



PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

1

What am I learning?

2

Why am I learning this?

3

How will I know that I have learnt it?

ENGLISH

- 1 Students **write** a procedural text about how to make a sandwich
- 2 To **understand** that writing a procedural text gives clear instructions on how to make or do something.
- 3 **Students will:**
 - **Identify** the purpose
 - **Identify** and list what is needed
 - **Sequence** steps to make the sandwich
 - **Read** and **write** procedural texts to **identify** structure and language features.

LIBRARY (Specialist Teacher)

- 1 Students **identify** features of procedural texts; **participate** in school awareness days and library events.
- 2 To **develop** our reading and writing skills.
- 3 **Students will:**
 - **Respond** to texts about habitats; and texts that are procedural
 - **Respond** to QAR questions (Question-Answer-Relationship)
 - **Participate** in National Simultaneous Story Time, Premier’s Reading Challenge, and be exposed to awareness days.

SPECIAL EVENTS

- Nudgee Beach Excursion – 17 & 18 April
- KGSC Open Day – 23 April
- ANZAC Day Commemoration – 24 April
- ANZAC Day Public Holiday – 25 April
- Labour Day Public Holiday – 6 May
- Mother’s Day Stall – 9 & 10 May
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Newstead House Incursion – 27 & 28 May
- Under 8s Day – 3 June
- Prep to Yr 2 Sports Day – 14 June
- Pyjamarama – 21 June

MATHEMATICS

- 1 Students **develop** knowledge of number, in particular addition and subtraction and measurement (mass and shape)
- 2 To **understand** how to **apply** maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **solve** problems involving addition and subtraction of numbers to 20
 - **use** mathematical modelling to solve practical problems involving addition and subtraction using calculation strategies
 - **compare** and **order** objects based on the attribute of mass, communicating reasoning
 - **make, compare** and **classify** shapes and objects using obvious features.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **consolidate** their musical skills through rhymes, songs, instruments (marimba, ukulele, djembe), media. They **experience** games as a stimulus for music making and responding
- 2 To **develop** aural skills, improvise and arrange musical patterns.
- 3 **Students will:**
 - **Sing** songs and play instruments
 - **Describe** where and why people make music.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **learn** about different shapes in art and **use** basic shapes and patterns to create meaningful artworks
- 2 To **understand** how shapes and patterns are the foundation of many great artworks.
- 3 **Students will:**
 - **Complete** a series of artworks using fine motor skills with shapes
 - **Create** meaningful artistic expressions with shapes
 - **Look** at various texts and artists’ work as stimuli.

SCIENCE

- 1 Students **identify** how living things meet their needs in the places they live
- 2 To **understand** that all living things share the same basic needs.
- 3 **Students will:**
 - **Identify** the basic needs of plants and animals and describe how the places they live meet those needs
 - Follow safe procedures to **make** and **record** observations
 - **Use** provided tables and organisers to **sort** and **order** data and information
 - **Use** everyday vocabulary to communicate observations, findings and ideas.

TECHNOLOGIES – DIGITAL

- 1 Students **design, create** and **evaluate** an “All about Shapes” book using the digital tool, book creator
- 2 To **create** an engaging book about shapes for others to enjoy.
- 3 **Students will:**
 - **Design** an “All about Shapes” book using Book Creator app
 - **Evaluate** using specific criteria (font, size of text, colour and positioning)
 - **Identify** changes that could be made after completion of the book against the specific criteria.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **explain** how some aspects of daily life have changed over recent time while others have remained the same
- 2 To **explore** how changes occur over time in relation to themselves, their own families and the places they belong to.
- 3 **Students will:**
 - **Understand** differences and similarities between their daily lives and life during their parents’ and grandparents’ childhoods
 - **Respond** to questions about the recent past and familiar and unfamiliar places
 - **Collect** and **interpret** information and data from observations and from sources provided
 - **Share** stories about the past
 - **Present** observations and findings using everyday terms to denote the passing of time.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **develop** body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles
- 2 To **improve** and **refine** movement skills and **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.
- 3 **Students will:**
 - **Participate** in a variety of games and activities
 - **Create** and perform movement sequences when demonstrating correct techniques for running and jumping over hurdles while running.