



## 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 **identify** and **express** opinions through speaking and writing. They **explore** persuasive texts, learn to structure a persuasive argument, **use** language features and **interact** to **share** ideas with peers.
- 2 To **understand** how to express ideas clearly and respectfully, **explain** their thinking and become active and thoughtful communicators in everyday life.
- 3 **Students will:**
  - **Use** active listening to listen to a picture book
  - **Develop** an opinion of the text
  - **Communicate** an opinion to a small group and **provide** reasons supported by details from texts or learning experiences
  - **Use** sentence starters to respond to others' opinions
  - **Create** a short speech that shares their own ideas and provides reasons
  - **Use** verbs to express preferences
  - **Use** simple and compound sentences, topic-specific vocabulary and features of voice (tone, pace, volume).

### LIBRARY (Specialist Teacher)

- 1 Students **develop** an understanding of Book Creator for Media Arts and **engage** with this year's CBCA nominated literature.
- 2 To **develop** understanding of digital literacy skills.
- 3 **Students will:**
  - **View** and **respond** to nominated CBCA literature
  - **Use** images, text, camera angles and sound on Book Creator to create a digital book.

### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **perform** a set piece of music to engage an audience.
- 2 To **understand** the skills required to make music.
- 3 **Students will:**
  - **Play** a variety of instruments
  - **Sing** together
  - **Learn** djembe patterns and put two parts together.

### MATHEMATICS

- 1 Students **develop** knowledge of number, measurement and space strands.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
  - **Recall** and **demonstrate** proficiency with multiplication facts for twos
  - **Identify** and **represent** part-whole relationships of halves, quarters and eighths in measurement contexts
  - **Use** uniform informal units to **measure** and **compare** capacity of objects
  - **Use** a range of methods to collect, record, represent and interpret categorical data.

### 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 app to **create** a media artwork on a game from the past and how it is used today.

### PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **practise** and **apply** movement concepts and strategies with a focus on ball skills and soccer.
- 2 To **refine** fundamental movement skills, **apply** movement concepts and strategies in a variety of physical activities and **solve** movement challenges.
- 3 **Students will:**
  - **Develop** the skills and techniques to roll, throw, catch, bounce and kick
  - **Apply** skills and techniques to play a game of soccer
  - **Discuss** how physical activity and movement games are beneficial for health, enjoyment and participation
  - **Develop** and **apply** rules while cooperating and sharing equipment with others during ball games and soccer activities.

### SCIENCE

- 1 Students **describe** changes to materials and the different uses they have.
- 2 To **observe** and **understand** properties of materials so that we can make informed decisions when using them.
- 3 **Students will:**
  - **Describe** changes to materials
  - **Identify** that certain materials have different uses
  - **Pose** and respond to questions
  - **Predict** outcomes of investigations using informal measurements
  - **Make, record, represent** and **compare** observations.

### HEALTH

- 1 Students **investigate** health messages and practices in our community.
- 2 To **understand** how to make safe choices.
- 3 **Students will:**
  - **Identify** features of different packaging (food, medicine and cleaning products)
  - **Discuss** the meaning of different symbols and their purpose
  - **Explore** strategies to use products safely
  - **Explain** how understanding health messages can keep you safe.

### THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **create** artworks that compliment narratives **using** multiple mediums.
- 2 To **improve** fine motor skills, **identify** how illustrations can help develop a story and why certain styles of illustration suit different narratives.
- 3 **Students will:**
  - **Understand** how different materials can be used to visually express ideas
  - **Use** coloured pencils, water colours, oil pastels
  - **Create** detailed sketches to match stories
  - **Sketch** people and animals confidently
  - **Respond** to the differences and techniques of artworks
  - **Make connections** between illustration choices for a particular text to enhance its meaning.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students **identify** and **compare** changes over time by exploring how daily life in the past and present is different and the same.
- 2 To **understand** how people lived in the past, explain how life has changed over time, and recognise things that have stayed the same.
- 3 **Students will:**
  - **Identify** examples of objects and events from the past and present
  - **Locate** and **sequence** items and events over time
  - **Compare** similarities and differences
  - **Interpret** information from objects, images and experiences
  - **Explain** how and why daily life has changed and stayed the same using examples.

### LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **learn** to name colours and animals in Italian through engaging with short stories and picture books.
- 2 To **use** new vocabulary to share the colours and animals they like and dislike with their peers and teachers.
- 3 **Students will:**
  - **Name** colours and animals
  - **Say** which colours and animals they like
  - **Say** which colours and animals they dislike.

### SPECIAL EVENTS

- Night of Dance – 17 July
- Parent Teacher Interviews – 20 & 30 July
- HASS Excursion Samford – 4 & 5 August
- 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