



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 cereal product and persuasive speech to convince an audience to buy their cereal.
- 2 To **develop** an understanding of the effects of advertising techniques on consumers.
- 3 **Students will:**
 - **Design** a cereal product
 - **Plan, write and present** a persuasive speech to their class
 - **Listen** to presentations and **share** key details
 - **Read** and comprehend text features used in advertising material to persuade individuals.

LIBRARY (Specialist Teacher)

- 1 Students **develop** research skills and **generate** ideas for 'quick writes.'
- 2 To **develop** confidence in inquiry tasks and **consolidate** knowledge of generic conventions.
- 3 **Students will:**
 - **Identify** suitable texts for researching endangered animals
 - **Write** quick responses to stimulus, using the appropriate planning template.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **collaborate** to **arrange** and **compose** sound, silence, tempo and volume in music.
- 2 To **learn** about and **appreciate** how music is composed.
- 3 **Students will:**
 - **Identify** different musical elements by listening and responding
 - **Use** a range of instruments to make music with a small group of peers.

MATHEMATICS

- 1 Students **develop** knowledge within the number, measurement and statistics strands of the Australian Curriculum.
- 2 To **understand** how to apply maths skills and concepts in their everyday lives.
- 3 **Students will:**
 - **Use** mathematical modelling to **solve** financial and other practical problems
 - **Formulate** problems using number sentences
 - **Solve** problems choosing efficient strategies and **interpret** results in terms of the situation
 - **Choose** rounding and estimation strategies to **determine** reasonableness of calculations
 - **Use** scaled instruments and appropriate units to **measure** mass, capacity and temperature
 - **Convert** between units of time when **solving** problems involving duration
 - **Create** many-to-one data displays, **assessing** the suitability of displays and **discussing** shapes of distributions and variation in data
 - **Use** surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and **communicate** their findings in context.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **develop** gymnastics skills.
- 2 To **improve** balance and coordination.
- 3 **Students will:**
 - **Perform** counter-balance moves with a partner
 - **Collaborate** to **create** group balances.

SCIENCE

- 1 **Describe** how contact and non-contact forces affect interactions between objects and **explain** their effects on motion.
- 2 To **understand** that some forces, like gravity and magnetism, are invisible but still affect how objects move.
- 3 **Students will:**
 - **Identify** examples of contact forces (e.g., push, pull, friction) and non-contact forces (e.g., gravity, magnetism)
 - **Describe** the difference between contact and non-contact forces
 - **Investigate** how friction changes the motion of an object across different surfaces
 - **Record** and **represent** observations using tables or simple graphs
 - **Explain** patterns in the data to show how forces affect motion.

HEALTH

- 1 Students **identify** personal strengths and characteristics that align with leadership qualities. They **identify** and apply skills and strategies to **interact** respectfully with others.
- 2 To **understand** how they can be active and informed community members and **communicate** their strengths with others.
- 3 **Students will:**
 - **Identify** personal strengths
 - **Make connections** between leadership qualities and their own strengths
 - **Self-reflect** and set goals for continuous improvement
 - **Analyse** and **apply** effective communication strategies.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **demonstrate** understanding of location and characteristics of place at a national scale and **represent** and **interpret** data.
- 2 To **understand** how to be active participants in society, able to read maps, and represent and interpret data related to a geographic place.
- 3 **Students will:**
 - **Pose** and **investigate** questions about endangered animals
 - **Use** stimulus to **describe** and **compare** characteristics of places (Tanzania & Brazil)
 - **Use** rainfall data to **create** a column graph
 - **Describe** distribution of vegetation and people in Egypt
 - **Compare** the similarities and differences between the Daintree Rainforest and the Amazon Rainforest.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students continue to **use** Italian language to discuss food, eating habits and mealtimes.
- 2 To **demonstrate** understanding around how the Italian language is connected with culture and **identify** how this is reflected other language(s) and culture(s).
- 3 **Students will:**
 - **Name** meal times
 - **Name** traditional Italian food
 - **Compare** food and eating habits in Italy with Australian and other Countries.

SPECIAL EVENTS

- Public Holiday (King's Birthday) – 6 October
- Zeno Sworder Author Visit – 27 October
- JS Book Fair & Arts Jam – 7 November
- Character Builders Incursion – 4 November
- Lingo Fest – 12 November
- Yr 3-5 Swimming Carnival – 24 November
- Volunteer's Breakfast – TBC
- Trackdance Performance – 3 December
- Free Dress Day & Christmas Appeal – 5 December
- Prep – Year 5 Reports emailed – 10 December