

Runcorn Heights State School Classroom Newsletter



Runcorn Heights
State School

Class: PREP – 2 HASS

Term: 1 & 2

Teacher: Julie Rooney

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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

26 May – Year 1/2 Wildlife Incursion

26 May – 9 June – Book Fair

25 June – Under 8s Day

25 June – Reports available on QParents and emailed home

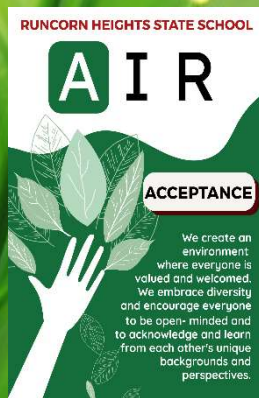
HASS Curriculum Overview

Students explore the world around them and the people in it. They learn about their own community, the past and present, and how people live, work, and play together.

Through hands-on activities, stories, and discussions, children develop curiosity, ask questions, and begin to understand different ways of thinking and living. They learn to make choices, solve problems, and consider the perspectives of others. These experiences help students build confidence, empathy, respect, and a sense of belonging, while discovering how they can positively contribute to their community and the world.

The Australian Curriculum for HASS helps students develop:

- Curiosity and respect for people, places, cultures, and communities, past and present
- Knowledge of history, geography, civics, and economics, and how these shape society and create belonging
- Skills in asking questions, investigating, thinking critically, analysing, and sharing ideas
- Abilities to solve problems, make good choices, work responsibly with others, and contribute positively to their communities



Curriculum Focus

What we will be working on in class this term

Year Level	Content	Assessment
<p>Prep</p>	<p>My Family History</p> <p>In this unit students will explore the following inquiry question:</p> <p><i>What is my history and how do I know?</i></p> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. 	<p>Students explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>
<p>Year 1</p>	<p>My changing life</p> <p>In this unit students will explore the following inquiry question:</p> <p><i>How has my family and daily life changed over time?</i></p> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance <p>share stories about the past.</p>	<p>Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>

Year 2

Impacts of Technology over time
In this unit, students will explore the following inquiry question:
How have changes in technology shaped our daily life?

Learning opportunities support students to:
Investigate continuity and change in technology used in the home, e.g. toys or household products

Compare and contrast features of objects from the past and present

Sequence key developments in the use of a particular object in daily life over time

Pose questions about objects from the past and present

Describe ways technology has impacted on peoples lives, making them different from those of previous generations

Use information gathered for an Investigation to develop a narrative about the past.

Students conduct an inquiry to answer the question: How and why have changes in road transport affected people over time?

