

Runcorn Heights State School

Classroom Newsletter



Class: 4/5R

Term: 3

Teacher: Mrs Belinda Ronnfeldt

Teacher email: bronn4@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

11 August – Junior Sports Day
 12 August – EKKA Holiday
 13 August – Runcorn State High School Musical SUNPAC
 13 August – ICAS English
 14 August – Gala Day 1
 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

Monday 12:25: Library Borrowing

Tuesday 11:55-12:55: The Arts

Wednesday 8:30-9:30: Japanese

Friday 12:25- 11:55: PE





Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	Novel Study Across Years 4 and 5, students complete a novel study that develops comprehension, literary analysis and written response skills through engagement with increasingly complex narrative texts. Students identify characteristic stages of narratives such as orientation, complication and resolution, and examine how authors use language and literary devices to develop character, setting and plot tension. They respond to texts through shared and independent writing, creating paragraph-organised responses that link ideas and use topic-specific vocabulary, complex sentences and literary devices, while applying phonic, morphemic and grammatical knowledge to spell multisyllabic and multimorphemic words accurately. They create, edit and publish imaginative texts that use cohesive paragraphs, complex sentences, dialogue and expanded noun groups to suit purpose and audience.	Reading & Viewing Purpose: To read, view and comprehend an imaginative text. Task: Read class novel and respond to the questions and items. Re-read and annotate sections of the text to support responses. Writing & Creating Purpose: To plan, create and edit a written narrative including a supporting image. Task: Write a narrative story including a supporting image, using elements of fantasy fiction.
Maths	Year 4 – Unit 3 • use efficient strategies to solve practical problems, including with decimals • recognise and recreate shapes and objects from the environment • measure and estimate length, mass and capacity using appropriate tools • check the reasonableness of measurements and calculations Year 5 – Unit 3 • use common percentages to compare quantities in everyday situations • compare, order, add and subtract fractions with related denominators • use mathematical modelling to solve practical problems • construct objects using two-dimensional nets • solve problems involving perimeter and area • choose appropriate units to measure length, mass and capacity	YEAR 4 Assessment task 3.1 Part 1 – Representing tenths and hundredths as decimals, counting and representing fractions and using mathematical modelling to solve a problem. Assessment task 3.2 - Measuring length, mass, capacity, temperature, perimeter and area. YEAR 5 Assessment task 3.1 – Connecting decimals, fractions and percentages and using mathematical modelling to solve a problem. Assessment task 3.2 – Connecting objects to nets and measuring length, mass, capacity, perimeter, area and angles.
Health	Examining factors that influence participation and interpreting health information Students explore the factors that influence people to participate in regular physical activity and propose strategies to incorporate regular physical activity into their daily lives. Students interpret health information and messages and apply behaviours and decisions to enhance their capacity to take responsibility for their own and others' health, safety, relationships and wellbeing.	Students will interpret health information to help people stay safe around water and support their relationships and wellbeing by managing screen time use. Task: Students create a screen time and physical activity plan with suggested activities to promote a healthy lifestyle. Students view signs and symbols seen in water environments and create a water safety planner.

	Students analyse health information and strategies to develop an understanding of the impact of these on their daily choices. They refine strategies that improve their own and others' health and safety.	
Technologies	What digital systems do you use? In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using visual programming language.	Students will 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	<u>Year 4</u> Using places sustainably In this unit, students: • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people.	<u>Year 5</u> Communities in colonial Australia (1800s) In this unit, students: • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines.
Science	Earth and Space Sciences Students: • identify key processes in the water cycle and describe how water cycles through the environment. • Identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape, and ocean; precipitation; evaporation; and	Purpose: To describe the movement of water through the environment, key processes that change Earth's surface, investigate how data is used to make decisions about the use of water and share findings using scientific vocabulary. Task: To plan safe fieldwork, identify patterns and relationships, making reasoned predictions and identifying risk and intercultural considerations.

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| | <ul style="list-style-type: none">• Explains how the Earth's surface changes over time due to natural processes and human activity.• Describe how weathering, erosion, transportation, and deposition cause slow or rapid change to the Earth's surface | |
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