



## 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 **analyse** a poem focussing on literary and poetic devices and **present** their analysis to the class.
- 2 To **inform** and **persuade** an audience of their peers.
- 3 **Students will:**
  - **Analyse** poetry and **identify** poetic devices
  - **Evaluate** poems
  - **Apply** knowledge and features of poems when analysing poems
  - **Create** a presentation.

### LIBRARY (Specialist Teacher)

- 1 Students **analyse** texts for literary devices and **develop** awareness of themes; **participate** in school awareness days and library events.
- 2 To help **develop** creative expression.
- 3 **Students will:**
  - **Respond** to texts
  - **Analyse** ballads for poetic devices
  - **Innovate** on texts by employing literary devices
  - **Share** and **celebrate** our growth as authors
  - **Participate** in Premier's Reading Challenge, and be exposed to awareness days.

### TECHNOLOGIES – DIGITAL

- 1 Students **identify** and **describe** components of digital systems, and **explain** how digital systems work. They **use** algorithms to **sequence** steps involved in coding.
- 2 To **understand** how technologies and processes work in combination to provide efficiencies, entertainment and productivity. To **make connections** between algorithmic thinking and interactions with and between different digital technologies.
- 3 **Students will:**
  - **Identify** and **describe** the purpose of hardware and software components
  - **Explain** the relationship between hardware, software, inputs and outputs
  - **Identify, describe** and **examine** different ways of connecting and creating networks theoretically and practically
  - **Apply** knowledge of branching decisions **using** algorithms to **sequence** steps involved in coding.

### MATHEMATICS

- 1 Students **develop** knowledge of number (mathematical modelling, algorithms involving factors and multiples, decimals and fractions) and measurement (mass, capacity and time).
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
  - Experiment with factors and multiples **using** algorithms
  - **Create** and **use** algorithms to **identify** and **explain** patterns in the factors and multiples of numbers
  - **Choose** and **use** appropriate metric units to measure mass and capacity
  - **Convert** between 12- and 24-hour time
  - **Use** place value to **write** and **order** decimals including decimals greater than one
  - **Order** and **represent** fractions with the same or related denominators
  - **Use** mathematical modelling to **solve** practical problems.

### LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **use** Italian language to **interact** with each other and share basic information about themselves and their immediate environments **using** play-based and action-related learning.
- 2 To **use** Italian speaking skills to share information about themselves.
- 3 **Students will:**
  - **Greet** teacher and peers (Ciao, Buongiorno, Buona notte, Arrivederci)
  - **Ask** what someone's name is: Come ti chiami? - Introduce themselves in Italian: Mi chiamo.... My name is....)
  - **Ask** how old someone is: Quanti anni hai?
  - **Say** their age in Italian: Ho 9 anni. I am 9 years old
  - **Express** likes and dislikes (Mi piace - I like, Non mi piace- I don't like).

### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **use** rhythm, pitch and form symbols. They **use** terminology to compose and perform music.
- 2 To **develop** skills and experience cultural repertoire. To **understand** how rhythm works in music and how it can be part of harmonic structure.
- 3 **Students will:**
  - **Learn** specific parts of a music piece
  - **Practise** chord changes and strumming patterns
  - **Learn** 2-part recorder riffs and appropriate percussion.

### SCIENCE

- 1 Students **investigate** the behavioural and structural adaptations of animals and plants over evolutionary periods.
- 2 To **understand** how plants and animals survive in specific conditions.
- 3 **Students will:**
  - **Explain** how specific animals and plants survive in their environment, focusing on extreme habitats
  - **Investigate** native plants and discuss how seeds propagate and protect themselves using a variety of methods
  - **Create** a creature that is perfectly suited to a specific environment and **justify** choices using scientific language.

### HEALTH

- 1 Students **explain** how stereotypes influence roles and responsibilities, and how different factors shape identities.
- 2 To **understand** how to make respectful choices and appreciate the diversity of people around us.
- 3 **Students will:**
  - **Understand** what stereotypes are and how they can influence how people are treated
  - **Identify** the different factors that influence a person's identity
  - **Reflect** on how our identities are unique
  - **Identify** how we can challenge stereotypes to create a more inclusive society.

### PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **practise** and **apply** movement concepts and strategies with/without equipment for long and short distance running and shot-put throwing.
- 2 To **refine** fundamental movement skills, **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.
- 3 **Students will:**
  - **Refine, adapt** and **apply** fundamental movement skills to movement sequences, such as a sprint and a shot-put
  - **Transfer** movement strategies to achieve movement outcomes to suit different contexts and environments.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students **investigate** the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period.
- 2 To **understand** the impact of the development of British colonies in Australia on the lives of First Nations Australians, colonists, convicts and the natural environment.
- 3 **Students will:**
  - **Recognise** key events and people in Australia during the 1800s
  - **Investigate** the economic, political and social motivations behind colonial developments, particularly the establishment of Van Diemen's Land
  - **Examine** and **describe** the impacts of colonisation on the environment and Aboriginal people.

### LANGUAGES – JAPANESE (Specialist Teacher)

- 1 Students **revise** greetings and classroom instructions, numbers to 20 and how to ask and tell the time.
- 2 To **develop** and **use** Japanese vocabulary and communication skills.
- 3 **Students will:**
  - **Revise** and **practice** numbers, greetings and instructions through active participation in games and songs
  - **Understand** the cultural significance behind certain numbers
  - **Communicate** numbers and time in Japanese
  - **Write** and **label** time and numbers
  - **Learn** irregular patterns when telling time
  - **Use** time to **determine** appropriate greetings in Japanese.

### SPECIAL EVENTS

- Public Holiday: Easter Monday – 21 April
- Yr 3-5 Cross Country – 22 April
- ANZAC Day Commemoration – 23 April
- Public Holiday: ANZAC Day – 25 April
- KGSC Open Day – 29 April
- Junior School Disco – 2 May
- Labour Day Public Holiday – 5 May
- Mother's Day Stall – 8 & 9 May
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Yr 3-5 Sports Day – 25 June
- Pyjamarama – 27 June
- Gala Days – Friday Weeks 4, 5, & 6