



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 use different sentence types to **create** and **present** character descriptions.
- 2 To **appreciate** and **express** opinions about texts, characters and authors.
- 3 **Students will:**
 - **Examine** characterisation through appearance, actions and qualities
 - **Appreciate** characters, stories and authors
 - **Explain** preferences and opinions through presentation
 - **Develop** speaking and listening skills
 - **Use** language features to **create** descriptive texts.

PHYSICAL EDUCATION

- 1 Students **develop** fundamental movement skills.
- 2 To **improve** and **refine** body movement.
- 3 **Students will:**
 - **Participate** in regular physical activity including games.

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
- Free Dress Day – 4 Apr

MATHEMATICS

- 1 Students **develop** knowledge within number, measurement, algebra, and space.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Recognise, represent, and order** numbers to at least 1000
 - **Partition, rearrange, regroup, and rename** two-and three-digit numbers
 - **Recognise, describe, and create** additive patterns that increase or decrease by a constant amount, and **identify** missing elements in the pattern
 - **Use** appropriate units to measure and **compare** objects based on length
 - **Recognise, compare, and classify** shapes.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **develop** aural skills and **respond** to different pieces of music.
- 2 To **understand** the different reasons people make music.
- 3 **Students will:**
 - **Explore** rhymes and songs
 - **Play** instruments and **sing** simple songs.

LIBRARY

- 1 Students **identify** character traits of characters from traditional and fractured fairy tales.
- 2 To **develop** knowledge of language and text conventions.
- 3 **Students will:**
 - **View** and **respond** to traditional and fractured fairy tales
 - **Analyse** texts
 - **Create** responses to texts to share with the class.

SCIENCE

- 1 Students **recognise** Earth as a planet in the solar system and identify patterns in the changing position of the sun, moon, planets and stars in the sky.
- 2 To **understand** the connectedness of celestial bodies with Earth, and that patterns observed in the sky can be used in daily life.
- 3 **Students will:**
 - **Identify** celestial objects and **describe** patterns observed in the sky
 - **Describe** how people use science in their daily lives and how people use patterns to make scientific predictions
 - **Pose questions** to explore observed patterns or relationships
 - **Compare** observations of the sun and moon with peers
 - **Use** every day and scientific vocabulary to **communicate** observations, findings and ideas.

HEALTH

- 1 Students **identify** their personal strengths, characteristics, and qualities, and **reflect** on how these contribute to their sense of identity.
- 2 To **develop** a deeper understanding of themselves and others around them.
- 3 **Students will:**
 - **Identify** personal characteristics and qualities
 - **Explore** diversity in identities
 - **Recognise** and celebrate own achievements
 - **Understand** how family and friends contribute to our identity.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **examine** remains of the past in Kelvin Grove State College.
- 2 To **understand** how connections at the College have changed the lives of people over time and how the College community values and preserves connections to the past.
- 3 **Students will:**
 - **Recognise** significant sites within the school grounds
 - **Pose** questions about the sites to learn more about the significance
 - **Develop** historical narratives to share ideas for preserving these sites.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 As their first Language learning experience, students will learn basic Italian vocabulary to **communicate** and **collaborate** with peers and teachers through purposeful and structured activities involving listening, speaking and viewing.
- 2 To **build** strong foundations for a successful Language learning journey.
- 3 **Students will:**
 - **Greet** each other and the teacher
 - **Understand** what greetings to use at the appropriate time of day or evening
 - **Name** some colours
 - **Express** feelings
 - **Introduce** themselves in Italian
 - **Recognise** and name a number of traditional Italian icons.