

Runcorn Heights State School Classroom Newsletter



Class: 4B

Term: 3

Teacher: Mrs Benson

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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

23 July – RHSS NAIDOC Celebrations
12 August – EKKA Holiday
13 August – Runcorn State High School Musical SUNPAC
13 August – ICAS English
14 August – Gala Day 1
18 August – Prep Orientation #2
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

Tuesday : Physical Education and Library

Thursday: Japanese

Friday: Arts





Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	Building an argument: In this unit, students will read and watch a range of texts like picture books, short novels, films, and information books to help them understand how to build and share their opinions. They will learn how writers organise their ideas, use different types of language (like facts or personal opinions), and link their thoughts clearly for the reader. Students will also learn to spot words that show how someone feels, as well as words that simply tell the facts. Through class discussions and writing activities, students will practise using persuasive techniques to create their own texts. They'll learn how to speak and write to convince others by using strong arguments and an engaging voice.	Students will plan, write, and present speech to the class about their opinion on sustainability. Their speech will focus on a topic about how we can make our school more sustainable. The aim is to convince others by using clear arguments, persuasive language, and confident speaking skills.
Maths	Students develop understandings of: <u>Number:</u> Students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They 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. They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line. <u>Measurement:</u> Students use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas. Students compare angles relative to a right-angle using angle names. <u>Location and transformation:</u> Investigate different types of symmetry, analyse and create symmetrical designs.	Students represent fractions, recognise equivalent fractions and make connections between decimals and fractions. They multiply natural numbers by multiples of 10. Students use mathematical modelling to formulate and solve a practical problem. Students use scaled instruments and appropriate units to measure length, mass, capacity and temperature. They will measure and approximate perimeters and areas. Identifying symmetry and interpreting simple maps.

Health	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. Through participation in a range of games and sports, students apply fundamental movement skills and demonstrate movement concepts. Students select, use and refine personal and social skills in a range of roles to demonstrate fair play and inclusion and manage and strengthen relationships.	To interpret health information to help people stay safe around water and support their relationships and wellbeing by managing screen time use. To apply fundamental movement skills, movement concepts and examine factors that influence participation in physical activity.
Technologies	<u>What Digital Systems do you use?</u> Students will create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real-world systems and simple guessing games.	Students explain what they know about digital systems and create a simple guessing game using the app Microsoft Makecode.
HASS	<u>Sustainable Use of Places</u> Students investigate and research how people use and are influenced by the environment. Students propose actions for caring for the environment and meeting the needs of people.	Students conduct a research task of a country to determine how the environment meets the needs of the people who live there. Students compare and contrast a country from Africa and South America.
Science	<u>Earth and Space Sciences</u> Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools.	Students to construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water, and share findings using scientific vocabulary.

