

Runcorn Heights State School Classroom Newsletter



Class: 5J

Term: 2

Teacher: Ms McLean and Ms Leanne Cogar

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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

Important Dates Term 2

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 – Year 1/2 Wildlife Incursion
 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 – Under 8s Day
 25 June – Reports available on QParents and emailed home

Specialist Lessons

Monday 10:15am- Library
 Tuesday 8:30am- PE
 Tuesday 9:30am -Science
 Wednesday 9:30am- Languages
 Wednesday 2pm Handwriting (Mrs Cooper)
 Thursday 9:30am- The Arts

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 to acknowledge 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.

Safe

Team Player

Achiever

Responsible

Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
<p>English</p>	<p>Students will engage with a variety of Biographical texts which supply technical information and/or content about a wide range of People. Texts may include reports, explanations, reviews or digital texts.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>Through texts, students will explore how biographical text features guide the reader to understand and access information in a text. They will compare texts on the same topic to identify similarities and differences in the ideas or information included.</p> <p>Through teaching and learning, students will use research skills to create biographies that are organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students will express and develop ideas using language features, including complex sentences and visual features for effect. They will use phonic, morphemic and vocabulary knowledge to spell words.</p>	<p>Comprehension: Students will read, view and comprehend an informative text.</p> <p>Written Task: Students create a written and multimodal biographical text on a influential/famous Australian for an audience.</p>
<p>Maths</p>	<p>Number: Students will check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to their learning. They will also solve problems involving division, choosing efficient strategies and using digital tools where appropriate. Students will interpret any remainder according to the problem and express the results as a whole number, decimal or fraction. Students will use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools and where appropriate, they will interpret and communicate solutions in terms of the situation.</p> <p>Algebra: Students will recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts. They will find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations</p> <p>Measurement and Geometry: Students will compare 12- and 24-hour time systems and solve practical problems involving the conversion between them.</p>	<p>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. Students will create number patterns using various mathematical operations, numbers and fractions.</p> <p>Measurement and Geometry: 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>Measurement and Geometry: To convert between 12-hour and 24-hour time.</p>
<p>HASS</p>	<p>In this unit, students examine how people and environments are interconnected in Australian communities and investigate the role of laws and regulations in managing these relationships. They explore human impacts on places, including zoning, recognise Aboriginal and Torres Strait Islander approaches to land and resource</p>	<p>Students identify how legal and environmental issues in Australian communities can be managed</p>

	management, investigate environmental challenges such as natural hazards and analyse data to evaluate and propose ways citizens can respond to minimise their effects.	
Technologies	In this design technologies unit students will investigate the 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. They will explore the role of people in a range of technologies occupations and the tools and techniques they use.	Students design and make a product that supports wildlife to coexist with humans in the school environment.

