

Runcorn Heights State School

Classroom Newsletter



Class: 3/4M

Term: 3, 2026

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Please make sure students are on time to school.

The first bell rings at 8.25am for students to move to class. Lessons begin at 8.30am.

We look forward to welcoming you to school every day!

Before School Morning Routines

From 8am

- Year 1-6 students in the Hall
- Prep students and their families under Q Block

Important Dates

Newsletter – Important Dates Term 3

17 July – 31 August – Years 1-3 Swimming (every Friday Wks 1-7, Monday Wk 8)

12 August – EKKA Holiday

13 August – ICAS English

24 August – 1 September – Japanese Study Tour

26 August – ICAS Mathematics

27 August – Book Parade

2 September – P&C Father's Day Stall

4 September – Student Free Day

11 September – P&C Colour Runchie

15 September – Parent Teacher Interviews

18 September – Runchie's Got Talent

18 September – Pirate Day (Student Council Fundraiser)

Specialist Lessons

PE – Monday 9:30am

The Arts – Tuesday 1:30pm

Library Borrowing – Wednesday 8:30am

Japanese – Thursday 11:55am

Parade – alternate Mondays 1:30pm

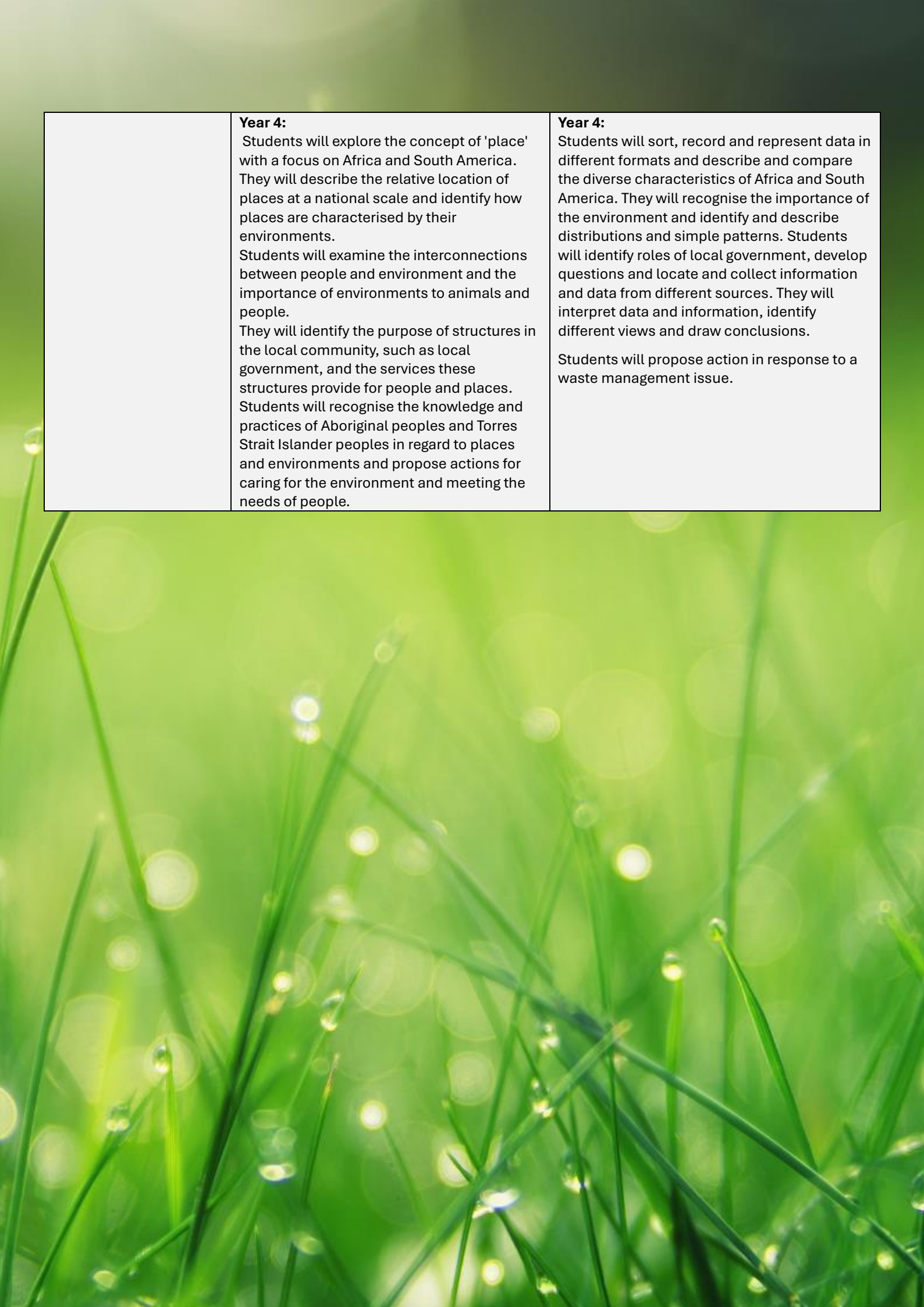


Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	Through the study of the novel 'The Twits' by Roald Dahl, students read, view and respond to extended narrative texts to explore how authors develop characters, settings, mood and plot using language, structure and literary devices. Across Year 3 and Year 4, students progress from understanding narrative elements and responding imaginatively to analysing narrative structure and author craft in greater depth.	<u>Year 3:</u> Students will: • read, view and comprehend texts, recognising their purpose and audience. • identify literal meaning and explain inferred meaning. • describe how stories are developed through characters and/or events. • describe how texts are structured and presented. • describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. <u>Year 4:</u> Students will: • read, view and comprehend texts created to inform, influence and/or engage audiences • describe how ideas are developed including through characters and events, and how texts reflect contexts. • describe the characteristic features of different text structures. • Describe how language features including literary devices, and visual features shape meaning.

Maths	Year 3: Students will recognise and represent unit fractions and multiples in modelling contexts. They will extend and apply addition and multiplication facts and related subtraction and division facts, developing automaticity for 3, 4, 5 and 10 facts. Students will use manipulatives to identify features of objects and spaces, including angles and build models and simple spatial representations. They will measure and compare objects using metric units in everyday situations Year 4: Students will draw on understanding of number facts, fractions and decimals (e.g. tenths) and use efficient strategies when modelling practical problems, particularly in everyday and decimal contexts. They will measure and estimate attributes using conventional instruments and appropriate metric units.	Year 3: Assessment task 3.1 – Students will represent unit fractions and their multiples in different ways and solve practical problems involving multiplication and division. Assessment task 3.2 – Students will measure length, mass and capacity and make and classify objects. They will identify angles and compare them to right angles Year 4: Assessment task 3.1 – Students will represent tenths and hundredths as decimals, counting and representing fractions and using mathematical modelling to solve a problem. Assessment task 3.2 – Students will measure length, mass, capacity, temperature, perimeter and area using scaled instruments.
Health	This unit will be taught and assessed in Term 4	This unit will be taught and assessed in Term 4
Technologies	In this unit, students will explore and use a range of digital systems and create a digital solution (an interactive guessing game) using a visual programming language	Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.
HASS	Year 3: Students will identify connections between people and the characteristics of places and describe the diverse characteristics of different places at the local scale. They will explain the similarities and differences between the characteristics of these places, Students will interpret data to identify and describe simple distributions and draw simple conclusions record and represent data in different formats, including labelled maps. They will describe the importance of making decisions democratically and propose individual action in response to a democratic issue. Students will explain the role of rules in their community and share their views on an issue related to rule making.	Year 3: Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.



	Year 4: Students will explore the concept of 'place' with a focus on Africa and South America. They will describe the relative location of places at a national scale and identify how places are characterised by their environments. Students will examine the interconnections between people and environment and the importance of environments to animals and people. They will identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places. Students will recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regard to places and environments and propose actions for caring for the environment and meeting the needs of people.	Year 4: Students will sort, record and represent data in different formats and describe and compare the diverse characteristics of Africa and South America. They will recognise the importance of the environment and identify and describe distributions and simple patterns. Students will identify roles of local government, develop questions and locate and collect information and data from different sources. They will interpret data and information, identify different views and draw conclusions. Students will propose action in response to a waste management issue.
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