



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 **complete** a novel study of *'Matilda,'* and **write** a book review to express their opinion to an audience of their peers.

To **share** ideas, opinions and recommendations about texts they read.

2

Students will:

3

- **Summarise** texts
- **Describe** characters, setting and plot in texts
- **Articulate** personal opinions
- **Create** a unique rating system
- **Identify** and discuss an author's writing techniques for engaging a specific audience.

LIBRARY

1 Students **identify** language features of informative texts and **use** comprehension strategies to **explain** information within informative literature.

2 To **develop** strategies in identifying and communicating key information when accessing and creating texts.

3

Students will:

- **View** information books and online information
- **Respond** to comprehension questions
- **Create** information texts.

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 within the number, probability, space and measurement strands of the Australian Curriculum.

2 To **understand** how to apply maths skills and concepts in our everyday lives.

3

Students will:

- **Identify** and **use** equivalent fractions
 - **Represent** and **convert** fractions, and **make connections** between fractions and decimal notation (2 decimal places)
 - **Identify** reflective and rotational symmetry and **create** symmetrical designs involving shape
 - **Classify** and **compare angles** in relation to a right angle
 - **Conduct** repeated change experiments.
 - **Identify** dependent and independent events.
- Describe** possible outcomes of events and **order** outcomes based on likelihood of occurrence.

THE ARTS – MUSIC (Specialist Teacher)

1 Students **describe** and **discuss** similarities and differences between music they listen to and music they have composed.

2 To **analyse** musical elements within different musical genres.

3

Students will:

- **Recognise** pitch, dynamics and rhythm
- **Develop** aural skills by singing and playing instruments.

SCIENCE

1 Students **identify** the roles of organisms in a habitat and **investigate** the effects of introducing and removing species from habitats, **using data** to **propose** strategies to minimise these effects.

2

To **appreciate** the worldly connections around us.

3

Students will:

- **Identify** the roles of organisms
- **Create** annotated diagrams to **show** understanding of the food chains
- **Explain** how producers, consumers and decomposers rely on each other and the environment to survive
- **Construct** and **organise** data.

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 **investigate** and **apply** skills and strategies to **engage** in games from their own and other cultures, including First Nation cultures.

2

To **make connections** between cultural games and sense of identity and belonging.

3

Students will:

- **Research** and **participate** in games from own, peer and First Nation cultures.
- **Identify** connections between games and cultural aspects.
- **Choose** a cultural game to share with peers, including: History of game, Rules of game, Cultural connections, Aspects of game the promote sense of identity and belonging.

HUMANITIES AND SOCIAL SCIENCES

1 Students **explain** ways of being and doing for Aboriginal and Torres Strait Islander People prior to European arrival.

2

To **develop** knowledge about continuity and change in Australia's history.

3

Students will:

- **Explore** the diversity of different groups in their local community
- **Investigate** aspects of First Nations ways of being and doing
- **Consider** how personal identity is shaped by aspects of culture, and by the groups to which they belong

LANGUAGES – ITALIAN (Specialist Teacher)

1 Students will learn about different body parts in Italian. They will be given the opportunity to enhance their Italian oral skills as well as spelling new Italian words.

2

To **create** imaginary texts using grammar and vocabulary from the unit and to develop language and vocabulary skills to talk about body parts.

3

Students will:

- name body parts
- actively participate in Italian class games
- use their Italian language skills to communicate with teacher and peers
- create a character and describe it in Italian