



## 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 **listen to, read, view** and **interpret** multimodal literary texts. Students will **present** a retell of a cultural story.
- 2 To **entertain** an audience through a range of cultural texts.
- 3 **Students will:**
  - **Read** and **respond** to cultural texts
  - **Create** a retell using correct narrative structure
  - **Present** their retell to the class
  - **Identify** and **use** language features specific to the text.

### LIBRARY

- 1 Students **retell** picture books of cultural stories.
- 2 To **develop** knowledge of language and text conventions.
- 3 **Students will:**
  - **Identify** characters, settings, events whilst retelling high quality children's literature.

### SPECIAL EVENTS

- Australia Day Public Holiday – 27 Jan
- Parent Meet and Greet Evening – 5 Feb
- Leadership Induction – 19 Feb
- Junior School photos – 5 Mar
- Junior School Disco – 7 Mar
- Harmony Day – 21 Mar
- Parent Teacher Interviews – 24 Mar – 4 Apr
- Easter Hat Parade – 3 Apr
- Free Dress Day – 4 Apr

### MATHEMATICS

- 1 Students **develop** knowledge of numbers from 1-120 and how to **represent** them in different ways. They **measure** length with informal units.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
  - **Count** to and from 120, skip **count** by 2's, 5's and 10s, **locate** numbers on a number line and **partition** numbers using place value
  - **Recognise, represent** and **order** numbers from 0 to 120
  - **Order** and **compare** objects based on lengths using informal units.

### HEALTH

- 1 Students **recognise** how strengths and achievements contribute to identities and **identify** how emotional responses impact on others' feelings.
- 2 To **understand** that all students belong and have an important role to play in learning, health and wellbeing.
- 3 **Students will:**
  - **Recognise** and **examine** their strengths and individuality
  - **Identify** and **describe** strengths, their own and others' feelings and **recognise** how it can help in their own learning and social skills.

### PHYSICAL EDUCATION

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

### SCIENCE

- 1 Students will **describe** daily and seasonal changes in the environment.
- 2 To **explore** how these changes affect everyday life.
- 3 **Students will:**
  - **Identify** daily and seasonal changes
  - **Describe** the ways these changes affect everyday life and other living things
  - **Observe** that changes to the weather can occur quickly or slowly
  - **Make** predictions based on experiences.

### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **build** on their musical skills through rhymes, songs, instruments, media, games as a stimulus for music making and responding.
- 2 To **develop** aural skills and to notice the musical qualities of instruments.
- 3 **Students will:**
  - **Sing** and **play** instruments (e.g. marimba, ukulele, djembe) to improvise
  - **Practice** a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places
  - **Create** compositions and **perform** music to communicate ideas to an audience
  - **Respond** to music and **consider** where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students will learn to **describe** important **dates** and changes in their own lives.
- 2 To **share** stories about their important dates and **understand** why aspects of their daily life have changed over time.
- 3 **Students will:**
  - **Identify** and **describe** important personal and family events
  - **Describe** and **sequence** important personal changes from the past to now
  - **Share** a story about an important and/or personal event
  - **Locate** personal and family events on a calendar.

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

- 1 Students **use** and **experiment with** different materials, techniques, technologies and processes.
- 2 To **create** artworks of animals from around the world.
- 3 **Students will:**
  - **Analyse** examples of artists' work
  - **Identify** different mediums and equipment used to create artworks
  - **Identify** how different animals that have different features can be captured and represented in different ways
  - **Create** a series of artworks using different mediums using artists' examples and children's literature as stimulus.