



Mayfield State School

Term 1 Curriculum Newsletter

Class: 2P

Teacher: Miss Patten



Welcome to the 2P class family! I hope you all had a wonderful holiday and are excited for an engaging start to the school year.

In Term One, our focus will be on fostering positive friendships and establishing familiar routines both in and outside the classroom. Building a strong, supportive community is essential, as it will create a safe and encouraging environment for exploring and learning the Year 2 Australian Curriculum. I look forward to working together and appreciate your support in making this a successful and enjoyable term!

Key dates this term...

- 27 January: First Day of Term 1
- 2 Feb: Community Welcome Breakfast
- 4 Feb: Parent info night
- 17 March: Harmony Day dress up
- 26 March: Cross Country
- 1 April: Parent Teacher interview
- 2 April: Mad Hatters Parade and last day of Term

COMMUNICATION – You can email me at apatt202@eq.edu.au. To allow teachers to focus on planning, teaching and learning as a priority, it is a policy at Mayfield State School that we will reply to emails within 48 hours. You can make an appointment to meet face to face via email or contact the school office for enquiries 38437333.

ENGLISH

Learning Intentions:

Students engage with a range of imaginative texts that use language in different ways to present characters and settings. 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.

Assessment: Oral presentation

To plan and share ideas and express an opinion about a familiar character and their traits.

Mathematics

Key Learning:

As students continue to develop their proficiency and positive attitudes towards mathematics they will-

*locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions. *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.

Assessments: Space- Locate and identify positions of features on a map. To move positions by following directions and pathways on a grid.

Strategical Investigation-To use a range of methods to collect, record, represent and interpret categorical data in response to questions. **Monitoring number assessment.**

HASS

Learning Intentions:

Describe and recognise a location and significant features of places and consider how people are connected to these and why they should be preserved.

Assessment: Short response

Empowering curious and independent learners in an inclusive and future-focused environment



REACH for the sky

Resilient

Engaged

Accepting

Collaborative

High Achieving





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MUSIC

Key Learning:

To perform and compose music using the stimulus of saving the environment.

Assessment:

Perform and compose a song about the environment using a known song & changing the lyrics.

The Arts

Key Learning:

Drama: Many Wolves, Many Traits
Students explore different versions of the Big Bad Wolf character and use drama to show character traits through expressive voice, gesture and movement. Connecting with English, students will present and share ideas about different characters.

HPE

Key Learning:

This term in Physical Education lessons, students will demonstrate aquatic survival and safety skills in a variety of situations. They will perform a survival swim and demonstrate rescue techniques that incorporate the elements of movement.

Assessment:

Performance and Practical observations

JAPANESE

Key Learning In this unit, students engage with language used to introduce oneself and to share information about their favourite things. Students will: (i) introduce themselves in Japanese, including name, nationality, age, year level, number of people in family, and favourite things, (ii) locate key information when listening to a spoken self-introduction, (iii) understand Japanese instructions, (iv) notice connections between language and culture.

Assessment: Listening and script recognition test

DIGITAL TECHNOLOGIES

Key Learning Students develop foundational digital literacy skills by safely accessing and operating a laptop device. They learn to sign in securely, open a browser, and navigate to a typing website (Typing.com). Students practise correct hand placement and body posture, developing early touch-typing habits to improve accuracy and efficiency.

Assessment:

Teacher observation of classroom activities and tasks. Video recordings on the iPads of coding and completion of a book in Book Creator.

Our specialist timetable is as follows this term:

MONDAY: Japanese

TUESDAY: Music/Digitech/swimming

WEDNESDAY: Library/ Homework

THURSDAY: Art, Religious Instruction
(commences week 4)

SPECIALIST TEACHERS –

Japanese -Sensei Gatrell

Art – Mrs Lam

Music – Mrs Metcalfe

Digital Tech – Ms Halsey

P.E – Mrs Arrowsmith

Reminders:

Assembly is on Monday at 2:30 fortnightly (even weeks)

Homework is due back on every second Wednesday.

Library borrowing is on a Wednesday.

Stay up to date with events through our newsletter, website and Facebook

IS YOUR CHILD IS NOT WELL?

You can easily notify the school via the QParents App and list your reason for your child's absence.

Alternatively, you can call the school office and leave a message.



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