



## 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 **create** a book review to express an opinion about a familiar chapter/picture book for an audience of their peers.

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

2

Students will:

3

- **Identify** key ideas, characters, events and themes in imaginative and informative texts
- **Generate** relevant opinions and supporting details for your book review
- **Summarise** texts to create a plot summary
- **Create** a unique rating system for a recommendation
- **Justify** rating or recommendation by referencing evidence from the text.

### LIBRARY

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

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

2

Students will:

3

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

### THE ARTS – VISUAL ARTS (Specialist Teacher)

1 Students **use** different techniques and methods of applying oil pastels to **create** meaningful artworks.

To **understand** that within a medium there can be multiple options and techniques to create an array of effects.

2

Students will:

3

- **Demonstrate** multiple techniques for using oil pastels
- **Create** a series of artworks using oil pastels
- **Describe** the differences and similarities between their artwork and others.

### 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
- Cross Country – 2 Apr
- Parent Teacher Interviews – 23 Mar – 2 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
- **Investigate** and trial data collection methods and construct different data representation methods to evaluate representations for specific purposes and data sets
- **Explain** and **solve** natural number questions when multiplying or dividing by 10 or 100.

### TECHNOLOGY

1

Students **describe** how digital systems interact with the user and each other in a computer context. They will collaborate to **create** a digital quiz within a shared document.

2

To **understand** how digital systems interact with users and each other, and to develop safe, collaborative skills.

3

Students will:

- **Describe** how hardware, software and peripheral devices can be used for different purposes
- **Define** simple problems
- **Design** and **implement** digital solutions using algorithms
- **Use** decision-making and user input
- **Explain** how solutions meet their needs.

### 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 **explore** emotional cues and strategies to **identify** and manage emotions in response to internal and external changes. They **apply** strategies to respond to challenges and celebrate strengths, as well as communicate with themselves and others respectfully.

2

To feel empowered to embrace challenges and interact with others in positive ways, while developing a positive sense of self.

3

Students will:

- **Investigate** how success, challenge, setbacks and failure strengthen resilience and identities
- **Identify** own emotional cues and select and **use** strategies to 'shift or stay' safely
- **Interpret** emotional cues of others, and explore strategies to support others in different situations
- **Examine** situations to identify possible reactions and consider proactive responses.

### 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.

### 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.