

Runcorn Heights State School Classroom Newsletter



Class: 4/5H

Term: 2

Teacher: Mrs Amanda Hatzioannou

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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

30 April – Ditto Show P-2

1 May – Gala Day 2

4 May – Labour Day (Public Holiday)

6-7 May – School Photos

7 May – Mother's Day Stall

15 May – Gala Day 3

18-21 May – Karawatha

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

25 June – Under 8s Day

25 June – Reports available on QParents and emailed home

Specialist Lessons

MONDAY:

8:30 – 9:30: The Arts.

1:35 – 2:30: Parade (even weeks)

TUESDAY:

1:30 – 2:30: Japanese.

(students go home from the Japanese room).

WEDNESDAY:

8:30 – 9:30: Science.

THURSDAY:

12:25 – 12:55: Library Borrowing.

(please bring a library bag each week).

FRIDAY:

11:55 – 12:25: PE.

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.

Safe
Team Player
Achiever
Responsible

Curriculum Focus

What we will be working on in class this term

Subject Area	Learning Content	
English	<p>Year 4 Unit 2 Reading and Viewing Students will:</p> <ul style="list-style-type: none">• 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• read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. <p>Writing and Creating Students create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts</p> <ul style="list-style-type: none">• use paragraphs to organise and link ideas• use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features• write texts using clearly formed letters with developing fluency• spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge	<p>Year 5 Unit 2 Reading and Viewing Students will:</p> <ul style="list-style-type: none">• read, view and comprehend texts created to inform, influence and/or engage audiences• explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts explain how characteristic text structures support the purpose of texts• explain how language features, including literary devices, and visual features contribute to the effect and meaning of a text <p>Writing and Creating Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none">• use paragraphs to organise, develop and link ideas• use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features• spell using phonic, morphemic and grammatical knowledge

<p>Maths</p>	<p>Year 4 Unit 2 NUMBER</p> <ul style="list-style-type: none"> • Use the properties of odd and even numbers. • Use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. • Choose rounding and estimation strategies to determine whether results of calculations are reasonable. • Use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. <p>MEASUREMENT</p> <ul style="list-style-type: none"> • Compare angles relative to a right-angle using angle names. • Convert between units of time when solving problems involving duration. 	<p>Year 5 Unit 2 NUMBER</p> <ul style="list-style-type: none"> • Express natural numbers as products of factors and identify multiples. • Check the reasonableness of their calculations using estimation. • Use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. <p>MEASUREMENT</p> <ul style="list-style-type: none"> • Estimate, construct and measure angles in degrees • Convert between 12- and 24-hour time, • Apply an understanding of relationships to convert between time systems.
<p>Health</p>	<p><u>Applying protective behaviours and help-seeking strategies in online and offline situations</u></p> <p>Students describe how inclusion and stereotypes shape their behaviours and decision making. They practise and explore actions they can take when faced with challenges, such as instances of hurt or disrespect, or when seeking, giving and denying permission. Through participation in real-world scenarios and role-plays, students describe and apply protective behaviours and help-seeking strategies using collaboration, communication and decision-making skills. They rehearse and refine these strategies in a range of online and offline situations to keep themselves and others safe.</p>	
<p>Technologies</p>	<p><u>Design for nature</u> Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p> <p>They will explore the role of people in a range of technologies occupations and the tools and techniques they use.</p>	

**Humanities
and Social
Sciences
(HASS)**

Year 4: (a semester unit)
Early Exploration and Settlement
– What were the short- and long-term effects of European Settlement?
Students draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were, and continue to be, affected by British colonisation. They make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. Students investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people.

Year 5
Managing Australian communities:
Students will examine how Australian communities are affected by the interconnection between people, places and environments. They investigate the importance of laws and regulations in managing people and environments in Australian communities. Students explore the influence of people on the human characteristics of places, including the organisation of space through zoning. They recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management. Will investigate environmental challenges such as natural hazards and their effect on Australian communities. Students explore the principles involved in minimising the harmful effects of natural hazards. They interpret data to evaluate the ways citizens responded to an Australian natural hazard. Students propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.