



## PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility

 What am I learning?	 Why am I learning this?	 How will I know that I have learnt it?
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ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES AND SOCIAL SCIENCES
<p> Students <b>create</b> a written imaginative narrative for an audience of your peers.</p> <p> To <b>entertain</b> an audience of their peers.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Read, view</b> and <b>comprehend</b> texts created to engage audiences</li> <li><b>Explain</b> how ideas are developed including through characters, settings and/or events, and how texts reflect contexts</li> <li><b>Develop</b> and <b>expand</b> on ideas with supporting details from topics or texts</li> <li><b>Use</b> paragraphs to organise, develop and link ideas</li> <li><b>Use</b> language features including complex sentences, tenses, topic-specific vocabulary and literary devices to suit audience and purpose.</li> </ul>	<p> Students <b>develop</b> knowledge of number, factors, multiples and algorithms, length and perimeter and chance and probability.</p> <p> To <b>understand</b> how to apply maths skills and concepts in our everyday lives.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Use</b> estimation and rounding to check the reasonableness of answers to calculations</li> <li><b>Solve</b> problems involving multiplication of large numbers by one- or two-digit numbers and divide by single digit numbers, <b>using</b> efficient mental and written strategies</li> <li>Express natural numbers as products of factors and <b>identify</b> multiples</li> <li>Experiment with and use algorithms to patterns of factors and multiples</li> <li><b>List</b> outcomes of chance experiments and <b>represent</b> probabilities of those outcomes using fractions</li> <li><b>Use</b> appropriate metric units to measure length</li> <li><b>Solve</b> problems involving perimeter.</li> </ul>	<p> Students <b>investigate</b> how the particle arrangement of solids, liquids and gases affects their observable properties.</p> <p>To <b>understand</b> how solids, liquids and gases behave in real life.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Relate</b> the arrangement of particles in solids, liquids and gases to the observable properties they see in experiments and real-world examples</li> <li><b>Identify</b> variables that need to be changed, measured and kept the same when planning and conducting an investigation</li> <li><b>Construct</b> tables and graphs to organise data and information clearly</li> <li><b>Describe</b> patterns, trends and relationships they observe in their data</li> <li><b>Compare</b> data sets to explain differences in melting, dissolving or movement of particles under different conditions</li> <li><b>Explain</b> why certain changes occur by linking particle behaviour to scientific observations.</li> </ul>	<p> Students <b>explore</b> the influence of democracy and key values on Australia's government and society and <b>consider</b> how these values influence personal behaviours and actions.</p> <p> To <b>identify</b> and <b>understand</b> the importance of values and processes to Australia's democracy and <b>describe</b> the roles of different people in Australia's legal system.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> the importance of voting in Australia's democracy and key stages of the electoral process</li> <li><b>Explore</b> the roles and responsibilities of representatives and electors in Australia's electoral process.</li> </ul>
<p style="text-align: center;"><u>LIBRARY</u></p> <p> Students <b>create</b> short persuasive texts in response to children's literature.</p> <p> To <b>develop</b> confidence with brainstorming, planning and drafting.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Analyse</b> features of persuasive exposition</li> <li><b>Write</b> quick responses to stimulus, using the planning template.</li> </ul>	<p style="text-align: center;"><u>THE ARTS – MUSIC (Specialist Teacher)</u></p> <p> Students <b>explain</b> how the elements of music are used to communicate emotion and meaning.</p> <p> To <b>develop</b> a deeper understanding of how musical elements are used.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Analyse</b> rhythm, pitch and dynamics</li> <li><b>Compare</b> elements of music</li> <li><b>Develop</b> aural skills by singing and playing instruments.</li> </ul>	<p style="text-align: center;"><u>HEALTH</u></p> <p>Students <b>explain</b> how stereotypes influence roles and responsibilities, and how different factors shape our identities.</p> <p> To <b>understand</b> how different internal and external factors influence our sense of self and how we can be inclusive and accepting of others.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> what stereotypes are and how they can influence how people are treated</li> <li><b>Identify</b> the different factors that influence a person's identity</li> <li><b>Reflect</b> on how our identities are unique</li> <li><b>Identify</b> how we can challenge stereotypes to create a more inclusive society.</li> </ul>	<p style="text-align: center;"><u>LANGUAGES – ITALIAN (Specialist Teacher)</u></p> <p> Students will <b>use</b> Italian language to interact with each other and share basic information about themselves and their immediate environments.</p> <p> To <b>develop</b> knowledge of the Italian language.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Greet</b> teacher in peers (Ciao, Buongiorno, Buona notte, Arrivederci)</li> <li><b>Ask</b> for someone's name: Come ti chiami?</li> <li><b>Introduce</b> themselves in Italian: Mi chiamo.... My name is....)</li> <li><b>Ask</b> for someone's age: Quanti anni hai?</li> <li><b>Say</b> their age in Italian: Ho 10 anni. I am 10 years old</li> <li><b>Ask</b> for someone's favourite colour: Quale colore ti piace?</li> <li><b>Express</b> likes and dislikes (Mi piace - I like, Non mi piace- I don't like).</li> </ul>
<p style="text-align: center;"><u>SPECIAL EVENTS</u></p> <ul style="list-style-type: none"> <li>Australia Day Public Holiday – 26 Jan</li> <li>Street Science Incursion – 4 Feb</li> <li>Parent Meet and Greet Evening – 5 Feb</li> <li>Leadership Induction – 18 Feb</li> <li>Junior School photos – 4 Mar</li> <li>NAPLAN – 11 Mar – 23 Mar</li> <li>Harmony Day – 20 Mar</li> <li>Cross Country – 2 Apr</li> <li>Parent Teacher Interviews – 23 Mar – 2 Apr</li> </ul>		<p style="text-align: center;"><u>PHYSICAL EDUCATION</u></p> <p> Students <b>practice</b> swimming strokes and <b>apply</b> aquatic skills in a sequence that incorporates the elements of movement.</p> <p> To <b>develop</b> water safety and swimming skills.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Practice</b> and <b>refine</b> fundamental movement skills in a variety of movement sequences and situations</li> <li><b>Practice</b> and <b>apply</b> movement concepts and strategies with and without equipment.</li> </ul>	<p style="text-align: center;"><u>LANGUAGES - Japanese (Specialist Teacher)</u> ようこそ Welcome!</p> <p> Students will understand greetings and classroom commands in Japanese and apply that understanding through speaking and listening.</p> <p> To <b>introduce</b> and <b>develop</b> communication skills in Japanese in the classroom environment.</p> <p> <b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Revise</b> and <b>practice</b> classroom commands and greetings in Japanese</li> <li><b>Understand</b> and discern verbal information to follow instruction</li> <li><b>Communicate</b> greetings and understand how time and formality are used in communication</li> <li><b>Write</b> and label greetings and command.</li> </ul>