



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 new fantasy narrative
- 2 To **entertain** an audience of their peers.
- 3 Students will:
 - **Read, view** and **comprehend** texts created to engage audiences
 - **Explain** how ideas are developed including through characters, settings and/or events, and how texts reflect contexts
 - **Develop** and **expand** on ideas with supporting details from topics or texts
 - **Use** paragraphs to organise, develop and link ideas
 - **Use** language features including complex sentences, tenses, topic-specific vocabulary and literary devices to suit audience and purpose
 - **Spell** using phonic, morphemic and grammatical knowledge.

LIBRARY

- 1 Students **create** short persuasive texts
- 2 To **develop** confidence with brainstorming, planning and drafting.
- 3 Students will:
 - **Analyse** features of persuasive exposition
 - **Write** quick responses to stimulus, using the planning template.

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
- Year 5 Camp – 6-8 Mar
- Parent Teacher Interviews – 18-28 Mar
- Street Science Inursion – 25 Mar
- Cross Country – 27 Mar
- Free Dress Day – 28 Mar
- Good Friday Public Holiday – 29 Mar

MATHEMATICS

- 1 Students **develop** knowledge of number, unknown values, chance and probability
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 Students will:
 - **Use** estimation and rounding to check the reasonableness of answers to calculations
 - **Solve** problems involving multiplication of large numbers by one- or two-digit numbers and divide by single digit numbers, **using** efficient mental and written strategies
 - **Identify** equivalent number sentences involving multiplication and division
 - **List** outcomes of chance experiments and represent probabilities of those outcomes **using** fractions
 - **Use** appropriate metric units to measure length
 - **Solve** problems involving perimeter.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **explain** how the elements of music are used to communicate emotion and meaning
- 2 To **develop** a deeper understanding of how musical elements are used.
- 3 Students will:
 - **Analyse** rhythm, pitch and dynamics
 - **Compare** elements of music
 - **Develop** aural skills by singing and playing instruments.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** different techniques and methods of applying water colour paints to create meaningful artworks
- 2 To **identify** the techniques available to them to create their own purposeful artworks.
- 3 Students will:
 - **Create** a series of artworks using water paints
 - **Demonstrate** multiple techniques of using water colours
 - **Describe** similarities and differences between their artworks and others.

SCIENCE

- 1 Students **classify** and **describe** substances according to their observable properties and behaviours
- 2 To **understand** the differences between solids, liquids and gases and the everyday changing states of matter.
- 3 Students will:
 - **Understand** that solids, liquids and gases have shared and distinct observable properties and can behave in different ways
 - Broaden their **classification** of matter to include gases and begin to see how matter structures the world around them
 - **Pose** questions, make **predictions** and **plan** investigation methods into the observable properties and behaviours of solids, liquids and gases
 - **Represent** data and observations in tables and graphs
 - **Identify** patterns and relationships in data and **suggest** methods to improve fairness and accuracy
 - **Understand** that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.

HEALTH

- 1 Students **explore** identity, relationships and how to emotionally self-regulate
- 2 To **build** resilience, empathy and understanding which will ultimately improve overall mental health.
- 3 Students will:
 - **Understand** how the brain functions and use strategies from Grow Your Mind to help with regulation
 - **Demonstrate** empathy when working with others and understand how valuing diversity improves equity
 - **Understand** how identity can be influenced by external factors.

PHYSICAL EDUCATION

- 1 Students **develop** swimming skills
- 2 To **improve** coordination and practical skills.
- 3 Students will:
 - **Develop** and **refine** swimming strokes
 - Continue to **develop** water awareness.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **explore** the influence of democracy and key values on Australia's government and society and **consider** how these values influence personal behaviours and actions
- 2 To **identify** and **understand** the importance of values and processes to Australia's democracy and **describe** the roles of different people in Australia's legal system.
- 3 Students will:
 - **Explore** the importance of voting in Australia's democracy and key stages of the electoral process
 - **Explore** the roles and responsibilities of representatives and electors in Australia's electoral process.

LANGUAGES – ITALIAN (Specialist Teacher) *Che tempo fa? What's the weather?*

- 1 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:
 - **Learn** the language used in everyday conversations
 - **Learn** Italian song related to weather "Oggi, oggi" to improve pronunciation and fluency.

LANGUAGES - Japanese (Specialist Teacher) ようこそ Welcome!

- 1 Students **use** and **recognise** greetings, classroom routines and commands in Japanese. They **consider** how greetings change based on one's position in Japanese society. Students will be introduced to the Japanese writing system
- 2 To **increase** Japanese vocabulary and communication skills.
- 3 Students will:
 - **Identify** the language used in greetings, classroom commands and everyday conversations
 - **Consider** how greetings change based on formality.