



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 **analyse and create** imaginative narratives
- 2 To **entertain** a familiar audience of their peers.
- 3 **Students will:**
 - **Read and respond** to a variety of narratives
 - **Understand** and write within a generic structure – title, orientation, complication, climax, resolution and ending
 - **Use** descriptive vocabulary
 - **Use** imagery to extend meaning.

LIBRARY (Specialist Teacher)

- 1 Students **explore** how themes, such as friendship, are developed in narratives; **participate** in school awareness days, and participating in library events.
- 2 To **develop** our creative expression.
- 3 **Students will:**
 - **Respond** to picture books and excerpts of novels that develop theme, respond to QAR questions (Question-Answer Relationships)
 - **Learn** Scratch Jr tools and make simple scenes
 - **Participate** in Premier's Reading Challenge, and be exposed to awareness days.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **use** Italian language to express their feelings and emotions
- 2 To **develop** language and vocabulary skills to talk about feelings and emotions.
- 3 **Students will:**
 - **Ask** each other how they are feeling
 - **Express** their feeling and emotions
 - **Explain** why they are feeling a certain way
 - **Associate** their feeling to colour
 - **Use** facial expressions to show their feelings.

MATHEMATICS

- 1 Students **develop** their knowledge of Number (Multiplication), Measurement (Money, Angles and Mass)
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Use** mathematical modelling to solve practical problems involving single-digit multiplication and division
 - **Recall** multiplication facts for twos, threes, fours, fives and tens, using a range of strategies
 - **Use** familiar metric units when estimating, comparing and measuring the attributes of objects and events
 - **Identify** angles as measures of turn and compare them to right angles.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **demonstrate** aural skills by singing with accurate pitch, rhythm and expression
- 2 To **understand** the horizontal and vertical aspect of music – how melody works with accompaniment – harmony and to analyse musical elements within different musical genres.
- 3 **Students will:**
 - **Learn** simple 3 note tune on recorders and 2 chords on ukuleles
 - **Play** recorders and ukuleles separately and together
 - **Decide** to sing and accompany themselves.

SCIENCE

- 1 Students **use** their understanding of materials to suggest explanations of everyday observations
- 2 To **observe** heat and its effects on solids and liquids.
- 3 **Students will:**
 - **Understand** a change of state between solid and liquid can be caused by adding or removing heat
 - **Understand** science involves making predictions
 - **Use** formal measurements to record observations accurately
 - **Compare** results with predictions
 - **Communicate** observations, ideas and findings using formal representations (annotated diagrams).

TECHNOLOGIES – DESIGN

- 1 Students **investigate** food and fibre production and technologies used in modern and traditional societies and plan and create a product to preserve food using modern and traditional technologies
- 2 To **understand** how food gets to our plate and how our clothes are made and **recognise** that the way foods and fibres were produced in the past are different to how they are produced now.
- 3 **Students will:**
 - **Identify** traditional and modern technologies used in food and fibre production
 - **Generate and record** design ideas using drawings and annotations.
 - **Plan** and safely produce a design solution for the KG Garden, using modern and traditional technologies.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **investigate** how and why people celebrate and commemorate significant cultural events
- 2 To **develop** an appreciation of meaningful events for other cultures.
- 3 **Students will:**
 - **Pose** questions and locate and **collect** information from sources, including observations to answer questions and draw conclusions
 - **Identify and describe** the importance of different celebrations and commemorations for different groups within Australia and globally
 - **Sequence** information about events and the lives of individuals in chronological order
 - **Communicate** ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **practise** and **apply** movement concepts and strategies with/without equipment for long and short distance running and shot-put throwing
- 2 To **refine** fundamental movement skills and **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.
- 3 **Students will:**
 - **Analyse** video footage of their technique when running over short and long distances and throwing a shot put
 - **Create and perform** movement sequences using fundamental skills and elements of movement.

SPECIAL EVENTS

- Yr 3-5 Cross Country – 17 April
- KGSC Open Day – 23 April
- ANZAC Day Commemoration – 24 April
- ANZAC Day Public Holiday – 25 April
- Travena Glen Excursion – 1 & 2 May
- Labour Day Public Holiday – 6 May
- Mother's Day Stall – 9 & 10 May
- World Bee Day – 20 May
- National Simultaneous Story Telling Day – 22 May
- Yr 3-5 Sports Day – 19 June
- Pyjamarama – 21 June