



Teacher: Allison Gallagher

Email: agall95@eq.edu.au

Points of interest

The first bell rings at 8:25am. School begins at 8:30am. Please ensure students are on time.

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

15 September – Parent Teacher Interviews

18 September – Runchie's Got Talent

18 September – Pirate Day (Student Council Fundraiser)

Specialist Lessons to remember

Art - Wednesday 8:30-9:30

Japanese - Thursday 08:30- 09:30

PE - Friday 8:30-9:00

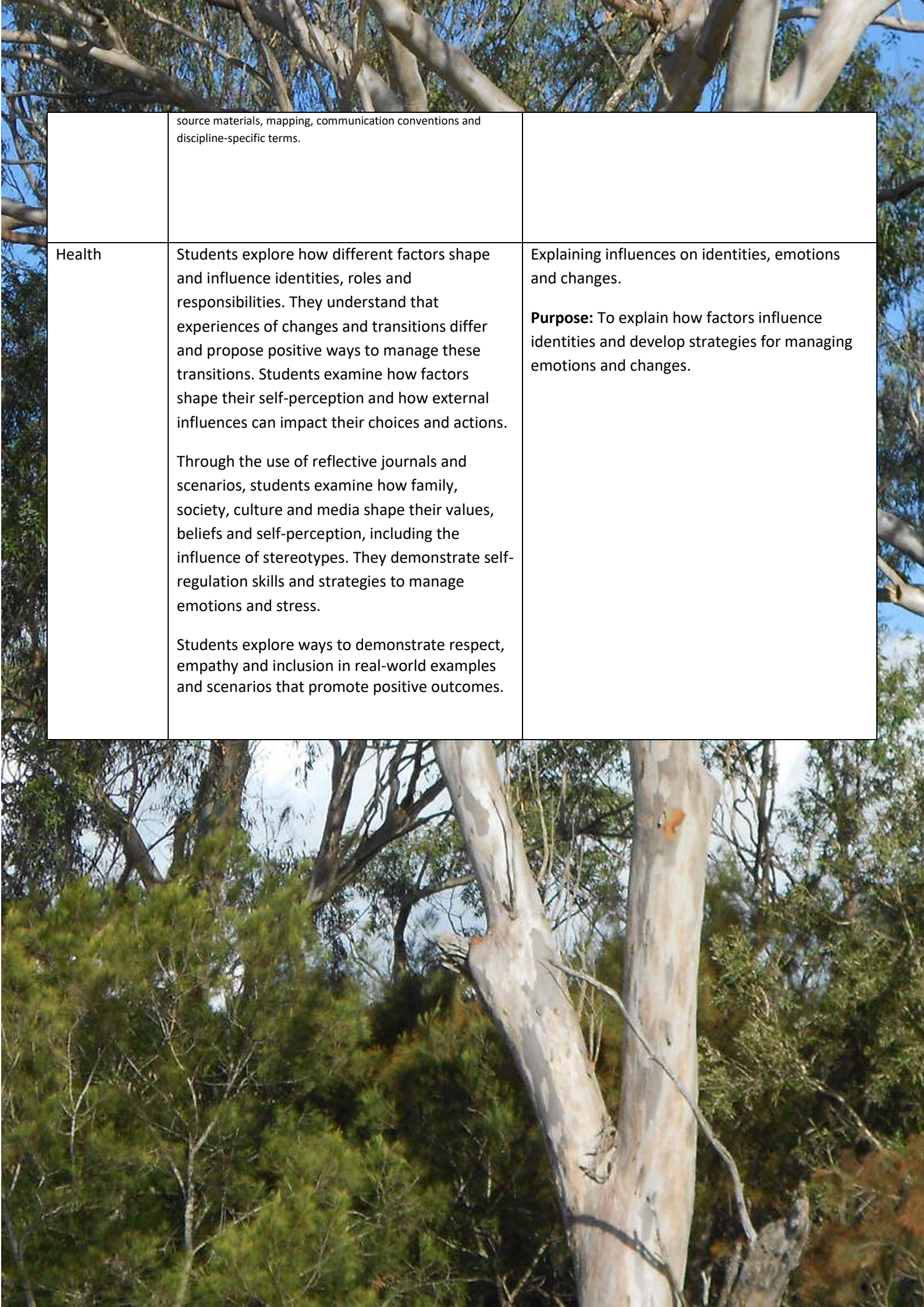
Religion – Friday 10:00-10:30

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

	Content	Assessment
English	Engaging with and responding to informative texts In this unit, students will engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies. Students will read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources. Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams. Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.	Students will read, view and comprehend informative texts. Create a written and multimodal informative text for an audience.

	Content	Assessment
Maths	Students will develop understandings of: 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	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.
Science	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.	Assessment task 3 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.
HASS (Humanities and Social Sciences)	Australia in a Diverse World In this unit students will investigate the following key inquiry question: <i>How do places, people and cultures differ across the world?</i> Students will examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia; investigate differences in the economic, demographic and social characteristics of countries across the world; consider the world's cultural diversity, including that of its indigenous peoples; identify Australia's connections with other countries; organise and represent data in large- and small-scale maps using appropriate conventions; interpret data to identify, describe and compare distributions and trends, present ideas, findings and conclusions in a range of communication forms that incorporate	Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.



	source materials, mapping, communication conventions and discipline-specific terms.	
Health	Students explore how different factors shape and influence identities, roles and responsibilities. They understand that experiences of changes and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture and media shape their values, beliefs and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.	Explaining influences on identities, emotions and changes. Purpose: To explain how factors influence identities and develop strategies for managing emotions and changes.

