



## 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 **identify** rhyme and write a simple sentence
- 2 To **listen** to and **respond** to others in a familiar environment.
- 3 **Students will:**
  - **Generate** rhyming words using onset and rime
  - Attempt to **use** capital letters and full stops to punctuate sentences
  - **Form** known letters correctly
  - **Listen** to, **remember** and **follow** simple instructions.

#### LIBRARY (Specialist Teacher)

- 1 Students **identify** features of rhyme in imaginative picture books; **borrow** good fit books; **participate** in school awareness days and library events
- 2 To grow our love of books and reading.
- 3 **Students will:**
  - **Respond** to texts
  - **Borrow** good-fit books weekly
  - **Participate** in National Simultaneous Story Time, Premier's Reading Challenge, and be exposed to awareness days.

#### SPECIAL EVENTS

- KGSC Open Day – 23 April
- ANZAC Day Commemoration – 24 April
- ANZAC Day Public Holiday – 25 April
- Labour Day Public Holiday – 6 May
- Mother's Day Stall – 9 & 10 May
- Mother's Day Afternoon Tea – 10 May
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Under 8s Day – 3 June
- Prep to Yr 2 Sports Day – 14 June
- Pyjamarama – 21 June

### MATHEMATICS

- 1 Students **develop** knowledge of number, algebra and measurement
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
  - **Make connections** between number names, numerals and quantities up to 20
  - **Compare** the size of collections to at least 20
  - **Use** subitising and **counting** strategies to quantify collections
  - **Count** to and from 20 and order small collections
  - **Connect** events and the days of the week
  - **Copy** and continue repeating patterns
  - **Identify** the attributes of mass and use direct comparison strategies to **compare** objects.

### HEALTH

- 1 Students **describe** how their body responds to movement
- 2 To **identify** actions that keep them physically active.
- 3 **Students will:**
  - **Observe** their heart beat, breathing rate and skin (sweat) before and after physical activities of varying intensity
  - **Suggest** reasons for physical responses.

#### PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **participate** in a variety of games and activities
- 2 To **improve** and **develop** body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.
- 3 **Students will:**
  - **Refine** fundamental movement skills
  - **Apply** movement concepts and strategies in a variety of physical activities
  - **Solve** movement challenges
  - **Create** and **perform** movement sequences using fundamental movement skills and the elements of movement
  - **Run** with the correct technique and
  - **Jump** over the hurdles while running.

### SCIENCE

- 1 Students **describe** the observable properties of the materials that make up objects
- 2 To **build** their natural curiosity and **use** their senses to seek answers to questions they pose.
- 3 **Students will:**
  - **Recognise** that objects can be composed of different materials and describe the observable properties of those materials
  - **Identify** examples of people using observation and questioning to learning about the natural world
  - **Make** predictions
  - **engage** in investigations and make observations safely
  - **Share** questions, predictions, observations and ideas about their experiences with others.

### TECHNOLOGIES – DESIGN

- 1 Students **develop** an understanding that materials are selected to make objects based on their observable properties
- 2 To **select** materials to complete a design task.
- 3 **Students will:**
  - **Select** materials based on their observable properties
  - **Explain** the suitability of the materials
  - **Create** and **evaluate** product.

### THE ARTS – DRAMA

- 1 Students **explore** elements of drama such as role, situation and dramatic play to portray a character in a drama performance
- 2 To encourage social, emotional and language development through dramatic play.
- 3 **Students will:**
  - **Use** voice, movement and space to imagine and establish role and situation while portraying a character.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students **understand** families remember and celebrate different types of important events
- 2 To **understand** why events are important to people and how they are celebrated/commemorated.
- 3 **Students will:**
  - **Identify** different types of past events that are remembered and celebrated or commemorated by families.

#### THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** line and detail to **create** artworks
- 2 To **improve** fine motor skills, sketching and understanding of how line affects artworks.
- 3 **Students will:**
  - **Create** a series of artworks encompassing line and fine detail
  - **Experience** exposure to different artworks as examples of line in art
  - **Learn** about different uses and types of line.

#### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **consolidate** musical skills through rhymes, songs, instruments (marimba, ukulele, djembe) and media. They **experience** games as a stimulus for music making and responding
- 2 To **develop** aural skills, improvise and arrange musical patterns.
- 3 **Students will:**
  - **Perform** same movement on instrument as teacher
  - Echo sing to **copy** teacher.