



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 **create, view** and **comprehend** narrative texts
- 2 To **develop** appreciation for narrative texts and learn techniques for writing good quality pieces of writing.

- 3 **Students will:**
- **Learn** the structure of the narrative
 - **Identify** orientation, complication and resolution in a familiar story
 - **Write** sequenced stories with an exciting beginning, developed characters and a setting
 - **Understand** how images add information to a story.

LIBRARY (Specialist Teacher)

- 1 Students **analyse** different contexts in narrative texts.
- 2 To **identify** similarities and differences of characters, settings and problems.
- 3 **Students will:**
 - **Analyse** different contexts in high quality children's literature
 - **Write** quick responses to stimulus, using the planning template

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **participate** in a variety of gymnastic and swimming activities
- 2 To **improve** and **develop** body and spatial awareness and fundamental movement skills
- 3 **Students will:**
 - **Move** to music, **create** shapes, **perform** rolls, balances and jumps, **make** partner shapes using levels, symmetry and mirroring techniques – in Gymnastics
 - **Demonstrate** water awareness, stroke production and correction in swimming.

HEALTH

- 1 Students **identify** and **describe** the skills needed to develop respectful relationships
- 2 To **understand** that it's important to make sure everyone feels safe, respected and valued in all areas of life.
- 3 **Students will:**
 - **Use** the golden rules of friendships to help develop respectful relationships with those around.

MATHEMATICS

- 1 Students **develop** knowledge within the number, measurement, and statistics and probability strands
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.

- 3 **Students will:**
- **Order** and **represent** numbers to at least 1000
 - **Use** mathematical modelling to solve practical multiplicative problems including money transactions, **representing** the situation, and **choosing** calculation strategies
 - **Read** time on an analogue clock to the hour, half hour, and quarter hour
 - **Use** a range of methods to collect, record, represent and interpret categorical data in response to questions.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **read** the book 'Martedì spaghetti' (by Eric Carle) to **explore** the world of traditional Italian food as well as to learn the days of the week. They **demonstrate** comprehension through actions such as pointing to an object, selecting a picture card or flashcard to **demonstrate** the phrase heard and participate in matching games
- 2 To **use** Italian language to tell others what they eat each day of the week.
- 3 **Students will:**
 - **Name** the days of the week
 - **Name** a number of food items
 - **Create** a narrative booklet
 - **Understand** similarities and differences between food in Italy and Australia
 - **Express** likes and dislikes.

SCIENCE

- 1 Students **describe** changes to objects and how a push or a pull affects how an object moves or changes shape including the effects of objects being pulled towards the Earth; and how different strengths of pushes and pulls affect the movement of objects.

- 2 To **observe** and **understand** the effects of contact and non-contact forces on objects so that we can make informed decisions when using forces to develop innovative and functional items.

- 3 **Students will:**
- **Participate** in guided investigations
 - **Manipulate** objects to explore and answer questions
 - **Predict** outcomes of investigations
 - **Record** and **represent** observations
 - **Communicate** ideas in a variety of ways
 - Interpret data display
 - **Use** appropriate language when explaining outcomes
 - **Pose** and **respond** to questions

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **create** artworks to make illustrations that compliment and link with narratives using multiple mediums
- 2 To **identify** how illustrations can help further develop a story and why certain styles of illustration suit different narratives and **improve** fine motor skills and sketching
- 3 **Students will:**
 - **Use** coloured pencils, water colours, oil pastels
 - **Create** detailed sketches to match stories
 - **Sketch** people and animals confidently
 - **Respond** to the differences and techniques of these artworks
 - **Make** the link between how illustration choices suit a particular text and enhance its meaning
 - **Understand** how different materials can be used to visually express ideas.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **describe** how people in different places are connected to each other and **identify** factors that influence these connections, **recognising** that places have different meaning for people and why the significant features of places should be preserved

- 2 To **understand** their geographic location in the world and how this is represented on maps and **explore** their own and others' connections to places within their community.

- 3 **Students will:**
- **Interpret** and create local maps
 - **Locate and record** important features on maps
 - **Explain** the features of local places
 - **Explain** why local places are important to people
 - **Explain** the significance of different man-made and natural features in maps to people
 - **Communicate** the frequency of visits to features based on distance, direction and significance.

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 that is engaging to an audience.
- 3 **Students will:**
 - **Communicate** about the music they listen to and describe the musical qualities
 - **Communicate** about music they make
 - **Communicate** about the music they perform (Marimba, Ukulele, Djembe).

SPECIAL EVENTS

- Art Lessons – Fortnightly in Term 4
- Public Holiday (King's Birthday) – 7 October
- Swimming – Week 5 to Week 10
- Festival of the Arts – 1 November
- Volunteer's Breakfast – 26 November
- Trackdance Performance – 27 November
- Free Dress Day and Christmas Appeal – 6 December