STATE COLLEGE — KG — WITH ALL THY MIGHT

PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

I do it | We do it | You do it together | You do it alone

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
   - **Use** features of voice to present letter to peers (pace, tone, volume, pitch).

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 – 26 Jan
- Street Science Incursion – 4 Feb
- Parent Meet and Greet Evening – 5 Feb
- Leadership Induction – 18 Feb
- Junior School photos – 4 Mar
- NAPLAN – 11 Mar – 23 Mar
- Harmony Day – 20 Mar
- Trevana Glen Farm Incursion – 26 & 27 Mar
- Cross Country – 2 Apr
- Parent Teacher Interviews – 23 Mar – 2 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, represent, partition**, rearrange and regroup numbers
   - **Extend** and **use** single-digit addition and related subtraction facts
   - **Apply** additive strategies to solve problems
   - **Represent** unit fractions and their multiples
   - **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
   - **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.

THE ARTS – VISUAL ART (Specialist Teacher)

Students **use** colour schemes to **create** artworks that communicate meaning and mood.

2. To **develop** students' understanding of how colour choices affect the way an artwork looks and feels.

Students will:
- **Identify** and **describe** different colour schemes
- **Explore** how colour can be used to show mood
- **Use** a range of materials and techniques to **create** artwrks that apply colour schemes.

SCIENCE

1. Students **compare** living and non-living things and **investigate** how plants and animals grow and change across their life cycles.

2. 3. To **understand** how living things change and grow helps students **recognise** patterns in the natural world and appreciate how living things depend on each other to survive.

Students will:
- **Classify** items as living or non-living, **explaining** their reasoning
- **Compare** characteristics of living things (move, respire, grow, excrete, reproduce, respond to stimulus, take on nutrients)
- **Use** graphic organisers (e.g., Venn diagrams) to visually represent similarities/differences
- **Explore** and **compare** plant and animal life cycles, including metamorphic and non-metamorphic cycles (e.g., butterfly vs human)
- **Represent** life cycle stages using drawings and labelled diagrams.

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 **investigate** how and why people celebrate and commemorate significant cultural events

2. To **recognise** what we celebrate and why. It helps us to **understand** the importance of special events.

3. **Students will:**
   - **Pose** questions and locate and **collect** information from sources, including observations to answer questions and draw conclusions
   - **Identify** and **describe** the importance of different celebrations and commemorations for different groups within Australia and globally
   - **Sequence** information about events and the lives of individuals in chronological order.

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.