



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 written recount of a familiar narrative.
- 2 To **understand** how narratives are constructed with characters and events.
- 3 Students will:
 - **Identify** characters, settings and events in narrative texts
 - **Create** a written recount of a familiar narrative using appropriate structure
 - **Use** simple sentences to communicate ideas about characters and events
 - **Connect** ideas using words that show the order of events, such as first, next, then and finally
 - **Use** vocabulary from familiar narratives to add clarity to ideas.

LIBRARY (Specialist Teacher)

- 1 Students **identify** and **recount** events in narratives and engage with this year's CBCA nominated literature.
- 2 To **develop** knowledge of language and text features of high-quality children's picture books.
- 3 Students will:
 - **View** and **respond** to nominated CBCA literature
 - **Identify** text features of narratives, such as beginning, middle and end
 - **Use** text connectives to order events.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **develop** aural skills, improvise and arrange musical patterns.
- 2 To **consolidate** their musical skills through rhymes, songs, instruments (marimba, ukulele, djembe).
- 3 Students will:
 - **Sing** songs and **play** instruments
 - **Describe** where and why people make music
 - **Experience** games as a stimulus for music making and responding.

MATHEMATICS

- 1 Students **develop** knowledge of the number, algebra, measurement and space strands.
- 2 To **understand** how to apply maths skills in our everyday lives.
- 3 Students will:
 - **Recognise, represent** and connect number names, numerals and quantities
 - **Order** numbers to at least 120
 - **Use** numbers, symbols and objects to **create** repeating patterns
 - **Follow** and **give** directions
 - **Compare** capacity of containers.

HEALTH

- 1 Students **develop** respectful relationships and **apply** protective behaviours to keep ourselves and others safe.
- 2 To **develop** skills and strategies that we can use in everyday situations.
- 3 Students will:
 - **Demonstrate** skills respectful behaviours using appropriate words, actions and body language
 - **Identify** how others may feel in different situations
 - **Apply** respectful behaviours using appropriate words, gestures and body language
 - **Identify** people and places that help you feel safe
 - **Propose** help-seeking strategies to keep ourselves and others safe.

SCIENCE

- 1 Students **describe** how people use science in their daily lives, including **observing** patterns in the environment to make scientific predictions.
- 2 To **investigate** how people use science to meet their needs and to care for the environment.
- 3 Students will:
 - **Record** observations about the natural environment
 - **Identify** seasonal changes and weather from First Nations Australians perspectives
 - **Pose** questions about the natural environment and animal tracks
 - **Communicate** findings about the natural environment.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **apply** fundamental movement and ball skills when participating in soccer games and activities.
- 2 To **refine** fundamental movement skills, concepts and strategies used in variety of physical activities and to **solve** movement challenges.
- 3 Students will:
 - **Develop** the skills and techniques to roll, throw, catch, bounce and kick during games and activities
 - **Select** appropriate ball skills for different games and movement challenges
 - **Use** equipment safely when participating in soccer games and activities
 - **Discuss** how to work cooperatively and follow rules during games.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **identify** and **describe** the features of places and their location at a local scale and **identify** changes to the features of places.
- 2 To **understand** that features of places can teach us how to care for and improve our environment.
- 3 Students will:
 - **Recognise** and **describe** the natural, managed and constructed features of places
 - **Represent** local places using pictorial maps
 - **Respond** to questions to find out about the features of places, the activities that occur in places and how places are cared for.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** different mediums collaged together to **create** artworks using paint, pastels, paper, beads and other mediums.
- 2 To **develop** an awareness, knowledge and experience of using different mediums to **create** a collage.
- 3 Students will:
 - **Demonstrate** placement of collaged shapes to make pictures
 - **Complete** a series of collaged artworks using different mediums by holding and **using** equipment correctly.

SPECIAL EVENTS

- Night of Dance – 17 July
- Parent Teacher Interviews – 20 & 30 July
- Ekka Public Holiday – 12 August
- Book week assembly – 25 August
- Instrumental Music Gala Concert – 20 August
- Father's Day Stall – 2 & 3 September
- Student Free Day – 4 September
- Lapathon – 18 September