



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 short-written information report about Australian Animals.
- 2 To **communicate** facts to a reader.
- 3 Students will:
 - **Create** statements of fact using context-specific vocabulary
 - **Use** basic sentence boundary punctuation including capital letters and full stops in sentences
 - **Communicate** clearly using simple sentences
 - **Use** appropriate listening skills.

LIBRARY (Specialist Teacher)

- 1 Students **compare** features of informative texts and imaginative texts, with a focus on living things and **engage** with this year's CBCA nominated literature.
- 2 To **develop** knowledge of language and text conventions used in informative and imaginative texts.
- 3 Students will:
 - **Describe** structural and language features of informative and imaginative texts
 - **Use** book creator to create simple informative books about Australian animals
 - **View** and **respond** to nominated CBCA literature.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **identify** actions that make games fair and unfair when participating in ball games and activities.
- 2 To **refine** fundamental movement skills, apply movement concepts and strategies in a variety of physical activities and solve movement challenges.
- 3 Students will:
 - **Identify** fair and unfair actions during ball games
 - **Demonstrate** fair play by following rules when participating in ball games
 - **Participate** safely and respectfully with others using rolling, throwing, catching, kicking and bouncing skills.

MATHEMATICS

- 1 Students **develop** knowledge of the number, statistics and measurement strands.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 Students will:
 - **Represent** practical situations involving addition
 - **Identify** the attributes of capacity and **use** direct comparison strategies to compare objects
 - **Sequence** days of the week and times of the day and **connect** them to familiar events and actions
 - **Collect, sort** and **compare** data in response to questions in familiar contexts.

HEALTH

- 1 Students **identify** health symbols, messages and strategies that support their health and safety, including water/pool safety and road safety.
- 2 To **understand** and learn how to recognise and respond to health and safety signs in their world to make safe choices for themselves and others.
- 3 Students will:
 - **Identify** health and safety symbols they have seen in our school or community (e.g. stop sign, red and yellow flags, pedestrian crossing)
 - **Describe** where they might see safety symbols in real life
 - **Identify** how a safety sign helps to keep them or others safe
 - **Make connections** between safety signs and their own lives.

SCIENCE

- 1 Students **observe** external features of plants and animals.
- 2 To **understand** that the external features of plants and animals have similarities and differences.
- 3 Students will:
 - **Identify** external features of plants and animals
 - **Group** plants and animals according to common external features
 - **Describe** common external features.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** and **experiment** with different materials, techniques, technologies and processes to **create** artworks with inspiration from art from around the world.
- 2 To **improve** fine motor skills, sketching and understanding of how different materials can be used to visually express ideas.
- 3 Students will:
 - **Create** a series of artworks encompassing different materials, techniques, technologies and processes
 - **Explore** different processes and how they affect artworks.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **develop** their musical skills through rhymes, songs, games and instruments (marimba, ukulele, djembe) as a stimulus for music making, improvising and responding.
- 2 To **develop** aural skills, improvise and arrange musical patterns.
- 3 Students will:
 - **Sing** known songs with teacher accompaniment while keeping the beat
 - **Learn** introduction to djembe and left/right handling
 - **Improvise** 4 beat patterns on djembe.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **recognise** the features of familiar places, why they are special and how places can be looked after.
- 2 To **understand** why the places we belong are important to us and others and the need to continue caring for these places.
- 3 Students will:
 - **Recognise** why places are special to people
 - **Describe** the features of places
 - **Respond** to questions about places
 - **Identify** ways we can care for places.

TECHNOLOGIES – DIGITAL

- 1 Students **identify** the purpose of digital systems and use them to collect, store and share data.
- 2 To **explore** ways to safely communicate ideas using digital technologies.
- 3 Students will:
 - **Recognise** different ways data can be represented using digital systems
 - **Identify** the purpose of different digital systems in everyday life
 - **Identify** examples of digital systems that collect, store and share data
 - **Use** a device to take a photo and record their ideas
 - **Use** symbols to **represent** data
 - **Identify** data that is private and public.

SPECIAL EVENTS

- Night of Dance – 17 July
- Parent Teacher Interviews – 20 & 30 July
- 100 Days of Prep – 17 July
- Lone Pine Excursion – 21 or 22 July
- Ekka Public Holiday – 12 August
- Book week assembly – 25 August
- Instrumental Music Gala Concert – 20 August
- Father's Day Stall – 2 & 3 September
- Father's Day Afternoon – 3 September
- Student Free Day – 4 September
- Lapathon – 18 September