

# Runcorn Heights State School Classroom Newsletter



**Class:** 5/6C

**Term:** Term 2

**Teacher:** Miss 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

4 May – Labour Day (Public Holiday)  
 6-7 May – School Photos  
 7 May – Mother's Day Stall  
 15 May – Gala Day 2  
 22 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  
 19 June – Year 6 Immigration Excursion  
 25 June – Reports available on QParents and emailed home

## Specialist Lessons

### Science

Wednesday: 1:25pm-2:30pm

### Arts

Thursday: 8:30am-9:30am

### Japanese

Thursday: 11:55am-12:55pm

### PE

Friday: 9:30am-10:00am

### Prep Buddies

Every second Monday afternoon when there is no parade

### Library

Every even week at 8:30am

Runcorn Heights State School

## VISION

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

RUNCORN HEIGHTS STATE SCHOOL

## AIR

**ACCEPTANCE**

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

RUNCORN HEIGHTS STATE SCHOOL

## AIR

**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

## AIR

**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/HASS</b></p>	<p><b><u>Writing and Creating Informative Texts</u></b></p> <p><b><u>Year 5:</u></b> In this unit, students will examine key events related to the development of British colonies in Australia after 1800 and explore the Australian gold rushes from different groups of people’s perspectives. They will then apply their understanding by creating an informative multimodal text about life on the Australian goldfields, sequencing ideas logically and supporting them with relevant details. Their work may include visuals, graphics, and sound to enhance audience engagement and understanding.</p> <p><b><u>Year 6:</u></b> In this unit, students will investigate the key figures, events and ideas that led to Australia’s Federation and the development of the Constitution. They will explore experiences of Australian democracy and citizenship, including the perspectives of Aboriginal and Torres Strait Islander Peoples, migrants, women and children. Students will also examine migration to Australia since Federation, focusing on one country from the Asia region and analysing reasons for migration. They will apply their learning by creating an informative multimodal text, organising ideas logically and supporting them with relevant facts and evidence, using visuals, audio or digital elements to enhance audience understanding.</p>	<p><b><u>Year 5</u></b> <b><u>Comprehension:</u></b> Students will read, view and comprehend an informative text on a familiar topic.</p> <p><b><u>Year 6</u></b> <b><u>Comprehension:</u></b> Students will read, view and comprehend an informative text on an unfamiliar topic.</p> <p><b><u>Year 5 and 6:</u></b></p> <p><b><u>Written Task:</u></b> Students create a written and multimodal informative text for an audience.</p> <ul style="list-style-type: none"> <li>• <b>Year 5</b> students will focus on life on the Australian Goldfields in the 1860s.</li> <li>• <b>Year 6</b> students will focus on Australian Federation, migration, and democracy, explaining how these shaped the development of the nation.</li> </ul> <p>Students will organise ideas logically and include relevant facts, with multimodal elements (e.g. images, audio, or digital features) to enhance audience engagement and understanding.</p>
<p><b>Maths</b></p>	<p><b><u>Year 5:</u></b> <b><u>Year 5 Number and Algebra</u></b> In this unit, students will experiment with factors and multiples using algorithms and digital tools to create and explain patterns. They will use mathematical modelling and estimation to solve practical multiplication and division problems, including unknown values</p> <p><b><u>Measurement</u></b> Students will solve practical problems involving the conversion between 12- and</p>	<p><b><u>Year 5</u></b> <b><u>Number and Place Value:</u></b> Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Students will create number patterns using various mathematical operations, numbers and fractions.</p> <p><b><u>Measurement and Geometry:</u></b></p>

	<p>24-hour time and apply an understanding of relationships to convert between time system.</p> <p><b><u>Year 6</u></b> <b><u>Number</u></b> In this unit, students will find unknown values involving order of operations and solve problems using the properties of prime, composite and square numbers. Students will use mathematical modelling to create a budget for a class event. Measurement In this unit, students will interpret and use timetables.</p> <p><b><u>Measurement</u></b> In this unit, students will interpret and use timetables.</p>	<p>Students will convert between 12-hour and 24-hour time. They will read and interpret timetables. Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division.</p> <p><b><u>Year 6</u></b> <b><u>Number</u></b> To find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. To use mathematical modelling to create a budget for a class event.</p> <p><b><u>Measurement and Time</u></b> To interpret and use timetables and plan an itinerary.</p>
<p><b>Health</b></p>	<p><b><u>Year 5:</u></b> In this unit, students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.</p> <p><b><u>Year 6:</u></b> In this unit, students will describe their own and others' contribution to health, safety and wellbeing. They access and interpret health information and apply decision-making skills to enhance their own and others' health, safety and wellbeing.</p>	<p><b><u>Year 5:</u></b> To analyse health information to propose improvements that enhance health, relationships and wellbeing.</p> <p><b><u>Year 6:</u></b> To analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.</p>