

Runcorn Heights State School

Classroom Newsletter



Class: 5J

Term: 3

Teacher: Ms Jennifer McLean and Ms Leanne Cogar

Teacher email: Jennifer McLean-jwest16@eq.edu.au

Leanne Cogar- lcoga2@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

17 July – 31 August – Years 1-3 Swimming (every Friday Wks 1-7, Monday Wk 8)
 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
 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

Specialist Lessons

Specialist Lessons to remember

Assembly Mondays at 1:30pm in the hall. Please check the school newsletter for dates.

Homework is handed out on Monday and due back on Friday each week.

Library is Monday at 10:15am.

Please bring a library bag to take home a book.

Japanese is Wednesday at 9:30am.

The Arts is Thursday at 9:30am.

PE is Tuesday at 8:30am.





Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	In this unit, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings through a novel. They read, view and comprehend a selected novel, <i>The Callers</i> which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Students will 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. They compare texts narrated from a first person and third person point of view.	Students are to read, view and comprehend texts created to inform, influence and/or engage audiences. They will need to explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. Students will explain how characteristic text structures support the purpose of texts. They will also explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. Students will 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.
Maths	Number Students will apply understanding of relationships to convert between forms of numbers, units and spatial representations. They will use mathematical modelling to solve financial and practical problems using natural numbers and operations, and report on insights and conclusions reached about the context. They will use common percentages to make proportional comparisons of quantities. Measurement Students will use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces and mass and capacity. They will use appropriate instruments and digital tools to construct and measure angles in degrees. Space Students will apply an understanding of relationships between objects and two-dimensional nets	Students will add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. Students will use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations. Students will choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. They will explore angles using degrees. Students will connect objects to their two-dimensional nets.
Health	In this unit, 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. Through a range of real-life scenarios, students practise how to respond to challenges safely and with confidence. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.	To explain how communication skills, protective behaviours and help-seeking strategies are used to keep themselves and others safe online and offline. For assessment, students will plan a safety poster to teach students in Years 3 and 4 how to keep safe online and offline.
Technologies	Not assessed this term.	
HASS	In this unit, students will explore the following key inquiry question: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i> Learning opportunities support students to:	Students investigate democratic values and processes in the school community. Students will identify the importance of values to Australia's democracy and the

	- investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice - identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor - explore representative democracy and voting processes in Australia - investigate how students enact democratic values and processes through participating in school elections - generate alternative responses to a democratic issue and propose action by describing the positive and negative effects present ideas about proposed actions in response to a democratic issue.	importance of processes to Australia's democracy. When responding to an issue students will work with others to generate alternative responses to an issue or challenge. When planning for action, students will describe different views on how to respond to an issue or challenge, and present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.
Science	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. 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.	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.