



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 **complete** a novel study of 'Matilda,' and **write** a book review to express their opinion
- 2 To **persuade** an audience to read a specific book.
- 3 Students will:
 - **Summarise** the text
 - **Describe** the characters
 - **Articulate** a personal opinion
 - **Create** a unique rating system
 - **Identify** an author's point of view.

LIBRARY

- 1 Students **identify** language features of informative texts and **use** comprehension strategies to **explain** information within informative literature
- 2 To **develop** strategies in identifying and communicating key information when accessing and creating texts.
- 3 Students will:
 - **View** information books and online information
 - **Respond** to comprehension questions
 - **Create** information texts.

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 – 26 Mar
- Cross Country – 27 Mar
- Free Dress Day – 28 Mar
- Good Friday Public Holiday – 29 Mar

MATHEMATICS

- 1 Students **develop** knowledge and skills involving multiplication and division strategies, patterns and equivalent fractions, probability and measuring length and perimeter
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 Students will:
 - **Understand** and **use** a range of number strategies
 - **Recognise** equivalent fractions
 - **Identify** algorithms to complete patterns
 - **Conduct** chance experiments
 - **Recognise** and **use** measurement systems.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **describe** and **discuss** similarities and differences between music they listen to and music they have composed.
- 2 To **analyse** musical elements within different musical genres.
- 3 Students will:
 - **Recognise** pitch, dynamics and rhythm
 - **Develop** aural skills by singing and playing instruments

THE ARTS – DRAMA

- 1 Students **devise** and **perform** a dramatic scene.
- 2 To **express** and **explore** personal, cultural and social dynamics.
- 3 Students will:
 - **Identify** techniques used to express emotion in drama
 - **Use** voice, movement and action to create and sustain characters.

SCIENCE

- 1 Students **identify** and **describe** relationships that assist the survival of living things. They **communicate** their observations and findings
- 2 To **develop** an interest about the nature of living things, and to **form** a solid knowledge foundation of biological phenomena.
- 3 Students will:
 - **Identify, sequence** and **describe** life stages of plants
 - **Create** annotated diagrams to **communicate** the relationships between life cycle phases
 - **Explain** how plants and animals depend on each other and the environment to survive.

PHYSICAL EDUCATION

- 1 Students **practise** and **apply** movement concepts and strategies with and without equipment, focusing on long and short distance running and shot put
- 2 To **refine** fundamental movement skills, **apply** movement concepts and strategies in a variety of physical activities, and **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.

HEALTH

- 1 Students **explore** strategies to manage change and **recognise** different emotions within themselves and others
- 2 To **develop** emotional intelligence.
- 3 Students will:
 - **Identify** strategies for managing change
 - **Identify** and **understand** different emotional responses
 - **Identify** strategies for reacting to different situations.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **develop** civic knowledge and understanding and **apply** citizenship skills to explore how democracy works within communities
- 2 To **identify** how decisions are made democratically and **understand** why we make and follow rules to be active citizens.
- 3 Students will:
 - **Explore** government systems, including democracy
 - **Explain** the purpose of creating rules for different groups
 - **Identify** the difference between rules and laws.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 **Che tempo fa? What's the weather?**
Students **use** language in real and meaningful contexts. They will learn to **locate** famous cities on the Italian map and **describe** the weather using simple phrases. Students will be introduced to the difference between the weather in Australia and in Italy.
- 2 To **increase** Italian vocabulary and communication skills.
- 3 Students will:
 - **Identify** language used in everyday conversations
 - **Use** vocabulary associated with getting to know someone.