



## 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** an information report on living things.
- 2 To **explain** things in science, geography, and other subjects using writing.
- 3 **Students will:**
  - **Create** an information report
  - **Use** titles and subheadings
  - **Use** paragraphs to group information in categories
  - **Understand** the purpose of Non-Fiction texts
  - **Use** language features to improve descriptions
  - **Critique** own writing using a progressive checklist.

### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **communicate** about the music they listen to and perform.
- 2 To **understand** why people make music and how it brings people together from all around the world.
- 3 **Students will:**
  - **Identify** when music is used for celebratory occasions
  - **Develop** aural skills by singing and playing the marimba and ukulele.

### 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 2 Sports Day – 20 June
- Pyjamarama – 27 June

### MATHEMATICS

- 1 Students **develop** knowledge of mass, number (addition and subtraction), algebra, measurement (time) and statistics (data).
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
  - **Use** mathematical modelling to **solve** practical additive problems
  - **Recall** and **demonstrate** proficiency with addition and subtraction facts within 20
  - **Use** appropriate informal units to measure and **compare** objects based on their mass
  - **Determine** the number of days between events using a calendar
  - **Use** a range of methods to **collect, record, and interpret** categorical data in response to questions.

### HEALTH

- 1 Students **demonstrate** skills and **describe** strategies needed to develop respectful relationships.
- 2 To **create** an environment where everyone feels safe, respected and valued in all areas of life.
- 3 **Students will:**
  - **Recognise** and **describe** key qualities of respectful friendships and relationships.
  - **Demonstrate** empathy to **understand** other viewpoints.
  - **Use** the 'golden rules of friendships' to **develop** respectful relationships with peers.
  - **Apply** skills (e.g., body language, facial expressions, turn taking, sharing, asking to join, negotiating) in role play situations.

### 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.

### SCIENCE

- 1 Students **develop** science inquiry skills used in science investigations.
- 2 To **understand** how scientists use investigations to explore new ideas, concepts or topics.
- 3 **Students will:**
  - **Pose** relevant questions and **create** a prediction about the investigation
  - **Suggest** steps to follow to conduct the investigation safely
  - **Identify** ways to make an investigation safer
  - **Use** provided tables to **sort** and **order** data
  - **Construct** a simple column graph
  - **Create** simple inferences from the data display.

### TECHNOLOGIES – DESIGN

- 1 Students **use** the design process to **create** a butterfly feeder.
- 2 To **understand** the design process through its implementation and to **understand** the importance of butterflies for pollination.
- 3 **Students will:**
  - **Use** the design process to **create** butterfly feeders to increase the population of butterflies in the local area
  - **Record** design ideas with labelled drawings
  - **Create** and improve designs
  - **Evaluate** ideas and solutions including care for the environment.

### LIBRARY (Specialist Teacher)

- 1 Students **research** living things and their life stages; create labelled diagrams of life stages using Book Creator; **participate** in school awareness days and library events.
- 2 To **develop** our research skills, and create informative texts.
- 3 **Students will:**
  - **Respond** to informative texts
  - **Respond** to QAR questions (Question-Answer Relationship)
  - **Participate** in National Simultaneous Story Time, Premier's Reading Challenge, and be exposed to awareness days.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students **identify** the effects of changes in technologies on people's lives and **develop** questions about objects and people in the past and present.
- 2 To **identify** what something is, what it was used for, what it is made of, how it is the same to an object in the present and which they think it is better and why.
- 3 **Students will:**
  - **Identify** technological objects of the past and present
  - **Compare** and **sequence** objects from the past to the present
  - **Pose questions** with guidance about the past and familiar and unfamiliar objects
  - **Draw** simple conclusions.

### LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **learn** the number names from 0-10 through short stories and picture books. They **use** their newly learnt language skills to **communicate** and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing.
- 2 To **increase** Italian vocabulary and communication skills.
- 3 **Students will:**
  - **Greet** each other and the teacher
  - **Count** 0-10 and beyond
  - **Ask** for someone's name and age
  - **Sing** Italian songs
  - **Learn** about Italian cities and traditions.

### THE ARTS – MEDIA ARTS

- 1 Students **use** media technologies to capture and edit images, sounds and texts for a purpose.
- 2 To **understand** how media can be used to share information.
- 3 **Students will:**
  - **Use** Book Creator (iPads) to **create** an informative video on the lifecycle of an insect.