



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 **read, write** and **present** information about insects for a familiar audience
- 2 To **use** factual information for report writing.
- 3 **Students will:**
 - **Read** and **identify** information to use in a report about an insect
 - **Understand, gather** and **use** information to write a report on an insect using the report format
 - Orally **present** factual information about an insect.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **perform** a set piece of music to engage an audience
- 2 To **understand** the skills required to make music.
- 3 **Students will:**
 - Learn to **play** a variety of instruments
 - Learn to **sing** together.

SPECIAL EVENTS

- 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
- Excursion to the Qld Museum – 15 & 22 May
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Under 8s Day – 3 June
- Prep to Yr 2 Sports Day – 14 June
- Pyjamarama – 21 June

MATHEMATICS

- 1 Students **develop** knowledge of mass, number, addition and subtraction, time, and data and statistics
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Use** mathematical modelling to solve practical additive problems
 - **Recall** and demonstrate proficiency with addition and subtraction facts within 20
 - **Use** appropriate informal units to measure and compare objects based on their mass
 - **Determine** the number of days between events using a calendar
 - **Use** a range of methods to collect, record, and interpret categorical data in response to questions.

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.

THE ARTS – MEDIA ARTS

- 1 Students use media technologies to capture and edit images, sounds and texts for a purpose
- 2 To understand media can be used to share information.
- 3 **Students will:**
 - **Illustrate** a storyboard – 4 stages of a frog's life cycle
 - **Use** plasticine to show the life stages of a frog's life cycle
 - **Use** Book Creator (iPads) to take photos of each stage of the life cycle.

SCIENCE

- 1 Students **describe** changes to living things and examples of where Science is used in people's daily lives
- 2 To **observe and understand** patterns of growth and change in living things.
- 3 **Students will:**
 - **Understand** that living things grow, change and have offspring similar to themselves
 - **Describe** changes in living organisms
 - **Record** and represent observations
 - **Communicate** ideas in a variety of ways.

TECHNOLOGIES – DESIGN

- 1 Students **use** the design process to **create** a butterfly feeder
- 2 To **understand** the design process through its implementation and to **understand** the importance of butterflies for pollination.
- 3 **Students will:**
 - **Use** the design process to create butterfly feeders to increase the population of butterflies in the local area
 - **Record** design ideas with labelled drawings
 - **Create** and improve designs
 - **Evaluate** ideas and solutions including care for the environment.

LIBRARY (Specialist Teacher)

- 1 Students **research** living things and their life stages; create labelled diagrams of life stages; **participate** in school awareness days and library events
- 2 To **develop** our research skills, and create informative texts.
- 3 **Students will:**
 - Respond to informative texts
 - Respond to QAR questions (Question-Answer Relationship)
 - Participate in National Simultaneous Story Time, Premier's Reading Challenge, and be exposed to awareness days.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **recognise** the world is divided into geographic divisions, that places can be described at different scales, and that people are connected to each other in different ways and for different reasons
- 2 To **describe** where people live in relation to different geographic scales, and how people can be and are connected to these places.
- 3 **Students will:**
 - **Identify, record and represent** geographic divisions on maps
 - **Use** cardinal points to **identify** position of place relative to another place
 - **Identify and record** examples of places defined at different scales
 - **Identify and describe** how people are connected across scales and the factors that influence these connections.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **learn** the number names from 0-10 through short stories and picture books. They **use** their newly learnt language skills to **communicate** and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing
- 2 To **increase** Italian vocabulary and communication skills.
- 3 **Students will:**
 - **Greet** each other and the teacher
 - **Count** and **use** numbers from 0-10
 - **Ask** for someone's name
 - **Ask** for someone's age
 - **Sing** "Come ti chiami"? Carnevale song.