



**PEDAGOGICAL FRAMEWORK**  
*Gradual Release of Responsibility*



What am I learning?



Why am I learning this?



How will I know that I have learnt it?

ENGLISH: Information Report	MATHEMATICS	SCIENCE	HUMANITIES AND SOCIAL SCIENCES
<p><b>1</b> Students will <b>create</b> an information report on a notable Australian.</p> <p><b>2</b> To <b>demonstrate</b> an understanding of community contributions and how texts can reflect information.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> sources to gather relevant, factual information.</li> <li>• <b>Use</b> generic report structure: including sub-headings.</li> <li>• <b>Writes</b> using clearly-formed, joined letters.</li> </ul> <p><b>ENGLISH: Historical Recount</b></p> <p><b>1</b> Students will <b>create</b> a historical recount by taking on the persona of a fictional convict from the First Fleet.</p> <p><b>2</b> To <b>demonstrate</b> an understanding of historical events.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> and <b>view</b> historical information about convict life.</li> <li>• <b>Develop</b> (fictional) character.</li> <li>• <b>Synthesise</b> information to write historical recount.</li> <li>• <b>Present</b> developed convict to familiar audience.</li> </ul>	<p><b>1</b> Students will <b>develop</b> knowledge of number and place value, problem solving strategies and fractions.</p> <p><b>2</b> To <b>develop</b> understanding of mathematical concepts and fluency to pose and solve problems and reason in number and algebra.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Locate</b> familiar fractions on a number line.</li> <li>• <b>Describe</b> number patterns resulting from multiplication.</li> <li>• <b>Recognise</b> equivalent fractions in familiar contexts.</li> <li>• <b>Use</b> of properties of odd and even numbers.</li> <li>• <b>Choice</b> of appropriate strategies for calculations involving multiplication and division.</li> </ul>	<p><b>1</b> Students will <b>describe</b> relationships that assist the survival of living things and <b>sequence</b> key stages in the life cycle of a plant. They will <b>use</b> formal and informal ways to communicate their observations and findings.</p> <p><b>2</b> To <b>develop</b> an interest in science as a means of exploring and asking questions about the nature of living things and to form a solid foundation knowledge of biological phenomena.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and sequence life stages of plants.</li> <li>• <b>Describe</b> the life cycle of plants.</li> <li>• <b>Create</b> annotated diagrams to show understanding of the life cycle of a plant.</li> <li>• <b>Explain</b> how plants and animals depend on each other and the environment to survive.</li> </ul>	<p><b>1</b> Students will <b>investigate</b> the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people.</p> <p><b>2</b> To <b>understand</b> different perspectives and the historical impact of colonisation, in Australia.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Locate</b> and <b>find</b> information about early explorers using digital and print resources.</li> <li>• <b>Create</b> timeline with important dates and events.</li> <li>• <b>Identify</b> the difference between fact and opinion.</li> </ul>
<p><b>The ARTS – DRAMA</b></p> <p><b>1</b> Students will <b>devise</b> and <b>perform</b> a dramatic scene.</p> <p><b>2</b> To <b>express</b> and <b>explore</b> personal, cultural and social dynamics.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> similarities and differences between drama that they view.</li> <li>• <b>Use</b> voice, movement and action to create and sustain characters.</li> </ul>	<p><b>TECHNOLOGIES</b></p> <p><b>1</b> Students will <b>describe</b> technical and sustainable factors that influence design solutions to meet present and future needs. They will <b>collect, manipulate and interpret</b> data from a range of sources to support decisions.</p> <p><b>2</b> To <b>develop</b> understandings of waste management systems.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> current waste management system at KG.</li> <li>• <b>Design</b> solutions to improve waste management.</li> <li>• <b>Complete</b> audit to collect and record waste data.</li> <li>• <b>Use</b> Excel to manipulate and interpret data.</li> </ul>	<p><b>HEALTH</b></p> <p><b>1</b> Students will <b>understand</b> how to manage change and learn how to notice different emotions.</p> <p><b>2</b> To <b>develop</b> emotional intelligence.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> strategies for managing change.</li> <li>• <b>Identify</b> different emotional responses.</li> <li>• <b>Identify</b> strategies for reacting to different situations.</li> </ul> <p><b>PHYSICAL EDUCATION – Specialist Teacher</b></p> <p><b>1</b> Students will <b>practise</b> and <b>apply</b> movement concepts and strategies with/without equipment with a focus on long and short distance running and shot put.</p> <p><b>2</b> To <b>refine</b> fundamental movement skills and <b>apply</b> movement concepts and strategies in a variety of physical activities and solve movement challenges.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyse video footage of their technique when running over short and long distances and throwing a shot put.</li> <li>• Create and perform movement sequences using fundamental skills and elements of movement.</li> </ul>	<p><b>LANGUAGES – Specialist Teacher</b></p> <p><b>1</b> Students will learn numbers 1-100 to <b>use</b> them in every day contexts, describing the clothes of themselves and others.</p> <p><b>2</b> To increase Italian vocabulary and communication skills.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Learn</b> the language used in everyday conversations.</li> <li>• <b>Learn</b> vocabulary to ask what people are wearing.</li> <li>• <b>Learn</b> language of formal and informal contexts.</li> <li>• <b>Build</b> understanding of Euro and exchange rate.</li> </ul>
<p><b>THE ARTS - MUSIC – Specialist Teacher</b></p> <p><b>1</b> Students will <b>demonstrate</b> aural skills by <b>playing</b> instruments with accurate rhythm and expression - guitars, recorders and baritone ukuleles.</p> <p><b>2</b> To expand understanding of how rhythm works in music and can be part of harmonic structure.</p> <p><b>3</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Learn</b> specific parts of a piece</li> <li>• <b>Practise</b> chord changes and strumming patterns.</li> <li>• <b>Play</b> recorder riffs</li> <li>• <b>Use</b> appropriate percussion.</li> </ul>			<p><b>SPECIAL EVENTS</b></p> <ul style="list-style-type: none"> <li>• ANZAC Day Commemoration</li> <li>• Labour Day Public Holiday</li> <li>• Mother's Day Stall</li> </ul>