



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 **read, view** and **comprehend** an imaginative text to describe how characters, events, text structures and language features shape meaning. They **apply** this understanding to **create** an adventure narrative that develops an engaging storyline, characters and settings.

2 To **understand** how authors use characters, events, text structures and language features to engage audiences and shape meaning

Students will:

- 3**
 - Describe** how ideas are developed through characters and events using evidence from the text
 - Describe** how narrative text structures help meet the purpose of a text
 - Describe** how language features, literary devices and visual features shape meaning
 - Use** appropriate metalanguage and examples from the text when responding to comprehension questions
 - Create** an adventure narrative with an engaging storyline, moral, characters and settings
 - Use** paragraphs and cohesive devices to organise and link ideas
 - Use** topic specific vocabulary, noun groups, adverb groups and prepositional phrases to create detailed sentences.

HEALTH

1 Students **examine** different stereotypes in texts and media. They **recognise** how this can influence choices and actions and **identify** proactive strategies to support an inclusive and equitable community.

2 To be able to **make** informed decisions and support inclusive and equitable community roles.

Students will:

- 3**
 - Define** stereotype
 - Identify** stereotypes in text and media
 - Discuss** the influence that stereotypes can have on choices and actions
 - Identify** actions that can support equitable choices for all.

MATHEMATICS

1 Students **develop** knowledge of number, algebra, measurement and space strands.

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

Students will:

- Consolidate** fluency in recalling multiplication facts and related division facts
 - Find** unknown values in numerical equations
 - Follow** and **create** algorithms and **identify** emerging patterns
 - Recognise** equivalent fractions and make connections between fraction and decimal notations
 - Count** and **represent** fractions on a number line
 - Identify** and **use** simple scales, legends and directional language to **interpret** and **describe** information provided in maps
 - Represent** and **approximate** shapes and objects in the environment.

THE ARTS – MUSIC (Specialist Teacher)

1 Students **demonstrate** aural, fine and gross motor skills by playing instruments and singing with accurate rhythm, expression, pitch and articulation.

2 To **expand** understanding of how rhythm works in music and how it can be part of harmonic structure.

Students will:

- Learn** specific parts of a piece
 - Play** guitars, recorders and baritone ukuleles
 - Practise** chord changes and strumming patterns
 - Play** recorder riffs
 - Sing** or **play** melody.

LIBRARY (Specialist Teacher)

1 Students comprehend a variety of short adventure stories. They **engage** with this year's CBCA nominated literature.

2 To **develop** confidence in researching source materials and writing historical recounts.

Students will:

- 3**
 - View** and **respond** to nominated CBCA literature
 - Identify** narrative structural elements in short texts using a story mountain
 - Use** main ideas to summarise a text.

SCIENCE

1 Students **describe** how frictional, gravitational and magnetic forces affect the movement of objects and investigate how friction affects movement on different surfaces.

2 To **understand** how forces affect the movement of objects and how scientific investigations can be used to collect evidence, explain observations and solve real-world problems.

Students will:

- 3**
 - Identify** frictional, gravitational and magnetic forces acting on objects in everyday situations
 - Describe** the positive and negative effects of forces on the movement of objects
 - Use** force arrows to represent the direction and magnitude of forces acting on an object
 - Plan** and **conduct** a fair investigation to test how different surfaces affect the movement of a toy car
 - Measure, record** and **represent** data using tables and graphs
 - Identify** patterns and relationships between variables and draw conclusions using evidence.

PHYSICAL EDUCATION (Specialist Teacher)

1 Students **practise** and **apply** movement concepts and strategies with a focus on touch football and volleyball.

2 To **apply** fundamental movement skills through a variety of physical activities.

Students will:

- 3**
 - Apply** volleyball skills, including underarm serve, dig and set, during modified game play
 - Apply** short and long passes during touch football game play
 - Demonstrate** movement concepts by moving into space to receive passes
 - Explore** different ways of using space to maintain possession or create scoring opportunities
 - Interpret** and **apply** rules fairly during volleyball and touch football
 - Discuss** how teamwork and cooperation support fair play and inclusion.

HUMANITIES AND SOCIAL SCIENCES

1 Students **interpret** and **represent** data and information to identify and describe distributions and simple patterns at a national scale.

2 To **describe** the characteristics of places and **explain** similarities and differences between environments.

Students will:

- 3**
 - Develop** questions to investigate endangered animals and their habitats
 - Use** information from different sources to **describe** the characteristics of places such as Tanzania and Brazil
 - Interpret** rainfall data to **identify** patterns and **create** a column graph
 - Analyse** information to **explain** similarities and differences between the Daintree Rainforest and the Amazon Rainforest
 - Propose** conclusions based on patterns and information collected from different sources.

LANGUAGES – ITALIAN (Specialist Teacher)

1 Students **use** Italian language to talk about favourite food, eating habits and mealtimes.

2 To **develop** language and vocabulary skills to talk about food.

Students will:

- 3**
 - Talk** about favourite foods
 - Name** mealtimes
 - Say** what they usually eat
 - Conduct** surveys to find out data
 - Compare** and **contrast** eating habits in Italy, Australia and other parts of the world.

SPECIAL EVENTS

- Night of Dance – 17 July
- Parent Teacher Interviews – 20 & 30 July
- Ekka Public Holiday – 12 August
- Book week assembly – 25 August
- Instrumental Music Gala Concert – 20 August
- Father's Day Stall – 2 & 3 September
- Student Free Day – 4 September
- Lapathon – 18 September