

Runcorn Heights State School

Classroom Newsletter



Class: 3S

Term: Term 3

Teacher: Rebecca Stephenson

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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)
 11 August – Junior Sports Day – students in year 3-6 can order from the BBQ menu
 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

Homework is due on Friday each week and will be sent home on Friday afternoon.

P.E is on a Monday at 8.30am (Please wear sports uniform).

Japanese is on a Tuesday at 9.30am.

The Arts is on a Wednesday at 11.55am.

Library is on a Thursday at 11.15am. Please bring a library bag to borrow books.

Assembly Alternate Mondays: Weeks 2, 4, 6, 8, 10 at 1:40pm in the hall



Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.	Purpose: To read, view and comprehend an imaginative text. Reading and viewing • Read, view and comprehend texts, recognising their purpose and audience. • Identify literal meaning and explain inferred meaning. • 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. • They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.* Purpose: To create a written narrative text using ideas drawn from a familiar text. Writing and creating • Create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. • Use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. • Write texts using letters that are accurately formed and consistent in size.* • Spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.*
Maths	Number and Algebra • recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context • recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole • multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies • use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation	Purpose: To represent unit fractions and their multiples in different ways. To use mathematical modelling to solve practical problems involving multiplication and division. Purpose: The assessment task gathers evidence of student learning for this aspect of the Year 3 Mathematics achievement standard: • identify angles as measures of turn and compare them to right angles. Purpose: To estimate, compare and measure length, mass and capacity of objects. To make, compare and classify objects.

	- recall and demonstrate proficiency with multiplication facts for 3,4,5,3,4,5 and 1010; extend and apply facts to develop the related division facts Space - determine key features of objects and spaces including angles, and use these when building models and spatial representations - become increasingly aware of the usefulness of mathematics to model situations and solve practical problems, compare and classify objects, identifying key features and explaining why these features make them suited to their uses Measurement - use metric units to measure and compare objects - become increasingly aware of the usefulness of mathematics to model situations and solve practical problems - identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates - measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings - identify angles as measures of turn and compare angles with right angles in everyday situations - identify angles as measures of turn and compare angles with right angles in everyday situations recognise the relationships between dollars and cents and represent money values in different ways	
Health	interpreting health information Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing. Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations. Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships.	Purpose: To interpret health information to design a poster promoting healthy eating and drinking choices. Assessment Description: Design a poster about healthy eating and drinking choices. Interprets health information to apply strategies to enhance their own and others' health.
Technologies	Repurpose it! In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose recycled materials to create a useful item. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs. Students will apply the following processes and production skills: Investigating by:	Assessment Task: Repurpose it! Portfolio Assessment description: Students apply understanding of the properties of materials and components to repurpose recycled materials into another useful item.

	◦ communicating with clients and critiquing needs or opportunities for designs ◦ testing materials including fabrics and exploring techniques for shaping and joining them ◦ identifying examples of recycling, up-cycling and reusing. • Generating design ideas for a useful item and communicating them with annotated design drawings. • Producing a useful item by selecting relevant tools and resources, and using them safely. • Evaluating design ideas, processes and solutions. • Collaborating as well as working individually throughout the process. • Managing by sequencing production steps.	
HASS	Exploring places near and far In this unit students will explore the following inquiry question: How and why are places similar and different? In this unit, students: - identify connections between people and the characteristics of places - describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places - interpret data to identify and describe simple distributions and draw simple conclusions - record and represent data in different formats, including labelled maps using basic cartographic conventions - describe the importance of making decisions democratically and propose individual action in response to a democratic issue - explain the role of rules in their community and share their views on an issue related to rule-making - communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	Assessment Task: Exploring places near and far Assessment description: 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. Technique = Collection of Work
Science	Students use tables and graphic organisers to organise and compare data and information about the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. Students investigate a range of soils and rocks as key components of the built and natural environment. They explore everyday uses of minerals such as in gemstones in jewellery, graphite in pencils and table salt in food. They engage with Aboriginal peoples' and Torres Strait Islander peoples' knowledge and use of rock and mineral types, such as for tools and pigments. Students explore the use of scientific explanations to meet needs or to solve problems, such as examining different plant soil requirements and exploring vocabulary used to describe soils. Students pose questions when they investigate patterns and relationships, such as the relationship between soil features and plant growth, and make predictions based on observations. Students compare their findings with those of others and draw conclusions. They use scientific vocabulary to communicate ideas about science, society and Earth resources in posters, diagrams and/or pictorial maps.	Purpose: To investigate the properties of soils, rocks and minerals and their importance as resources, pose questions and make predictions to explore patterns and relationships and share solutions that use scientific explanations Assessment Description Students will: •Describe the observable properties of soils, rocks and minerals and describe their importance as resources. •Identify solutions that use scientific explanations. •Pose questions to explore patterns and relationships and make predictions based on observations. Communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

