



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 **analyse** a poem focussing in literary and poetic devices and **present** their analysis to the class
- 2 To **inform** and **persuade** an audience of their peers.
- 3 **Students will:**
 - **Analyse** poetry and identify poetic devices
 - **Evaluate** poems
 - **Apply** knowledge and features of poems when analysing poems
 - **Create** a presentation.

LIBRARY (Specialist Teacher)

- 1 Students **analyse** ballads for poetic devices and develop awareness of themes; participate in school awareness days and library events.
- 2 To **develop** our creative expression.
- 3 **Students will:**
 - **Respond** to texts
 - **Analyse** ballads for poetic devices
 - **Innovate** on texts by employing literary devices
 - **Share** and celebrate our growth as authors
 - **Participate** in Premier's Reading Challenge, and be exposed to awareness days.

TECHNOLOGIES – DIGITAL

- 1 Students **identify** components of digital systems, describe them and explain how digital systems work
- 2 To **understand** how the many parts, technologies and processes work in combination to give us efficiencies, entertainment and productivity.
- 3 **Students will:**
 - **Identify** hardware and software components
 - **Describe** the purpose of hardware and software components
 - **Explain** the relationship between hardware, software, inputs and outputs
 - **Identify** different ways of connecting networks
 - **Describe** how networks are created
 - **Examine** the connections between the above practically
 - **Explain** how technologies can support solutions.

MATHEMATICS

- 1 Students **develop** knowledge of the four operations, factors and multiples, mass, capacity and time
- 2 To **understand** how to **apply** maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Use** estimation and rounding to check the reasonableness of answers to calculations
 - **Solve** problems involving multiplication of large numbers by one- or two-digit numbers and divide by single digit numbers, using efficient mental and written strategies
 - **Express** natural numbers as products of factors and **identify** multiples
 - Experiment with factors and multiples **using** algorithms and digital tools
 - **Create** and **use** algorithms to **identify** and **explain** patterns in the factors and multiples of numbers
 - **Choose** and **use** appropriate metric units to measure mass and capacity
 - **Convert** between 12- and 24-hour time.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **revise** greetings and introductions and **learn** words and phrases to communicate about the types of clothing worn during different seasons
- 2 To **develop** and **use** Italian vocabulary and communication skills to tell others about the weather and what to wear.
- 3 **Students will:**
 - **Practise** the vocabulary of the unit through active participation in games and songs
 - **Communicate** in Italian about what people wear in a particular season
 - **Write** labels and captions about clothing, weather and seasons
 - **Identify** similarities and differences between seasons in Italy and Australia
 - **Learn** the patterns/sequence of familiar sentence structure to **construct** phrases and sentences
 - **Use** the word wall to add descriptive words to their phrases/sentences.

SCIENCE

- 1 Students **describe** the key features of the solar system and **discuss** how scientific developments are used to enhance space exploration and solve problems on Earth
- 2 To **consider** Earth's place within the solar system and investigate how scientific development affect people's lives.
- 3 **Students will:**
 - **Understand** the Earth is part of a system of planets orbiting around a star (the sun)
 - **Use** evidence to develop explanations of events and phenomena
 - **Pose** questions about the solar system that could be investigated
 - **Construct** tables and graphs to organise and identify patterns in data
 - **Communicate** ideas and findings using diagrams, models and video presentations.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **use** rhythm, pitch and form symbols and use terminology to compose and perform music as part of an ensemble
- 2 To **understand** how rhythm works in music and can be part of harmonic structure.
- 3 **Students will:**
 - **Learn** specific parts of a piece
 - **Practise** chord changes and strumming patterns. **Learn** 2-part recorder riffs and appropriate percussion.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **practise** and **apply** movement concepts and strategies with/without equipment for long and short distance running and shot-put throwing
- 2 To **refine** fundamental movement skills and **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.
- 3 **Students will:**
 - **Analyse** video footage of their technique when running over short and long distances and throwing a shot put
 - **Create** and **perform** movement sequences using fundamental skills and elements of movement.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **investigate** the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period.
- 2 To **understand** the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.
- 3 **Students will:**
 - **Recognise** key events and people in Australia during the 1800s
 - **Investigate** the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land
 - **Examine** and **describe** the impacts of colonisation on the environment and Aboriginal peoples.

LANGUAGES – JAPANESE (Specialist Teacher)

- 1 Students **revise** greetings and classroom instructions, numbers to 20 and how to ask and tell the time
- 2 To **develop** and **use** Japanese vocabulary and communication skills.
- 3 **Students will:**
 - **Revise** and **practise** numbers, greetings and instructions through active participation in games and songs
 - **Understand** the cultural significance behind certain numbers
 - **Communicate** numbers and time in Japanese
 - **Write** and **label** time and numbers
 - **Learn** irregular patterns when telling time
 - **Use** time to determine appropriate greetings in Japanese.

SPECIAL EVENTS

- Yr 3-5 Cross Country – 17 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
- Yr 3-5 Sports Day – 19 June
- Pyjamarama – 21 June
- Gala Days – Friday Weeks 4, 5, & 6