



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 **identify** rhyme and **write** a simple sentence.

2

To **listen** to and **respond** to others in a familiar environment.

3

Students will:

- **Generate** rhyming words using onset and rime
- Attempt to **use** capital letters and full stops to punctuate sentences
- **Form** known letters correctly
- **Listen** to, **remember** and **follow** simple instructions.

LIBRARY (Specialist Teacher)

1

Students will **identify** features of rhyme in imaginative picture books; borrow good fit books; **participate** in school awareness days and library events.

2

To **develop** a love of books and reading.

3

Students will:

- **Respond** to texts
- **Borrow** good-fit books weekly
- **Participate** in National Simultaneous Story Time, Premier's Reading Challenge, and be exposed to awareness days.

SPECIAL EVENTS

- Public Holiday: Easter Monday – 21 April
- ANZAC Day Commemoration – 23 April
- Public Holiday: ANZAC Day – 25 April
- KGSC Open Day – 29 April
- Junior School Disco – 2 May
- Labour Day Public Holiday – 5 May
- Mother's Day Stall – 8 & 9 May
- Mother's Day Afternoon Tea – 9 May
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Under 8s Day – 9 June
- Prep Sports Day – 16 June
- Pyjamarama – 27 June

MATHEMATICS

1

Students **develop** knowledge of number, algebra and measurement.

2

To **understand** how to **apply** maths skills and concepts in our everyday lives.

3

Students will:

- **Make connections** between number names, numerals and quantities up to 20
- **Compare** the size of collections to at least 20
- **Use** subitising and counting strategies to quantify collections
- **Count** to and from 20 and **order** small collections
- **Copy** and **continue** repeating patterns
- **Identify** the attributes of mass and **use** direct comparison strategies to **compare** objects.

HEALTH

1

Students will **identify** and **describe** different emotions people experience and **demonstrate** personal and social skills to interact respectfully with others.

2

To **understand** how our emotions and actions impact relationships.

3

Students will:

- **Recognise** and name a variety of emotions in themselves and others
- **Understand** how different emotions might make people feel and act
- **Use** respectful words and actions when interacting with others
- **Make connections** to the Zones of Regulation and Grow Your Mind animals
- **Describe** how to seek, give or deny permission respectfully when sharing possessions.

PHYSICAL EDUCATION (Specialist Teacher)

1

Students **participate** in a variety of games and activities.

2

To **improve** and **develop** body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.

3

Students will:

- **Refine** fundamental movement skills
- **Apply** movement concepts and strategies in a variety of physical activities
- **Solve** movement challenges
- **Create** and **perform** movement sequences **using** fundamental movement skills and the elements of movement
- **Run** with the correct technique
- **Jump** over the hurdles while running.

SCIENCE

1

Students **describe** the observable properties of the materials that make up objects.

2

To **build** their natural curiosity and **use** their senses to seek answers to questions they pose.

3

Students will:

- **Recognise** that objects can be composed of different materials and **describe** the observable properties of those materials
- **Identify** examples of people using observation and questioning to learn about the natural world
- **Make** predictions
- **Engage** in investigations and make observations safely
- **Share** questions, predictions, observations and ideas about their experiences with others.

TECHNOLOGIES – DESIGN

1

Students **develop** an understanding that materials are selected to make objects based on their observable properties.

2

To **select** materials to complete a design task.

3

Students will:

- **Select** materials based on their observable properties
- **Explain** the suitability of the materials
- **Create** and **evaluate** products.

THE ARTS – DRAMA

1

Students **explore** elements of drama such as role, situation and dramatic play to portray a character in a drama performance.

2

To **develop** social, emotional and language development through dramatic play.

3

Students will:

- **Use** voice, movement and space to imagine and establish role while portraying a character.

HUMANITIES AND SOCIAL SCIENCES

1

Students **identify** significant events in their own lives and **discuss** how these events are celebrated or commemorated.

2

To **understand** why events are important to people and how they are celebrated/commemorated with their families and others.

3

Students will:

- **Identify** significant events in our lives
- **Discuss** ways events can be celebrated or commemorated
- **Investigate** familiar ways family and friends commemorate/celebrate past events that are important to them
- **Respond** to questions about commemorations and celebrations that are important to them.

THE ARTS – VISUAL ARTS (Specialist Teacher)

1

Students **use** line and detail to **create** artworks.

2

To **improve** fine motor skills, sketching and understanding of how line affects artworks.

3

Students will:

- **Create** a series of artworks encompassing line and fine detail
- **Experience** exposure to different artworks as examples of line in art
- **Learn** about different uses and types of line.

THE ARTS – MUSIC (Specialist Teacher)

1

Students **consolidate** musical skills through rhymes, songs, instruments (marimba, ukulele, djembe) and media. They **experience** games as a stimulus for music making and responding.

2

To **develop** aural skills, improvisation and arrange musical patterns.

3

Students will:

- **Perform** same movement on instrument as the teacher
- Echo singing to **copy** teacher.