



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 new imaginative narrative
- 2 To **entertain** an audience of their peers.
- 3 **Students will:**
 - **Read, view and comprehend** texts created to engage audiences
 - **Explain** how ideas are developed including through characters, settings and/or events, and how texts reflect contexts
 - **Develop and expand** on ideas with supporting details from topics or texts
 - **Use** paragraphs to organise, develop and link ideas
 - **Use** language features including complex sentences, tenses, topic-specific vocabulary and literary devices to suit audience and purpose

LIBRARY

- 1 Students **create** short persuasive texts in response to children's literature.
- 2 To **develop** confidence with brainstorming, planning and drafting.
- 3 **Students will:**
 - **Analyse** features of persuasive exposition
 - **Write** quick responses to stimulus, using the planning template.

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 of number, factors and multiples, length and perimeter and chance and probability.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Use** estimation and rounding to check the reasonableness of answers to calculations
 - **Solve** problems involving multiplication of large numbers by one- or two-digit numbers and divide by single digit numbers, **using** efficient mental and written strategies
 - **express** natural numbers as products of factors and **identify** multiples.
 - **List** outcomes of chance experiments and **represent** probabilities of those outcomes using fractions
 - **Use** appropriate metric units to measure length
 - **Solve** problems involving perimeter

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **explain** how the elements of music are used to communicate emotion and meaning
- 2 To **develop** a deeper understanding of how musical elements are used.
- 3 **Students will:**
 - **Analyse** rhythm, pitch and dynamics
 - **Compare** elements of music
 - **Develop** aural skills by singing and playing instruments.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** different techniques and methods of applying water colour paints to create meaningful artworks
- 2 To **identify** the techniques available to them to create their own purposeful artworks.
- 3 **Students will:**
 - **Create** a series of artworks using water paints
 - **Demonstrate** multiple techniques of using water colours
 - **Describe** similarities and differences between their artworks and others.

SCIENCE

- 1 Students **classify** and **describe** substances according to their observable properties and behaviours
- 2 To **understand** the differences between solids, liquids and gases and the everyday changing states of matter.
- 3 **Students will:**
 - **Understand** that solids, liquids and gases have shared and distinct observable properties and can behave in different ways
 - Broaden their **classification** of matter to include gases and begin to see how matter structures the world around them
 - **Pose** questions, make **predictions** and **plan** investigation methods into the observable properties and behaviours of solids, liquids and gases
 - **Represent** data and observations in tables and graphs
 - **Identify** patterns and relationships in data and **suggest** methods to improve fairness and accuracy
 - **Understand** that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.

HEALTH

- 1 Students **apply** strategies for managing emotions and demonstrate respect, empathy and inclusion
- 2 To **understand** our emotions and how to regulate them in a variety of situations.
- 3 **Students will:**
 - **propose** and **apply** strategies to manage emotions and **analyse** how emotional responses influence interactions during group challenges
 - **propose** and **apply (demonstrate)** strategies to demonstrate respect, empathy and inclusion and describe how respect and empathy can be expressed to positively influence relationships

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.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **explore** the influence of democracy and key values on Australia's government and society and **consider** how these values influence personal behaviours and actions
- 2 To **identify** and **understand** the importance of values and processes to Australia's democracy and **describe** the roles of different people in Australia's legal system.
- 3 **Students will:**
 - **Explore** the importance of voting in Australia's democracy and key stages of the electoral process
 - **Explore** the roles and responsibilities of representatives and electors in Australia's electoral process.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students will **use** Italian language to interact with each other and share basic information about themselves and their immediate environments.
- 2 To **develop** knowledge of the Italian language.
- 3 **Students will:**
 - **Greet** teacher in peers (Ciao, Buongiorno, Buona notte, Arrivederci)
 - **Ask** for someone's name: Come ti chiami?
 - **Introduce** themselves in Italian: Mi chiamo.... My name is....)
 - **Ask** for someone's age: Quanti anni hai?
 - **Say** their age in Italian: Ho 10 anni. I am 10 years old
 - **Ask** for someone's favourite colour: Quale colore ti piace?
 - **Express** likes and dislikes (Mi piace - I like, Non mi piace- I don't like)

LANGUAGES - Japanese (Specialist Teacher) ようこそ Welcome!

- 1 Students will understand greetings and classroom commands in Japanese and apply that understanding through speaking and listening.
- 2 To **introduce** and **develop** communication skills in Japanese in the classroom environment.
- 3 **Students will:**
 - **Revise** and **practice** classroom commands and greetings in Japanese
 - **Understand** and discern verbal information to follow instruction
 - **Communicate** greetings and understand how time and formality are used in communication
 - **Write** and label greetings and command.