Runcorn Heights State School

Specialist Newsletter

Subject: Science

Term: Two

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

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

Curriculum Focus

What we will be working on in lessons this term

Students will experience the content taught in Science this term with assessment commencing in Semester 2

Year Level	Content
Year P/1, 1/2 & 2	This term, students are exploring how different materials can change. They will investigate what happens when materials are bent, twisted, stretched or broken into smaller pieces, and notice what stays the same before and after these changes. Students will also think about how materials can be used for different purposes. They'll ask questions like "Which material works best for this job?" and "How can we change materials to make them more useful?" As part of this, they will learn about how Aboriginal and Torres Strait Islander peoples use natural materials in creative and practical ways, such as making baskets and bowls. Overall, this unit encourages curiosity, hands-on learning, and thoughtful questioning about the materials we use every day.
Year 3 & 3/4	This term, students are learning about how materials change between solid and liquid states, focusing on melting and freezing. They will observe how materials look and behave before and after these changes, and learn that heating and cooling cause these transformations. Students will sort materials as solids or liquids, including some that don't fit neatly into either category, such as jelly, and explore how these changes are used in everyday life, including more sustainable uses of materials. They will also develop an understanding of how scientists plan fair and safe investigations by considering what to change, what to keep the same, and what to measure. Students will ask questions, compare ideas, and use scientific language to describe their thinking.
Year 4	This term, students are learning about the materials used in everyday objects such as shoes, drink bottles and backpacks. They will explore how material properties like strength, flexibility and waterproofing make them suitable for different purposes. Students will investigate why certain materials are used more often than others and how materials can be combined to create useful products. They will also explore how Aboriginal and Torres Strait Islander peoples use and combine natural materials in different ways. Students will develop skills in planning fair and safe investigations by identifying what should be kept the same and what can be measured. They will organise and compare ideas using tables, graphic organisers and digital tools. They will also consider how knowledge of materials can help address real-world challenges, such as making more sustainable choices about plastic use.
Year 4/5 & 5	This term, students are building their understanding of how materials change between solids, liquids and gases, and how heating and cooling affect these changes. They will learn to organise and interpret data using tables and graphs, helping them identify patterns and explain changes of state. Students will also explore real-world applications of these concepts in areas such as technology, industry and space exploration, including how materials that absorb or release heat are used in insulation, clothing and electronics. Students will be introduced to the idea that all matter is made up of tiny particles, and will use simple models to show how particles are arranged and move differently in solids, liquids and gases. They will also begin to reflect on how scientists improve their work and ensure results are accurate. This unit strengthens students' understanding of matter and how scientific ideas are used in everyday life.
Year 5/6 & 6	This term, students are exploring how materials change through processes such as dissolving, changes of state, cooking and rusting. They will compare starting materials with the substances formed and investigate whether these changes are reversible or irreversible. Students will develop skills in posing testable scientific questions, including how heat energy can influence whether a change can be reversed. They will continue to build understanding of fair testing by planning safe investigations, observing changes, and recording data, including using digital tools where appropriate. Students will use their results to classify changes as reversible or irreversible. They will also reflect on the reliability of their methods, consider possible sources of error, and use evidence to support their conclusions. The unit also explores how these types of changes are used in real-world contexts, including recycling and other sustainable practices. This unit helps students deepen their understanding of how materials change and how scientific thinking is used to solve real-world problems.