



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 – 26 Jan
- Street Science IncurSION – 3 Feb
- Parent Meet and Greet Evening – 5 Feb
- Leadership Induction – 18 Feb
- Junior School photos – 4 Mar
- NAPLAN – 11 Mar – 23 Mar
- It's a Small World IncurSION – 18 & 19 Mar
- Harmony Day – 20 Mar
- Cross Country – 2 Apr
- Parent Teacher Interviews – 23 Mar – 2 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.

THE ARTS – DANCE

- 1 Students **describe** and apply the elements of dance to make, perform and respond to dance sequences.
- 2 To **communicate** stories, express feelings, celebrate culture and connect with others.
- 3 **Students will:**
 - **Identify** where and why people dance
 - **Recognise** the elements of dance (levels, tempo, force, locomotor and non-locomotor movement) in dances they view
 - **Describe** the effect of elements in dances they make and view
 - **Apply** locomotor and non-locomotor movements to communicate simple ideas
 - **Perform** a structured dance sequence with a partner for an audience.

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.

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.

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.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **recognise** the world is divided into geographic divisions, that places can be described at different scales, and that people are connected to each other in different ways and for different reasons.
- 2 To **describe** where people live in relation to different geographic scales, and how people can be and are connected to these places.
- 3 **Students will:**
 - **Identify, record and represent** geographic divisions on maps
 - **Use** cardinal points to **identify** position of place relative to another place
 - **Identify and record** examples of places defined at different scales
 - **Identify and describe** how people are connected across scales and the factors that influence these connections.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students learn basic Italian vocabulary to **communicate** and **collaborate** with peers.
- 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.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** visual elements to **create** artworks that express emotions and feelings.
- 2 To **understand** how artists use colour line shape and texture to show emotions.
- 3 **Students will:**
 - **Identify** emotions expressed in artworks
 - **Explore** how colour line shape and texture can represent different feelings
 - **Use** a range of materials and techniques to **create** artworks that communicate emotions.