4/5J Class News   Term 1 – 2021

Aim High

Runcorn Heights State School

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

Mon 15 February – School Photos
Wed 24 February – 4/5J Parent Information Session
Tues 9 March – Cross Country
Mon 22 March – Thurs 1 April – Swimming Lessons
Wed 24 March – Parent Teacher Interviews

Thurs 1 April – Last day of Term
Fri 2 April – Good Friday Holiday

Specialist Lessons to remember

Library borrowing is Friday. Please bring a library bag to take home a book.
Assembly Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.
Music is on Thursday.
P.E is on Thursday.
Japanese is on Wednesday

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	Students will read "Awful Auntie" by David Walliams, and explain how language features and vocabulary are used to engage the interest of the audience (year 4) / influence interpretations of characters, settings and events (year 5). Students will describe (year 4)/ analyse and explain (year 5) literal and implied meaning. Year 4's will respond to others view points on how events, characters and settings are depicted and Year 5's will explain their own responses to them.	*Imaginative response* Students write a new chapter for the novel, creating two contrasting characters, and establish setting.
Maths	**Year 4** **Number and Algebra** - Students locate familiar fractions on a number line. **Measurement and Geometry** -They interpret information contained in maps. Students create symmetrical shapes and patterns. **Statistics and Probability** - They describe different methods for data collection and representation, and evaluate their effectiveness. They construct data displays from given or collected data. **Year 5** **Number and Algebra** - Students order decimals and unit fractions and locate them on number lines. **Measurement and Geometry** - Students use a grid reference system to locate landmarks. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. **Statistics and Probability** - Students interpret different data sets. Students pose questions to gather data, and construct data displays appropriate for the data.	**Year 4** Students represent and order numbers greater than 10 000 and locate and represent fractions on a number line. Students identify different forms of symmetry and interpret information contained in simple maps. Students define the different methods for data collection and representation, and evaluate their effectiveness. To construct data displays from given or collected data. **Year 5** Students order unit fractions and decimals and locate them on number lines. To use estimation and rounding in calculations. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. To identify direction using compass points and grid references to locate landmarks. Students pose questions to gather data, interpret data and construct data displays.
Science	**Year 4** Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. **Year 5** Students will investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height.	**Year 4 - Investigating soil erosion** Students will describe how natural processes and human activity cause changes to Earth's surface. To investigate the erosion process, record observations, compare predictions with their observations and explain their findings. **Year 5 - Exploring the transfer of light** Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light.

	Content	Assessment
HASS	**Year 4 -** Students will recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They recognise the importance of laws in society. **Year 5 -** Students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students explain the importance of people, institutions and processes to Australia's democracy and legal system.	**Year 4 - Australia past and present** Students will investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet. **Year 5 - Developing citizenship in Australia** Students will Investigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups.
The Arts *Dance*	**Year 4 & 5** Students make and respond to dance from Australia and/or Asian countries using culture and landscapes as stimulus.	Assessment will gather evidence of the student's ability to work collaboratively, structure movements in dance sequences. Students will explain how the elements of dance, choreographic devices and production elements communicate meaning.
Technology *Digital*	**Year 4 & 5** - Students will engage in a number of activities: • investigating the functions and interactions of digital components and data transmission in simple networks • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language	Portfolio Students describe digital systems and their components and explain how digital systems connect together to form a network. Students work collaboratively to create chat bot using the skills of defining, designing, implementing using visual programming, managing and evaluating.
Health	**Year 4** - Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. **Year 5** - Students recognise that emotions and behaviours influence how people interact. Students identify practices that keep themselves and others safe and well.	Collection of work
P.E	**Touch Football** Students will perform the specialised movement skills of throwing and catching in the context of Touch Football. They propose and combine Touch Football movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. Students apply social and personal skills to demonstrate fair play and work collaboratively in activities and games.	Students will be assessed on their proficiency to perform the following: touch football pass and catch on the run; demonstrate the attacking strategies of rucking the ball to gain field position and defensive strategies of speed change forwards and backwards, field position and marking of opposition. Students will be assessed on their ability to play fairly and work as a team.
Music	This term students will be learning about how music is used in movies to build atmosphere, emotion and represent characters and settings. Students will compose their own music to accompany and silent video using iMovie and Garage Band (Year 4) or iMovie and instruments (Year 5).	Students create atmosphere and emotion as they compose music to accompany a silent video.
Japanese	**Year 4** – Students will revise a self-introduction using formulaic grammar throughout the term with the main focus being on learning to recognise the Hiragana script for the first time. They will also participate in a variety of cultural activities aligned with the Japanese calendar. **Year 5** - Students will explore the concept of names and the meanings they hold in Japan. Students will use language to communicate and introduce themselves to a Japanese person. Students will also be introduced to the recognition of the Hiragana script for the first time. They will also participate in a variety of cultural activities aligned with the Japanese calendar.	1.Fortnightly hiragana recognition testing. 2.Reading comprehension test in hiragana. 3.Self-introduciton 1:1 interview with Sensei. 1. Fortnightly hiragana recognition testing. 2.Reading comprehension test in hiragana 3. Self-introduction paired role-play or individual speech about self.