



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** and **present** a persuasive argument that explores the importance of family vs friendship, explaining which one is more important and why.
- 2 To **persuade** an audience of their peers and their families.
- 3 **Students will:**
 - **Create** a persuasive text with the correct text structure and language features
 - **Demonstrate** understanding of grammar when creating a persuasive text
 - **Select** and **use** specific vocabulary to persuade
 - **Edit** text for cohesion and meaning
 - **Apply** accurate spelling and punctuation
 - **Present** their argument to peers.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **develop** gymnastics skills.
- 2 To **learn** and **understand** the application of appropriate techniques for simple specialised movement skills.
- 3 **Students will:**
 - **Perform** vaulting using a min-trampoline
 - Collaborate to **practice** and **perform** a whole-class gymnastics routine.

HEALTH

- 1 Students **explore** how to use health information around nutrition and exercise to influence their own and others' choices.
- 2 To **understand** how to better their health physically, mentally and emotionally.
- 3 **Students will:**
 - **Make decisions** about the foods they eat and the exercise they engage in
 - **Understand** how food and exercise impact their wellbeing
 - **Use** positive communication to **share** opinions about food choices with family and friends
 - **Understand** food safety concepts to reduce the risk of cross-contamination when dealing with food.

MATHEMATICS

- 1 Students **develop** knowledge within the number, space and statistics strands of the Australian Curriculum.
- 2 To **understand** how to **apply** maths skills and concepts in their everyday lives.
- 3 **Students will:**
 - **Solve** problems involving multiplication of large numbers by one- or two-digits
 - **Use** mathematical modelling to solve financial and other practical problems
 - **Connect** objects to their two-dimensional nets
 - **Perform** and **describe** the results of transformations
 - **Identify** symmetry
 - **Plan** and **conduct** statistical investigations
 - **Identify** the mode and interpret the shape of distributions of data in context
 - **Interpret** and compare data represented in line graphs.

LANGUAGES – Japanese (Specialist Teacher)

- 1 Students will be **introduced** to weather related vocabulary and days of the week. They **explore**, **describe** and **compare** weather patterns in Australia to Japan.
- 2 To **develop** and **use** Japanese vocabulary and communication skills.
- 3 **Students will:**
 - **Revise** and **practice** weather related vocabulary, days of the week and question and response sentence patterns
 - **Understand** and **decern** verbal information of weather in Japanese
 - **Communicate** facts or statements about the weather using learned vocabulary
 - **Write** and **describe** weather patterns.

LIBRARY (Specialist Teacher)

- 1 Students **explore** the theme of belonging in literature.
- 2 To **make connections** between authors' key themes and students own experiences.
- 3 **Students will:**
 - **Read** high quality children's literature and **identify** themes of family and friendship
 - **Make connections** to texts and **use** supporting evidence.

SCIENCE

- 1 Students **investigate** the properties of light and the formation of shadows. They **explore** the role of light in everyday objects and devices and **consider** how improved technology has changed devices.
- 2 To **understand** the everyday applications of light and shadow.
- 3 **Students will:**
 - **Investigate** reflection angles
 - **Investigate** how refraction affects our perceptions of an object's location
 - **Explain** how people perceive the colour of objects, and the relationship between light source distance and shadow height
 - **Predict** outcomes when experimenting with light
 - **Discuss** how scientific developments have affected people's lives and help solve problems.

TECHNOLOGY – Digital Technologies

- 1 Students **plan** and **design** a digital solution to meet a future need, which considers social, ethical and sustainability factors.
- 2 To **understand** the broader consequences of design decisions and how sustainable practice can be proactive with a future focus rather than reactive according to current issues.
- 3 **Students will:**
 - **Explain** how social, ethical and sustainability factors influence design solutions
 - **Describe** sustainability changes made to designs
 - **Combine** knowledge of different sustainability options to plan individual home and community level sustainability designs
 - **Manage** the creation and communication of their ideas using agreed protocols.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **explore** and develop technical and expressive skills in playing instruments.
- 2 To **expand** understanding of the elements of music including tempo and rhythm, pitch, dynamics and expression, form and structure, timbre and texture.
- 3 **Students will:**
 - **Rehearse** and **perform** a piece of music for an audience.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **develop** and **apply** enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry.
- 2 To **investigate** a familiar personal or community economics or business issue they may experience in everyday life.
- 3 **Students will:**
 - **Distinguish** between needs and wants
 - **Recognise** why choices need to be made about how limited resources are used to help make informed personal consumer and financial choices
 - **Develop** questions about the problem
 - **Use** data and information from different sources to answer questions
 - **Collaborate** to make decisions
 - **Identify** a response to the problem
 - **Communicate** findings using economics and business terms.

LANGUAGES – Italian (Specialist Teacher)

- 1 Students **reflect** on their Italian language learning experience and **create** a record of their developing language skills.
- 2 To **learn** and **consolidate** words and phrases to communicate Italian in the classroom and beyond, **demonstrating** what they can say in Italian and to see their language learning as a journey, showing progress over time.
- 3 **Students will:**
 - **Revise** greetings, introductions, numbers 1-100, colours, clothing, days of the week, months of the year, formal and informal language
 - **Compile** a list of words, phrases and sentences in Italian
 - **Tick/highlight** words that they know and can use confidently
 - **Identify, monitor** and celebrate their progress in language learning.

SPECIAL EVENTS

- Gala Days – 10, 17 and 24 October
- Primary Schools Volleyball Cup – 16 October
- Street Science Live Show – 22 October
- JS Book Fair & Arts Jam – 7 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
- Middle School Transition Day – 8 December
- Year 5 Graduation Ceremony – 10 December
- Prep – Year 5 Reports emailed – 10 December
- Taylor Range End of Year Excursion – 11 December