

# Runcorn Heights State School Classroom Newsletter



**Class:** 3A

**Term:** 2

**Teacher:** Mrs Amber Morton

**Teacher email:** axmor5@eq.edu.au

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

### Important Dates Term 2

30 April – Ditto Show P-2  
 1 May – Gala Day 2  
 4 May – Labour Day (Public Holiday)  
 6-7 May – School Photos  
 6 May – Mother’s Day Stall  
 7 May – Mother’s Day Pop Up Stall  
 15 May – Gala Day 3  
 18-21 May – Karawatha  
 26 May – Year 1/2 Wildlife Incursion  
 26 May – 9 June – Book Fair  
 27 May – National Simultaneous Storytime  
 2 June – Pancake Fundraiser for Chappy  
 9-10 June – Music Fanfare at Stretton  
 15-16 June – Year 3-6 Sports Day  
 19 June – Year 6 Immigration Excursion  
 25 June – Under 8s Day  
 25 June – Reports available on Q Parents and emailed home  
 26 June – Crazy Hair Day

## Specialist Lessons

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

**P.E** is on a Monday at 9.30am (Please wear sports uniform).

**The Arts** is on a Tuesday at 9:30am.

**Japanese** is on a Tuesday at 11.55am.

**Science** is on a Friday at 8.30am.

**Library** is on a Thursday at 1.30pm. Please bring a library bag to borrow books.

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

Runcorn Heights State School

### VISION

We inspire our community to AIM HIGH and be curious, creative and compassionate lifelong learners.

RUNCORN HEIGHTS STATE SCHOOL

### A I R

**ACCEPTANCE**

We create an environment where everyone is valued and welcomed. We embrace diversity and encourage everyone to be open-minded and to acknowledge and learn from each other's unique backgrounds and perspectives.

RUNCORN HEIGHTS STATE SCHOOL

### A I R

**INCLUSION**

We are committed to creating a supportive and welcoming environment where every person is valued and feels they belong. Our community provides all with equitable opportunities to participate, grow and succeed, ensuring that all voices are heard and respected.

RUNCORN HEIGHTS STATE SCHOOL

### A I R

**RESPECT**

We cultivate a culture of respect by promoting kindness, care and honesty. It is everyone's responsibility to honour the rights of all to be safe, to learn, work and play.

**S**afe  
**T**eam Player  
**A**chiever  
**R**esponsible

# Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</li> <li>• Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.</li> <li>• Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.</li> <li>• They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.</li> <li>• Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.</li> <li>• Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns.</li> <li>• They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.</li> </ul>	<p><b>Assessment task: Reading</b>  <b>Purpose:</b> To read, view and comprehend a simple informative text.</p> <p><b>Assessment task: Writing and Creating</b>  <b>Purpose:</b> To create a written and multimodal informative text for an audience.</p>
<p><b>Maths</b></p>	<p><b>Number and Algebra</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• manipulate numbers using a range of strategies that are based on proficiency with single-digit addition</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations.</li> </ul>

	<p>facts and understanding of place value in the base-10 number system, partitioning and regrouping</p> <ul style="list-style-type: none"> <li>• model situations and solve practical problems</li> <li>• begin to apply understanding of algorithms and technology to experiment with numbers and recognise patterns</li> <li>• develop addition and multiplication facts</li> <li>• learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context</li> <li>• recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations</li> </ul> <p><b>Measurement</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• use metric units to measure and compare events</li> </ul> <p><b>Students will</b> become increasingly aware of the usefulness of mathematics to model situations and solve practical problems.</p>	<ul style="list-style-type: none"> <li>• Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers.</li> <li>• They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, and tens, and using a range of strategies.</li> <li>• Students demonstrate their understanding of money by reading and interpreting the cost of everyday items and representing these amounts using combinations of coins and notes. They identify equivalent values and select appropriate money representations to match given prices, showing their knowledge of the relationship between dollars and cents in real-life contexts.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Students use familiar units when estimating, comparing and measuring the attributes of events.</li> <li>• Students estimate and compare measures of duration using formal units of time.</li> </ul>
<p><b>Health</b></p>	<p><b>Managing changes and understanding influences on behaviours</b></p> <ul style="list-style-type: none"> <li>• Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others.</li> <li>• They develop respectful practices, such as developing cultural awareness and describe how inclusion and</li> </ul>	<p><b>Assessment Task: Health</b></p> <p><b>Identifying influences on identities, emotions and changes.</b></p> <p><b>Purpose:</b> To identify and describe influences and strategies to manage emotions and changes.</p> <p><b>Monitoring strategy:</b></p>

	<p>stereotypes can influence decision-making and actions.</p> <ul style="list-style-type: none"> <li>• Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.</li> </ul>	<p>Students apply skills and strategies to interact respectfully with others.</p>
<p><b>HASS</b></p>	<p><b>Our Unique Communities</b> In this unit students:</p> <ul style="list-style-type: none"> <li>• identify individuals, events and aspects of the past that have significance in the present</li> <li>• identify and describe aspects of their community that have changed and remained the same over time</li> <li>• explain how and why people participate in and contribute to their communities</li> <li>• identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>• pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>• sequence information about events and the lives of individuals in chronological order</li> <li>• communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>	<p><b>Assessment Task: Our unique communities</b> <b>Assessment description:</b> Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?</p> <p>Students will gather evidence and display their ability to:</p> <ul style="list-style-type: none"> <li>• describe how significant individuals, events and aspects of the past are remembered today</li> <li>• identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>• explain how and why people participate in and contribute to their communities</li> <li>• pose questions and locate and collect information from sources, including observations to answer questions.</li> </ul>