to places (Semester of work) 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. 	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	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.	Fundamental movement skills (Semester of work) 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: Applying movement skills Students apply fundamental movement skills in movement situations and explain how they move effectively with objects and in space. 	Spin it! (Semester of work) 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.