



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 **engage** with a range of texts to build on knowledge of narrative text structure and language features.
- 2 To **explore** how ideas are presented through characters and events in narrative texts and **identify** language features to suit the purpose and audience.
- 3 Students will:
 - **Read, view** and **understand** a range of narrative texts to **identify** inferred and literal meaning
 - **Compare** different text types and their features
 - **Adapt** and **extend** known narratives **using** narrative structure (orientation, complication and resolution)
 - **Create** accurate descriptions of characters, settings and events **using** language features
 - **Identify** and **use** vocabulary relating to narrative genre and themes
 - **Use** simple and compound sentences.

MATHEMATICS

- 1 Students **develop** knowledge within the measurement (time), statistics (data), and number strands of the Australian Curriculum.
- 2 To **understand** how to apply maths skills and concepts in their everyday lives.
- 3 Students will:
 - **Order** and **represent** numbers to at least 1000
 - **Use** mathematical modelling to **solve** practical multiplicative problems including money transactions, **representing** the situation and **choosing** calculation strategies
 - **Read** time on an analogue clock to the hour, half hour, and quarter hour
 - **Use** a range of methods to **collect, record, represent** and **interpret** categorical data in response to questions.

SCIENCE

- 1 Students **develop** an understanding of sound and how changing vibrations can make sounds louder, softer, higher or lower.
- 2 To **understand** how Scientists use inquiry skills to understand the world around them.
- 3 Students will:
 - **Pose** questions about sound
 - **Make predictions** about how sounds can be changed
 - **Investigate** sounds safely **using** classroom objects and instruments
 - **Record** observations in tables and diagrams
 - **Compare** sounds to **explain** how they are different
 - **Suggest** how to make our tests fairer or safer
 - **Reflect** on investigations.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **recognise** how places have different meaning for different people.
- 2 To **develop** a richer understanding of geography and history, **recognising** uses of and management of a place, **promote** cultural understanding and respect for places.
- 3 Students will:
 - **Explore** Traditional owners of the Kelvin Grove area
 - **Explain** the features of local places
 - **Explain** why local places are important to First Nations People
 - **Identify** sporting house names, animal totems and First Nations names for the animals.
 - **Describe** choices for animal totems of the school houses.

LIBRARY (Specialist Teacher)

- 1 Students **generate** ideas for 'quick writes.'
- 2 To **consolidate** knowledge of generic conventions.
- 3 Students will:
 - **Analyse** different contexts in high quality children's literature
 - **Write** quick responses to stimulus, **using** a planning template.

HEALTH

- 1 Students **investigate** health messages and practices in their community.
- 2 To **understand** how to make healthy and safe choices.
- 3 Students will:
 - **Identify** features of different packaging (food, medicine, self-care 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 people safe.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **read** the book 'Martedì spaghetti' (by Eric Carle) to **explore** traditional Italian foods and learn the days of the week. They **demonstrate** comprehension through actions such as pointing to an object, selecting a picture card or flashcard and **participate** in matching games.
- 2 To **use** Italian language to tell others what they eat each day of the week.
- 3 Students will:
 - **Name** the days of the week
 - **Name** a number of food items
 - **Create** a narrative booklet
 - **Understand** similarities and differences between food in Italy and Australia
 - **Express** likes and dislikes.

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 that is engaging to an audience.
- 3 Students will:
 - **Communicate** about the music they listen to and **describe** the musical qualities
 - **Communicate** about music they make
 - **Communicate** about the music they perform (Marimba, Ukulele, Djembe).

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.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **participate** in a variety of gymnastic and swimming activities.
- 2 To **improve** and **develop** body and spatial awareness and be safe in and near the water.
- 3 Students will:
 - **Move** to music, **create** shapes, **perform** rolls, balances and jumps using levels, symmetry and mirroring techniques
 - **Demonstrate** water awareness, stroke production and stroke correction in swimming.

SPECIAL EVENTS

- Public Holiday (King's Birthday) – 6 October
- Swimming – Week 3 to Week 7
- Street Science Live Show – 22 October
- Zeno Sworder Author Visit – 27 October
- JS Book Fair & Arts Jam – 7 November
- Lingo Fest – 12 November
- Volunteer's Breakfast – TBC
- Trackdance Performance – 3 December
- Free Dress Day & Christmas Appeal – 5 December
- Prep – Year 5 Reports emailed – 10 December