



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	MATHEMATICS	SCIENCE	HUMANITIES AND SOCIAL SCIENCES
<p>1 Students will write and orally perform a retell of a traditional story. They describe their likes and dislikes of familiar characters.</p> <p>2 To expose students to a variety of traditional and Indigenous stories.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Listen to stories Recall sequence of events Write a retell of events Present their retell to a familiar audience Describe a familiar character identifying their personal likes and dislikes about the character. 	<p>1 Students make connections with numbers to 10. They count to and from 20 and order small collections. They copy and create patterns.</p> <p>2 To become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations. To develop an increasingly sophisticated understanding of mathematical concepts, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability. To recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Making connections between number names, numerals and quantities up to 10 Count to 20 Order of small collection Group objects based on common characteristics 	<p>1 Students develop knowledge and understanding that objects are made of materials that have observable properties.</p> <p>2 To purposefully select of materials based on the suitability of their properties.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Make a wind chime that is waterproof, durable and makes sound <p>THE ARTS – Music – Specialist Teacher</p> <p>1 Students consolidate their musical skills through rhymes, songs, instruments (marimba, ukulele, djembe), media. They will experience games as a stimulus for music making and responding.</p> <p>2 To develop aural skills, improvise and arrange musical patterns.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Echo sing to copy teacher Perform same movement on instrument as teacher 	<p>1 Students will identify family commemorations and celebrations. They will sequence familiar events in order and respond to questions about their own past.</p> <p>2 To understand why commemorations and celebrations are important to our family and friends. To understand ways family and friends commemorate past events that are important to them.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Respond to questions about commemorations and celebrations that are important to family and friends. Describe how personal and family events in the past are commemorated or celebrated. Sequence events in order.
<p>HEALTH</p> <p>1 Students identify actions that help them be healthy, safe and physically active. activities.</p> <p>2 To identify and demonstrate, with guidance, practices and protective behaviours to keep themselves safe in different</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Describe practices and protective behaviours to keep themselves safe in different activities. Describe safe and unsafe activities and settings to move and play. 	<p>PHYSICAL EDUCATION - Specialist teacher</p> <p>1 Students are learning how to participate in a variety of games and activities to improve and develop body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.</p> <p>2 To refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> Run with the correct technique and Jump over the hurdles while running. 	<p>THE ARTS - VISUAL ARTS – Specialist Teacher</p> <p>1 Students use line and fine detail to create a series of artworks.</p> <p>2 To improve students fine motor skills, sketching and understand how line effects artworks.</p> <p>3 Student will:</p> <ul style="list-style-type: none"> Use pencils, paint and fine tip markers Hold and use equipment correctly Draw simple 2D shapes Show attention to detail Sketch confidently and with purpose 	<p>SPECIAL EVENTS</p> <ul style="list-style-type: none"> Reading Night 27th April Mother's Day Afternoon Tea (May week 3) 100 Days of Prep Under 8s Day