



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 **write** and **present** a persuasive letter to their teachers, arguing that every city kid should experience a visit to a farm.
- 2 To **convince** an audience about our opinion using a variety of arguments.
- 3 **Students will:**
 - **Understand** and **write** within a generic structure – title, introduction, paragraphs, conclusion
 - **Use** persuasive devices to support arguments
 - **Read** and **respond** to a variety of persuasive texts
 - **Deliver** an oral presentation.

LIBRARY

- 1 Students **create** and **share** book reviews for student audiences.
- 2 To **develop** confidence with brainstorming, planning and drafting.
- 3 **Students will:**
 - **Create** book reviews of high-quality children’s literature for a variety of audiences.
 - **Respond** to design briefs to **create** a variety of multimodal book reviews.

SPECIAL EVENTS

- Australia Day Public Holiday – 27 Jan
- Parent Meet and Greet Evening – 6 Feb
- Leadership Induction – 19 Feb
- Junior School photos – 5 Mar
- Junior School Disco – 7 Mar
- Harmony Day – 21 Mar
- Cross Country - 28 Mar
- Parent Teacher Interviews – 24 Mar – 4 Apr
- Free Dress Day – 4 Apr

MATHEMATICS

- 1 Students **develop** knowledge of number, addition and subtraction, fractions, 3D objects, measurement (length), chance and probability.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Order** and represent natural numbers beyond 1 000
 - **Partition**, rearrange and regroup two- and three-digit numbers in different ways
 - **Apply** additive strategies to model and solve problems involving two- and three-digit numbers
 - **Represent** unit fractions and their multiples in different ways
 - **Make, compare** and **classify** 3D objects using key features
 - **Use** familiar metric units when estimating, comparing and measuring the length of objects
 - **Use** practical activities, observation or experiment to **identify** and **describe** outcomes of chance events or experiments, **explaining** reasoning
 - **Conduct** repeated chance experiments and **discuss** variations.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **describe** and **discuss** similarities and differences between music they listen to.
- 2 To **analyse** musical elements within different musical genres.
- 3 **Students will:**
 - **Recognise** pitch, dynamics and rhythm
 - **Compare** musical genres
 - **Develop** aural skills by singing and playing instruments.

SCIENCE

- 1 Students **classify** living things based on observable features and **compare** them to non-living things.
- 2 To **investigate** living things easily based on their groupings and classifications.
- 3 **Students will:**
 - **Group** living things based on observable features and **understand** that living things can be distinguished from non-living things
 - **Justify** sorting living things into common animal and plant groups based on observable features
 - **Explore** grouping familiar things into living, non-living, once living things and products of living things
 - **Use** scientific language and representations to communicate observations, ideas and findings
 - **Create** a table using observable features to classify living and non-living things.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **use** Italian language to interact with each other and share basic information about themselves and their immediate environments using play-based and action-related learning.
- 2 To **develop** language and vocabulary skills to talk about themselves and to get to know their new classmates.
- 3 **Students will:**
 - **Introduce** themselves in Italian (Mi chiamo.... My name is....)
 - **Say** their age in Italian (Ho 7 anni. I am 7 years old)
 - **Express** likes and dislikes (Mi piace - I like, Non mi piace- I don't like)
 - **Greet** teachers and peers (Ciao, Buongiorno, Buona notte, Arrivederci).

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **examine** celebrations and commemorations in their personal life, school life and community life.
- 2 To **recognise** what we celebrate and why. It helps us to **understand** the importance of special events.
- 3 **Students will:**
 - **Identify** events/experiences that I celebrate in my personal life
 - **Discuss** celebrations with my family
 - **Explore** community celebrations and commemorations.

PHYSICAL EDUCATION

- 1 Students **practice** swimming strokes and **apply** aquatic skills in a sequence that incorporates the elements of movement.
- 2 To **develop** water safety and swimming skills.
- 3 **Students will:**
 - **Practice** and **refine** fundamental movement skills in a variety of movement sequences and situations
 - **Practice** and **apply** movement concepts and strategies with and without equipment.

HEALTH

- 1 Students **develop** a personal health and wellbeing plan which includes strategies for maintaining a healthy and balanced lifestyle.
- 2 To **understand** how to take more responsibility for my own health and wellbeing.
- 3 **Students will:**
 - **Interpret** health information from the Australian Guidelines
 - **Examine** health information to identify if the Guidelines are met
 - **Create** a personal health and wellbeing goal and **identify** strategies to assist achieving the goal
 - **Discuss** the benefits of achieving my goal for my health and wellbeing.