



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** a persuasive letter
- 2 To **persuade** their peers to agree with their viewpoint on a topic.
- 3 **Students will:**
 - **Read, gather and use** information to write a persuasive text
 - **Identify** and use text structure and language features for a persuasive text
 - **Explain and justify** point of view through using a choice of argument types (ethos, pathos and logos)
 - **Deliver** short presentations on their viewpoint.

PHYSICAL EDUCATION

- 1 Students **develop** fundamental movement skills
- 2 To **improve** and **refine** body movement.
- 3 **Students will:**
 - **Participate** in regular physical activity including games.

SPECIAL EVENTS

- Australia Day Public Holiday – 26 Jan
- Trackdance Auditions – 29 Jan
- Parent Information Night – 1 Feb
- Leadership Induction – 23 Feb
- Junior School photos – 28 Feb
- Junior School Disco – 1 Mar
- Parent Teacher Interviews – 18-28 Mar
- Street Science Incursion – 25 Mar
- Cross Country – 27 Mar
- Free Dress Day – 28 Mar
- Good Friday Public Holiday – 29 Mar

MATHEMATICS

- 1 Students **develop** knowledge within number, measurement, algebra, and space.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Recognize, represent,** and **order** numbers to at least 1000
 - **Partition, rearrange, regroup,** and **rename** two-and three-digit numbers
 - **Recognize, describe,** and **create** additive patterns that increase or decrease by a constant amount, and **identify** missing elements in the pattern
 - **Use** appropriate units to measure and **compare** objects based on length
 - **Recognise, compare,** and **classify** shapes.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **develop** aural skills and **respond** to different pieces of music
- 2 To **understand** the different reasons people make music.
- 3 **Students will:**
 - **Explore** rhymes and songs
 - **Play** instruments and **sing** simple songs

LIBRARY

- 1 Students **identify** persuasive arguments in children's literature.
- 2 To **develop** knowledge of language and text conventions.
- 3 **Students will:**
 - **Identify** persuasive arguments in children's literature
 - **Create** written texts and multimodal texts using features of persuasive exposition.

SCIENCE

- 1 Students **understand** the origins and uses of minerals, water and soil using related investigations
- 2 To **develop** foundations in Science Inquiry skills and knowledge and understanding about the interconnected nature of Earth's resources in sustaining life.
- 3 **Students will:**
 - **Identify** that Earth's resources have different uses
 - **Describe** examples of where science is used in people's daily lives
 - **Respond** to questions about their experiences
 - **Predict** outcomes of investigations
 - **Use** informal measurements to make observations
 - **Record and represent** observations
 - **Communicate** ideas in a variety of ways.

HEALTH

- 1 Students **identify** how different situations influence emotional responses and how to be safe in the school environment
- 2 To **understand** how their own actions make others feel as well as being able to articulate their own feelings in different scenarios.
- 3 **Students will:**
 - **Engage** with the zones of regulation and revise their meaning to better understand their own feelings
 - **Recognise** and **practise** strategies for when they feel uncomfortable
 - **Recognise** situations and opportunities to promote safety and wellbeing.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **examine** remains of the past in Kelvin Grove State College.
- 2 To **understand** how connections at the College have changed the lives of people over time and how the College community values and preserves connections to the past.
- 3 **Students will:**
 - **Recognise** significant sites within the school grounds
 - **Pose** questions about the sites to learn more about the significance
 - **Develop** historical narratives to share ideas for preserving these sites.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 As their first Language learning experience, students will learn basic Italian vocabulary to **communicate** and **collaborate** with peers and teachers through purposeful and structured activities involving listening, speaking and viewing.
- 2 To **build** strong foundations for a successful Language learning journey.
- 3 **Students will:**
 - **Greet** each other and the teacher
 - **Understand** what greetings to use at the appropriate time of day or evening
 - **Name** some colours
 - **Express** feelings
 - **Introduce** themselves in Italian
 - **Recognise** and name a number of traditional Italian icons.