



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 retell that includes the beginning, middle and ending events of a familiar story.
- 2 To **explore** ideas about familiar contemporary literature and stories comprising the oral narratives of First Nations Australians.
- 3 **Students will:**
 - **Recall** and **draw** the sequence of events
 - **Use** appropriate words and phrases from the story including learnt vocabulary
 - **Write** simple sentences **using** capitals letters, full stops and spaces between words.

LIBRARY (Specialist Teacher)

- 1 Students **develop** knowledge of reading strategies.
- 2 To **develop** their knowledge of language and text conventions.
- 3 **Students will:**
 - **Retell** events
 - **Make connections** with texts
 - **Make** predictions about an event.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **create** and **design** different artworks about aspects of their own lives.
- 2 To **develop** awareness, experiences and knowledge of how to artistically represent the world around them.
- 3 **Students will:**
 - **Complete** a series of artworks about their own lives including a self-portrait collage of their own house and painting of their family
 - **Analyse** examples of artworks by other artists
 - **Discuss** ideas and skills required for techniques to represent each subject.

MATHEMATICS

- 1 Students **develop** knowledge within the number and space (position and location) strands of the Australian Curriculum.
- 2 To **understand** how to apply maths skills and concepts in their everyday lives.
- 3 **Students will:**
 - **Make connections** between number names, numerals and positions in sequences
 - **Represent** practical situations involving subtraction and sharing
 - **Use** positional language to **identify** a location.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **develop** swimming skills and fundamental movement skills.
- 2 To **understand** how to be safe in water and **develop** body awareness.
- 3 **Students will:**
 - **Develop** water awareness and safety
 - **Follow** procedures to enter and exit the pool safely
 - **Explore** ways to move their bodies.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **make** music **using** ukulele and voice.
- 2 To **develop** aural skills and **improvise** and **arrange** musical patterns.
- 3 **Students will:**
 - Echo sing to **copy** the teacher
 - **Perform** the same movements on an instrument as the teacher
 - **Sing** known songs from memory.

SCIENCE

- 1 Students **identify** factors that influence how objects move.
- 2 To **understand** how shape and material can influence the movement of different objects.
- 3 **Students will:**
 - **Observe** and **describe** how everyday items move
 - **Compare** how different materials affect how objects move
 - **Pose** questions about everyday objects and materials
 - **Make** predictions based on their experiences
 - **Conduct** safe science investigations.

HEALTH

- 1 Students **identify** and **demonstrate** protective behaviours to keep themselves safe.
- 2 To **understand** how to seek or deny permission and ask for help if needed.
- 3 **Students will:**
 - **Identify** body parts and **understand** public and private body parts
 - **Understand** asking for, giving or denying permission
 - **Recognise** feelings in their body to **identify** safe and unsafe situations
 - **Identify** trusted adults and **practice** strategies for seeking help.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **investigate** the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located.
- 2 To **develop** a deeper understanding of the significance of Country to First Nations Australians and the importance of Acknowledgement of Country.
- 3 **Students will:**
 - **Identify** the meaning of 'Country'
 - **Discuss** the importance of Country to First Nations Australians
 - **Learn** and **recognise** the Traditional Lands the school community is located on
 - **Make** their own connections to Country
 - **Show** respect for Country.

SPECIAL EVENTS

- Public Holiday (King's Birthday) – 6 October
- Swimming lessons – Week 3 to Week 7
- JS Book Fair & Arts Jam – 7 November
- Volunteer's Breakfast – TBC
- Trackdance Performance – 3 December
- Free Dress Day & Christmas Appeal – 5 December
- End of year performance – 9 December
- Prep – Year 5 Reports emailed – 10 December