



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	MATHEMATICS	SCIENCE	HUMANITIES AND SOCIAL SCIENCES
<p>1 Students create and present a discussion that expresses an opinion about the importance of possessing material objects compared to having good relationships with family and friends</p> <p>2 To persuade an audience of their peers and their families.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Create a persuasive text with the correct text structure • Apply the language features of a persuasive text • Demonstrate understanding of grammar when creating a persuasive text • Select and use specific vocabulary to persuade • Edit text for cohesion and meaning • Apply accurate spelling and punctuation. 	<p>1 Students develop knowledge within the number, space and statistics strands</p> <p>2 To understand how to apply maths skills and concepts in our everyday lives.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Solve problems involving multiplication of large numbers by one- or two-digits • Represent common percentages and connect them to their fraction and decimal equivalents • Use mathematical modelling to solve financial and other practical problems • Connect objects to their two-dimensional nets • Perform and describe the results of transformations • Identify symmetry • Plan and conduct statistical investigations • Identify the mode and interpret the shape of distributions of data in context • Interpret and compare data represented in line graphs. 	<p>1 Students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</p> <p>2 To understand the everyday applications of light and shadow.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Investigate reflection angles • Investigate how refraction affects our perceptions of an object's location • Explain how we perceive the colour of objects; and the relationship between light source distance and shadow height • Predict outcomes when experimenting with light • Discuss how scientific developments have affected people's lives and help us solve problems. 	<p>1 Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry</p> <p>2 To investigate a familiar personal or community economics or business issue they may experience in everyday life.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Distinguish between needs and wants • Recognise why choices need to be made about how limited resources are used to help make informed personal consumer and financial choices • Develop questions about the problem • Use data and information from different sources to answer questions • Collaborate to make decisions • Identify a response to the problem • Communicate findings using economics and business terms.
<p>PHYSICAL EDUCATION (Specialist Teacher)</p> <p>1 Students participate in gymnastics and minor and modified games units</p> <p>2 To learn and understand the application of appropriate techniques for fundamental and simple specialised movement skills.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Perform counter balance moves with partner, individual sequences • Perform vaulting using a min-tramp • Perform as a team • Play modified games, in line with the rules. 	<p>LANGUAGES – Japanese (Specialist Teacher)</p> <p>1 Students will be introduced to weather related vocabulary and days of the week. They explore, describe and compare weather patterns in Australia to Japan</p> <p>2 To develop and use Japanese vocabulary and communication skills.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Revise and practice weather related vocabulary, days of the week and question and response sentence patterns. • Understand and decern verbal information of weather in Japanese • Communicate facts or statements about the weather using learned vocabulary • Write and describe weather patterns. 	<p>TECHNOLOGY</p> <p>1 Students plan and design a digital solution to meet a future need, which considers social, ethical and sustainability factors</p> <p>2 To understand the broader consequences of design decisions and how sustainable practice can be proactive with a future focus rather than reactive according to current issues.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Explain how social, ethical and sustainability factors influence design solutions • Describe sustainability changes made to designs • Combine knowledge of different sustainability options to plan individual home and community level sustainability designs • Manage the creation and communication of their ideas using agreed protocols. 	<p>LANGUAGES – Italian (Specialist Teacher)</p> <p>1 Students reflect on their Italian language learning experience and create a record of their developing language skills.</p> <p>2 To learn and consolidate words and phrases to communicate Italian in the classroom and beyond, demonstrating what they can say in Italian and to see their language learning as a journey, showing progress over time.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Revise greetings, introductions, numbers 1-100, colours, clothing, days of the week, months of the year, formal and informal language • Compile a list of words, phrases and sentences in Italian • Tick/highlight words that they know and can use confidently • Identify, monitor and celebrate their progress in language learning.
<p>HEALTH</p> <p>1 Students investigate ways to seek help to stay safe relating to food and exercise using existing health information</p> <p>2 To make healthy connections to eating and physical movement to improve health outcomes.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Make decisions about the foods they eat and the exercise they engage in • Understand how food and exercise impact our wellbeing • Use positive communication to share opinions about food choices with family and friends • Understand food safety concepts to reduce the risk of cross-contamination when dealing with food. 	<p>LIBRARY (Specialist Teacher)</p> <p>1 Students explore the themes of needs and wants in children's literature</p> <p>2 To understand how the author develops these themes by contextualising them within familiar examples.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • View and respond to extracts from various texts • Develop comprehension of the text through Question and Answer Relationship study. 	<p>THE ARTS – MUSIC (Specialist Teacher)</p> <p>1 Students explore and develop technical and expressive skills in playing instruments</p> <p>2 To expand understanding of the elements of music including tempo and rhythm, pitch, dynamics and expression, form and structure, timbre and texture.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Rehearse and perform a piece of music for an audience. 	<p>SPECIAL EVENTS</p> <ul style="list-style-type: none"> • Gala Days – 4th, 11th and 18th October • Public Holiday (King's Birthday) – 7 October • Drone Soccer Tournament – 16 October • Festival of the Arts – 1 November • Yr 3-5 Swimming Carnival – 22 November • Volunteer's Breakfast – 26 November • Trackdance Performance – 27 November • Free Dress Day and Christmas Appeal – 6 December • Middle School Transition Day – 9 December • Year 5 Graduation Ceremony – 11 December • Taylor Range End of Year Excursion – 12 December