



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** stories and **express** opinions about characters from the stories they read. They **identify** the character's appearance, qualities and retell events in the text and **explain** personal preferences.
- 2 To **entertain** an audience through a range of cultural texts.
- 3 **Students will:**
 - **Describe** the character's appearance
 - **Identify** character qualities
 - **Retell** key events from a story (beginning, middle, end)
 - **Respond to** and **explain** their likes and/or dislikes of a character.

LIBRARY

- 1 Students **retell** picture books.
- 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 – 26 Jan
- Street Science Incurion – 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 numbers and how to **represent** them in different ways. They **measure** length and mass with informal units.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Recognise, represent** and **order** numbers to 120
 - **Locate** numbers on a number line
 - **Partition** one- and two-digit numbers using place value
 - **Order** objects and shapes based on length using uniform informal units
 - **Order** objects based on mass using scales.

HEALTH

- 1 Students **identify** their own emotions and the emotions of others and demonstrate simple strategies to manage their feelings and behave respectfully with others.
- 2 To **understand** that our emotions helps us feel safe, calm and ready to learn.
- 3 **Students will:**
 - **Identify** emotions in themselves and others using facial expressions, tone of voice and body language
 - **Recognise** how different situations can change how they feel
 - **Describe** how emotional responses can affect their own feelings and the feelings of others.

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 **identify** and **describe** daily and seasonal changes and develop an understanding of changes in an environment and the impact on humans, plants and animals.
- 2 To **explore** how these changes affect everyday life.
- 3 **Students will:**
 - **Identify, consider** and **share** changes in the sky (weather) and landscape (seasons), and the impact of these changes on their everyday life
 - **Identify** and **describe** weather and seasons
 - **Describe** how changes in the seasons affect different people, plants and animals
 - **Use** weather patterns to make predictions about seasons
 - **Use** everyday vocabulary and drawings to communicate my ideas.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **build** on their musical skills through rhymes, songs, instruments, media and 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 **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** and 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.