



## 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 **share** their preferences and **retell** events from familiar stories.
- 2 To **develop** beginning reading and writing behaviours.
- 3 **Students will:**
  - **Listen** to modelled and shared reading
  - **Use** letter and sound knowledge
  - **Make text-to-self connections** by linking their personal experiences to texts
  - **Answer** guided questions about texts
  - **Use** familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, decoding and self-monitoring.

### LIBRARY

- 1 Students **identify** features of books and **recall** steps for weekly borrowing.
- 2 To **develop** knowledge of language and text conventions.
- 3 **Students will:**
  - **Describe** features of books and texts
  - **Follow** library borrowing routines.

### SPECIAL EVENTS

- Australia Day Public Holiday – 26 Jan
- Street Science IncurSION – 3 Feb
- Parent Meet and Greet Evening – 5 Feb
- Leadership Induction – 18 Feb
- Junior School photos – 4 Mar
- NAPLAN – 11 Mar – 23 Mar
- Harmony Day – 20 Mar
- Cross Country – 2 Apr
- Parent Teacher Interviews – 23 Mar – 2 Apr
- Crazy Hat Parade – 2 Apr

### MATHEMATICS

- 1 Students **develop** knowledge of number, space 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 10
  - **Connect** events and the days of the week
  - **Count** to and from 10 (working towards 20) and **order** small collections
  - **Group** objects based on common characteristics and **sort** shapes and objects
  - **Compare** objects using length.

### THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **create** artworks using different 2D shapes.
- 2 To **understand** that shapes form the foundations of many great artworks.
- 3 **Students will:**
  - **Analyse** examples from artists
  - **Discuss** ideas and skills required for techniques to represent each piece
  - **Apply** knowledge of 2D shapes, using them creatively to design their own artwork.

### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **learn** how to keep a simple beat.
- 2 To **develop** the foundation skills of music.
- 3 **Students will:**
  - **Perform** the same movement as the teacher and other students in the room.

### SCIENCE

- 1 Students **identify** which senses can be used safely to make observations about different items and environments.
- 2 To **understand** that scientists use their senses to make observations about the word.
- 3 **Students will:**
  - **Engage** in investigations safely and make observations using their senses
  - **Represent** observations in provided templates and identify patterns with guidance
  - **Share** questions, predictions, observations and ideas with others.

### PHYSICAL EDUCATION

- 1 Students **perform** movement skills.
- 2 To **develop** body and spatial awareness skills.
- 3 **Students will:**
  - **Demonstrate** run, skip, hop and jump movements
  - **Perform** locomotor movements using different body parts to travel in different directions.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students **identify** significant people in their family, where they were born and raised, and how they are related to each other.
- 2 To **understand** the diversity and structure of families and why our family history is important and shared through stories and objects.
- 3 **Students will:**
  - **Recall** a story about their past
  - **Identify** the people in their family, where they were born and raised, and how they relate to each other
  - **Explain** why we share stories and remember our past.

### HEALTH

- 1 Students will explore their identity and the cultures of others in their community.
- 2 To **understand** personal identity, the people in their world and how this has been shaped to provide a sense of belonging.
- 3 **Students will:**
  - **Explore** their identity and family structure
  - **Investigate** their own and others culture
  - **Describe** similarities and differences between themselves, their families and others in the community.
  - **Demonstrate** their **understanding** by **creating** an identity poster and **discuss** their findings.