



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 will **read, research, plan, draft** and **publish** an information report on a capital city.
- 2 To **understand** persuasive skills can be used in an informative context.
- 3 **Students will:**
 - **Analyse** informative texts for text structure and language features (including topic specific vocabulary)
 - **Identify** and **use** relevant information in provided fact files
 - **Apply** summarising skills to paraphrase information
 - **Create** an informative text **using** the appropriate text structure (title, introduction, topic paragraphs and conclusion).

LIBRARY (Specialist Teacher)

- 1 Students will **identify** key facts about significant places around the world and **participate** in school awareness days and library events.
- 2 To **develop** research skills, and **create** informative texts.
- 3 **Students will:**
 - **Respond** to excerpts of informative texts about significant places around the world
 - **Respond** to QAR questions (Question-Answer Relationship)
 - **Participate** in Premier's Reading Challenge, and be exposed to awareness days.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **use** Italian language to **express** their feelings and emotions.
- 2 To **develop** language and vocabulary skills to talk about feelings and emotions.
- 3 **Students will:**
 - **Ask** each other how they are feeling
 - **Express** their feeling and emotions
 - **Explain** why they are feeling a certain way
 - **Associate** their feeling to a colour
 - **Use** facial expressions to show their feelings.

MATHEMATICS

- 1 Students **develop** their knowledge of number (representing and ordering numbers, addition, subtraction and multiplication), measurement (mass) and 2D mapping (space).
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Order** and **represent** natural numbers beyond 10 000
 - **Partition, rearrange** and **regroup** two- and three-digit numbers in different ways
 - **Extend** and **use** single-digit addition and related subtraction facts
 - **Apply** additive strategies to model and **solve** problems involving two- and three-digit numbers
 - **Use** mathematical modelling to **solve** practical problems involving single-digit multiplication
 - **Recall** multiplication facts for twos, fours, fives and tens
 - **Interpret** and **create** two-dimensional representations of familiar environments
 - **Use** familiar metric units (g and kg) when **estimating, comparing** and **measuring** the mass of objects.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **demonstrate** aural skills by singing with accurate pitch, rhythm and expression and playing instruments (recorders and ukuleles).
- 2 To **understand** the horizontal and vertical aspect of music – how melody works with accompaniment – harmony and to **analyse** musical elements within different musical genres.
- 3 **Students will:**
 - **Learn** simple 3 note tunes on recorders and 2 chords on ukuleles
 - **Play** recorders and ukuleles separately and together
 - **Decide** to sing and accompany themselves.

SCIENCE

- 1 Students **use** their understanding of materials to suggest explanations of everyday observations.
- 2 To **observe** heat and its effects on solids and liquids.
- 3 **Students will:**
 - **Understand** how a change of state between solid and liquid can be caused by adding or removing heat
 - **Understand** science involves making predictions
 - **Use** formal measurements to **record** observations accurately
 - **Compare** results with predictions
 - **Communicate** observations, ideas and findings **using** formal representations (annotated diagrams).

HEALTH

- 1 Students **recognise** how their brain and emotions work and **use** strategies to manage their feelings.
- 2 To **develop** strategies so they can take care of their mental health, feel confident, and manage changes in a healthy way.
- 3 **Students will:**
 - **Recognise** and name different emotions they experience in various situations
 - **Describe** how their brain and body react to emotions and how this affects their feelings and behaviour
 - **Connect** to Grow Your Mind animals and Zones of Regulation
 - **Identify** strategies to manage their emotions
 - **Apply** strategies to real life situations.

TECHNOLOGIES – DESIGN

- 1 Students **investigate** food and fibre production, and technologies used in modern and traditional societies.
- 2 To **understand** how food gets to our plate and how our clothes are made and **recognise** that the way foods and fibres were produced in the past are different to how they are produced now.
- 3 **Students will:**
 - **Identify** traditional and modern technologies used in food and fibre production
 - **Generate** and **record** design ideas using drawings and annotations.
 - **Design** a technology that helps farmers make either food or fibre production quicker, safer or easier.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **identify** connections between the characteristics of places.
- 2 To **understand** that places are similar and different within Australia and in different parts of the world.
- 3 **Students will:**
 - **Describe** the diverse characteristics of different places at the local scale and **explain** the similarities and differences between the characteristics of these places
 - **Explain** First Nations connection to country/place
 - **Interpret** data to **identify** and **describe** simple distributions and draw simple conclusions
 - **Record** and **represent** data in different formats, including labelled maps **using** basic cartographic conventions
 - **Communicate** their ideas, findings and conclusions in oral, visual and written forms **using** simple discipline-specific terms.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **practise** and **apply** movement concepts and strategies with/without equipment for long and short distance running and shot-put throwing.
- 2 To **refine** fundamental movement skills, **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.
- 3 **Students will:**
 - **Analyse** video footage of their technique when running over short and long distances and throwing a shot put
 - **Create** and **perform** movement sequences **using** fundamental skills and elements of movement.

SPECIAL EVENTS

- Public Holiday: Easter Monday – 21 April
- Yr 3-5 Cross Country – 22 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
- Yr 3-5 Sports Day – 25 June
- Pyjamarama – 27 June