



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 **write** a persuasive character description about a character from the stories they read.
- 2 To **understand** how authors develop characters in storybooks.
- 3 Students will:
 - **Describe** the character's appearance
 - **Identify** character qualities
 - **Respond** to and **explain** their likes and/or dislikes of a character.

LIBRARY (Specialist Teacher)

- 1 Students **identify** attributes of storybook characters and respond with personal feelings; **participate** in school awareness days and library events.
- 2 To **develop** our reading and writing skills.
- 3 Students will:
 - **Respond** to texts that feature varied characters
 - **Respond** to QAR questions (Question-Answer-Relationship)
 - **Participate** in National Simultaneous Story Time, Premier's Reading Challenge, and be exposed to awareness days.

TECHNOLOGIES – DIGITAL

- 1 Students **design, create** and **evaluate** an "All about Shapes" book using the digital tool, Book Creator.
- 2 To **create** an engaging book about shapes for others to enjoy.
- 3 Students will:
 - **Design** an "All about Shapes" book using the Book Creator app
 - **Evaluate** specific criteria (font, size of text, colour and positioning)
 - **Identify** changes that could be made after completion of the book against the specific criteria.

MATHEMATICS

- 1 Students **develop** knowledge of number, in particular addition and subtraction, measurement (mass) and shape.
- 2 To **understand** how to **apply** maths skills and concepts in our everyday lives.
- 3 Students will:
 - **Solve** problems involving addition and subtraction of numbers to 20
 - **Use** mathematical modelling to **solve** practical problems involving addition and subtraction by using calculation strategies
 - **Compare** and **order** objects based on the attribute of mass, and **communicate** reasoning
 - **Make, compare** and **classify** shapes and objects using obvious features.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **consolidate** their 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, improvise and arrange musical patterns.
- 3 Students will:
 - **Sing** songs and **play** instruments
 - **Describe** where and why people make music.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **learn** about different shapes in art and **use** basic shapes and patterns to **create** meaningful artworks.
- 2 To **understand** how shapes and patterns are the foundation of many great artworks.
- 3 Students will:
 - **Complete** a series of artworks **using** fine motor skills with shapes
 - **Create** meaningful artistic expressions with shapes
 - **Look** at various texts and artists' work as stimuli.

SCIENCE

- 1 Students **identify** how living things meet their needs in the places they live.
- 2 To **understand** that all living things share the same basic needs.
- 3 Students will:
 - **Identify** the basic needs of plants and animals and **describe** how the places they live meet those needs
 - Follow safe procedures to **make** and **record** observations
 - **Use** provided tables and organisers to **sort** and **order** data and information
 - **Use** everyday vocabulary to **communicate** observations, findings and ideas.

HEALTH

- 1 Students **explain** how their personal qualities contribute to shaping who they are and how they interact with others.
- 2 To **understand** how special qualities make them unique and to build friendships and show respect to peers.
- 3 Students will:
 - **Identify** personal qualities that make them unique
 - **Understand** the terminology 'identity'
 - **Describe** how their personal qualities contribute to their identity
 - **Demonstrate** personal qualities (e.g., kindness, honesty) in role play situations
 - **Explain** how their personal qualities influence their actions and relationships with others
 - **Compare** their qualities with peers and understand how everyone's identity is different.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **explain** how some aspects of daily life have changed over recent time while others have remained the same.
- 2 To **explore** how changes occur over time in relation to themselves, their own families and the places they belong to.
- 3 Students will:
 - **Understand** differences and similarities between their daily lives and life during their parents' and grandparents' childhoods
 - **Respond** to questions about the recent past and familiar and unfamiliar places
 - **Collect** and **interpret** information and data from observations and from provided sources
 - **Share** stories about the past
 - **Present** observations and findings **using** everyday terms to denote the passing of time.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **develop** body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.
- 2 To **improve** and **refine** movement skills, **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.
- 3 Students will:
 - **Participate** in a variety of games and activities
 - **Create** and perform movement sequences when demonstrating correct techniques for running and jumping over hurdles while running.

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
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Under 8s Day – 9 June
- Yr 1 Sports Day – 16 June
- Pyjamarama – 27 June