

Runcorn Heights State School Classroom Newsletter



Class: 5/6 C

Term: Three

Teacher: Janalee Choeun

Teacher email: jchoe12@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

23 July – RHSS NAIDOC Celebrations
 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

Art - Thursday 1:30-2:30
Japanese - Wednesday 1:30-2:30
PE - Friday 9:30-10:00
Religion – Friday 10:00-10:30
Assembly – alternating Mondays at 1:30pm in the hall. Everyone is welcome. Please check the weekly update for more information.





Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	Year 5: Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting and devices such as imagery, including simile, metaphor and personification in narratives. Students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions. Year 6: Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Students read, view and comprehend a selected novel that includes a range of less predictable characters and elaborated events including flashbacks and shifts in time. Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative. Students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader	Year 5 and 6 Assessment 1: Students will read, view and comprehend informative texts. – Yr 5 one text, Year 6 two texts. Assessment 2: To create a written narrative, including a supportive image.
Maths	Year 5 Number apply understanding of relationships to convert between forms of numbers, units and spatial representations use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions reached about the context use common percentages to make proportional comparisons of quantities Space apply an understanding of relationships between objects and two-dimensional nets	Year 5 Students will complete 2 assessment tasks. Connecting decimals, fractions and percentages and using mathematical modelling to solve a problem Connecting 2D nets to objects and solving problems using measurement

	Measurement use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces and mass and capacity Year 6 Number • solve practical addition and subtraction problems involving fractions with related denominators • solve arithmetic problems involving all four operations with decimals • use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions Space • develop a range of written and digital means for representing objects and three-dimensional spaces in two dimensions • compare the parallel cross-sections of objects and recognise relationships to right prisms Measurement • apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle • begin to formally use deductive reasoning in spatial contexts involving lines and angles • identify and compare the parallel cross section for right prisms • convert between common metric units of length, mass and capacity • use appropriate instruments and digital tools to construct and measure angles in degrees	Year 6 Students will complete 2 assessment tasks. Mathematical Modelling Task: To use mathematical modelling to create a budget for a class event. To add and subtract fractions with related denominators. To convert between common units of length, mass and capacity and use all 4 operations with decimals. To solve problems involving areas of a rectangle and angle properties.
Health	Students explain how effective communication, protective behaviours and help-seeking strategies are essential for keeping themselves and others safe both online and offline. They recognise unsafe situations, practise seeking, giving or denying consent, and develop situational awareness.	Create a poster for Year 3 and 4 students to explain how communication skills, protective behaviours and help-seeking strategies are used to keep themselves and others safe online and offline.
Technologies	Year 6: In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.	Year 6: Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.
HASS	Students will explore the characteristics of places from the local to national scale, and how and why places are similar and different. They will identify the connections between people and places and investigate how people and environments influence one another.	Investigate how people and environments influence each other through the completion of two case studies. Year 5: Two places in Australia. Year 6: A place in Asia and a place in Australia.
Science	Year 5 Students explore changes in local landscapes and investigate how wind, weather, water and/or gravity erode and/or relocate materials, resulting in slow or rapid change that shapes Earth's surface. They examine how human activities, such as deforestation and urban development, accelerate these changes, and consider impacts on communities.	Year 5 Purpose: To describe key processes that change Earth's surface and examples of scientific collaboration. To plan safe fieldwork, identifying patterns and relationships, making reasoned predictions and identifying risk and intercultural considerations.

Students describe how collaboration among geologists, hydrologists and farmers has led to scientific advances, such as the development of erosion management techniques. They examine how knowledge of erosion is used to design landscape features that protect fragile environments, such as pathways and barriers in national park environments. Students collect and record fieldwork and experimental data, identifying safety and intercultural considerations for conducting investigations on Country/Place. They record and analyse fieldwork and research data to support predictions of future changes to landscapes and proposals for erosion mitigation strategies, such as those used to combat beach erosion or stabilise road construction sites.

Year 6

Students continue to develop understanding of how system components are interdependent through modelling the distances and relationships between the sun and planets in the solar system, and Earth's movements in relation to the sun. They recognise the role of gravity in keeping the planets in orbit around the sun.

Students work collaboratively and engage with virtual simulations and research to develop models. They use these to explain planetary movement relative to the sun and how Earth's axial tilt, rotation and revolution around the sun relate to cyclic observable phenomena, including variable day/night length and amount of sunlight on the surface of different regions on Earth.

Students acknowledge Aboriginal peoples' and Torres Strait Islander peoples' knowledges of the night sky. They explore use of these knowledges for timekeeping purposes, and representation and communication through oral cultural records, rock paintings, paintings and stone arrangements.

Students construct a timeline showing ways in which international collaboration and contributions of scientists, mathematicians and astronomers have advanced ideas about the solar system, for example: the International Space Station program.

Year 6

Purpose: To use models to show relationships between the sun and planets in the solar system and explain how Earth's position relative to the sun relates to observable phenomena. To investigate how scientific knowledge of the solar system has developed through collaboration and individual contributions.