



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 cereal product and persuasive speech to convince an audience to buy their cereal
- 2 To **develop** an understanding of the effects of advertising techniques on consumers.
- 3 **Students will:**
 - **Design** a cereal product
 - **Plan, write** and **present** a persuasive speech
 - **Proofread** work for meaning, accurate spelling, grammar and punctuation
 - **Listen** to presentations and **share** key details
 - **Read** and comprehend text features used in advertising material to persuade individuals

HEALTH

- 1 Students **explore** qualities leaders need to be successful
- 2 To **develop** an understanding of what it means to be a leader at KGSC and the wider community.
- 3 **Students will:**
 - **Identify** the qualities of a good leader
 - **Understand** and **develop** resilience strategies
 - **Reflect** on individual strengths and how they can be applied in a leadership role.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **develop** gymnastics skills
- 2 To **improve** balance and coordination.
- 3 **Students will:**
 - **Collaborate** to **create** group balances
 - **Demonstrate** techniques on the mini tramp.

MATHEMATICS

- 1 Students **develop** knowledge within the number, algebra, measurement and statistics strands of the Australian Curriculum
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Develop** fluency and proficiency with addition, subtraction, multiplication and division facts
 - **Use** number fluency to solve problems involving larger numbers
 - **Balance** equations to identify unknown numbers
 - **Convert** between units of time and **use** am and pm notation to solve problems involving time
 - **Measure** temperature on partial and unmarked scales
 - **Interpret** and use coordinates and directional language
 - **Use** data collection and representation methods to complete investigations
 - **Interpret** and **evaluate** data collection and representation methods

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **collaborate** to **arrange** and **compose** sound, silence, tempo and volume in music
- 2 To **learn** about and **appreciate** how music is composed.
- 3 **Students will:**
 - **Identify** different musical elements by listening and responding.
 - **Use** a range of instruments to make music with a small group of peers.

SCIENCE

- 1 Students **explore** natural processes and human activity that cause weathering and erosion of the Earth's surface
- 2 To **understand** the effects these processes and activity have on various habitats.
- 3 **Students will:**
 - **Describe** situations where science understanding can influence their own and others' actions
 - **Suggest** explanations for observations and **compare** findings with predictions
 - **Discuss** ways to conduct investigations and safely **use** equipment to **make** and **record** observations
 - **Make** observations and **predict** consequences of future occurrences and human activity.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students learn to **say** what pets they have and which animals they like, **ask** people if they have pets or which animals they like and **describe** animals and pets: name, age, colour.
- 2 To **develop** language, vocabulary and communication skills
- 3 **Students will:**
 - **Say** what pets they have and which animals they like
 - **Ask** people if they have pets or which animals they like
 - **Describe** animals and pets: name, age, colour.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **demonstrate** understanding of location and characteristics of place at a national scale, and **represent** and **interpret** data
- 2 To **be** active participants in society, able to read maps, and represent and interpret data related to a geographic place.
- 3 **Students will:**
 - **Pose** and **investigate** questions about endangered animals
 - Use stimulus to **describe** and **compare** characteristics of places (Tanzania & Brazil)
 - **Use** rainfall data to **create** a column graph
 - **Describe** distribution of vegetation and people in Egypt
 - **Compare** the similarities and differences between the Daintree Rainforest and the Amazon Rainforest.

LIBRARY (Specialist Teacher)

- 1 Students **respond** to writing stimulus for various text types and **develop** speaking and presentation skills
- 2 To **develop** confidence with brainstorming, planning and drafting.
- 3 **Students will:**
 - **Analyse** persuasive devices in high quality literature
 - **Write** quick responses to stimulus, using the planning template.

SPECIAL EVENTS

- Public Holiday (King's Birthday) – 7 October
- Festival of the Arts – 1 November
- Yr 3-5 Swimming Carnival – 22 November
- Volunteer's Breakfast – 26 November
- Trackdance Performance – 27 November
- Drone Soccer Tournament – 2 December
- Free Dress Day and Christmas Appeal – 6 December

