






Welcome to an exciting Term 2, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including: your child's class this term.

- Monday 20<sup>th</sup> April – Term 2 Begins!
- Friday 24<sup>th</sup> April - Whole School Assembly- ANZAC Short Service
- Friday 1<sup>st</sup> May - Whole School Assembly 9:00am
- Monday 4<sup>th</sup> May – Public Holiday – Labor Day.
- Friday 8<sup>th</sup> May - Whole School Assembly 9:00am. Mother's Day Stall.
- Friday 15<sup>th</sup> May – Public Holiday – Ipswich Show Day.
- Tuesday 19<sup>th</sup> May – **Trevena Glen Farm Excursion**
- Thursday 21<sup>st</sup> May – Under 8's – Teddy bears picnic
- Friday 22<sup>nd</sup> May - Whole School Assembly 9:00am
- Friday 29<sup>th</sup> May - Whole School Assembly 9:00am
- Friday 5<sup>th</sup> June- Whole School Assembly 9:00am
- Thursday 11<sup>th</sup> June – Juniors Athletic Carnival 2026.
- Friday 12<sup>th</sup> June - Whole School Assembly 9:00am
- Friday 26<sup>th</sup> June – 100days of Prep celebration.

*We look forward to working together to achieve the best outcomes for your child.*

*Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS and SCIENCE.*

Year Prep Subject/ Learning Area	Assessments
<p><b>English:</b></p> <p><b>Unit Title: Exploring Informative texts.</b>  <b>Text Type: Reading and writing.</b></p> <p>In this unit, 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> 	<p><b>Summative: <a href="#">Assessment Task</a></b></p> <p><b>Assessment task 2.1</b>  <b>Purpose:</b> To read, view and comprehend a simple informative text.</p> <p><b>Assessment task 2.2</b>  <b>Purpose:</b> To create a short, written information text, using words and images, about a topic.</p>

<b>Mathematics:</b>	<p><b>Unit Title: Number, measurement.</b></p> <p>This unit integrates a range of content strands including number and measurement.</p> <p><b>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• explore situations, sparked by curiosity, using physical and virtual materials to represent sort, quantify, partition, combine by adding to and taking away from collections to at least 10 and solve these as everyday problems</li> <li>• build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events.</li> </ul>	<p><b>Summative:</b> <a href="#">Assessment Task</a></p> <p><b>Assessment task 2.1</b> Number</p> <p>Purpose: To 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.</p> <p><b>Monitoring strategy</b> Measurement (Time)</p> <p><b>Monitoring strategy</b> Number (Subitising)</p>
<b>Science:</b>	<p><b>Unit Title: Chemical Sciences</b></p> <p><b>Comparing observable properties of different materials.</b></p> <p>Students will continue to build their understanding that making observations and predictions are a core part of science. They will use their senses to safely investigate and manipulate different objects and materials, sharing their observations and experiences of those materials. Students will sort and group materials based on observable properties, such as colour, hardness, texture and flexibility. They will investigate how materials, such as wood, plastic, metal or glass, are used for specific purposes and explore how materials can be combined to create functional utensils and tools.</p> 	<p><b>Summative:</b> <a href="#">Monitoring Task</a></p> <p><b>Monitoring task:</b> Students will describe the observable properties of the materials that make up different objects. They will share questions, predictions, observations and ideas about their experiences with others.</p>
<b>HASS:</b>	<p><b>Unit Title: History – My Family History</b></p> <p>In Semester 1, students will explore the following inquiry question: What is my history and how do I know? The students will explore the nature and structure of families. Identify their own personal history and examine diversity within their family and others. Additionally, they will investigate personal and family events in the past and present that are commemorated.</p> 	<p><b>Summative:</b> <a href="#">Assessment Task</a></p> <p><u>My Family History</u></p> <p>Students will explore important events celebrated in their lives and identify how people and objects help them to remember.</p> <p>Part A- I remember important events.</p> <p>Part B Objects and people tell me about my past.</p>

## The Arts:

**Unit Title:** *Recycle, Repurpose, Reinvent*

As part of an ongoing semester unit, students will continue to explore sustainability through visual art, building on their skills and understanding from last term. They will continue to learn why recycling and reusing materials is important and how artists use these materials to raise awareness about environmental issues.

Students will continue to work with a range of recycled materials to create art while building on their ideas, imagination, and problem-solving skills. Throughout the unit, they will continue to explore how materials can be repurposed and how art can share messages about caring for our planet.

**Summative:** [Assessment Task](#)*A Collection of Work*

Students will: Continue to create collages and other pieces using recycled materials. They will communicate ideas about sustainability and show what can happen when plastic waste ends up in our oceans, or when trees are cut down to produce paper. Students will explore different materials and techniques, describe what they make and observe, and explain the message behind their work.

## HPE

**Health Unit Title:** **Healthy Eating**

Students will explore how health information can be used in their everyday lives. They will identify the difference between “everyday” and “sometimes” foods and begin to understand health star ratings on cereal boxes. Students will practise personal and social skills as they discuss healthy choices and share ideas respectfully with others.

**Movement Unit Title:** **Ready, Set,**

Students will explore how to move and play safely during physical activity. They will develop the fundamental movement skills of running, jumping, hopping, balancing and walking, as well as underarm rolling, bouncing and catching. Students will apply these fundamental movement skills and solve movement challenges in preparation for Under 8s Day (where Auskick will join us) in Week 5 and the Junior Sports Carnival in Week 8.

**Summative:** [Assessment Task](#)

Health: Students will apply and perform fundamental movement skills in a range of movement situations. Students will identify how health information can be used in their lives.

Movement: Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They apply practices to keep themselves safe, including following rules in simple activities and games