



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 **write** a traditional narrative
- 2 To **engage** and **entertain** an audience of peers.
- 3 **Students will:**
 - **Read** traditional narratives
 - **Identify** and **analyse** the narrative structure
 - **Identify** and **use** language features of a narrative
 - **Plan, draft** and **create** a traditional narrative
 - **Respond** to a variety of Traditional Tales from different cultures.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **demonstrate** aural skills by playing instruments with accurate rhythm and expression - guitars, recorders and baritone ukuleles
- 2 To **expand** understanding of how rhythm works in music and can be part of harmonic structure.
- 3 **Students will:**
 - **Learn** specific parts of a piece
 - **Practise** chord changes and strumming patterns.
 - **Play** recorder riffs
 - **Use** appropriate percussion.

THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** different techniques and methods of applying oil pastels to create meaningful artworks
- 2 To **understand** that within a medium there can be multiply options and techniques to create an array of effects.
- 3 **Students will:**
 - **Demonstrate** multiple techniques for using oil pastels
 - **Create** a series of artworks using oil pastels
 - **Describe** the differences and similarities between their artwork and others.

MATHEMATICS

- 1 Students **develop** knowledge within the number, measurement and space strands of the Australian Curriculum
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Understand** and **use** a range of multiplication and division strategies
 - **Identify** patterns when solving problems with odd and even numbers
 - **Represent** fractions on a number line
 - **Make connections** between fraction and decimal notation
 - **Recognise** and **use** measurement systems involving mass
 - **Identify** shapes within a space, and **use** knowledge of shape properties to calculate area.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students **revise** greetings and introductions and **learn** words and phrases to communicate about the types of clothing worn during different seasons
- 2 To **develop** and **use** Italian vocabulary and communication skills to tell others about the weather and what to wear.
- 3 **Students will:**
 - **Practise** the vocabulary of the unit through active participation in games and songs
 - **Communicate** in Italian about what people wear in a particular season
 - **Write** labels and captions about clothing, weather and seasons
 - **Identify** similarities and differences between seasons in Italy and Australia
 - **Learn** the patterns/sequence of familiar sentence structure to construct phrases and sentences of their own
 - **Use** the word wall to add descriptive words to their phrases/sentences.

SCIENCE

- 1 Students **explore** the properties of materials, and how they can be used in more sustainable ways.
- 2 To **develop** an interest in science as a means of exploring and asking questions about current systems and processes involving different materials.
- 3 **Students will:**
 - **Describe** the properties of different materials
 - **Manipulate** different materials, based on their properties to create a repurposed product
 - **Make** predictions based on prior knowledge
 - **Compare** predictions with observations
 - **Observe** experiments
 - **Analyse** and **represent** data
 - **Communicate** finding using short answers, tables, graphs and written reflections.

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.

LIBRARY (Specialist Teacher)

- 1 Students **evaluate** sources; **research** life of people in Australia before colonisation; **participate** in school awareness days, and library events.
- 2 To **explore** key aspects of the past through critical literacy skills and research skills.
- 3 **Students will:**
 - **Use** the SMART Tool (Suitable, Measurable, Accurate, Reliable, Timely) to evaluate sources, and take notes
 - **Participate** in Premier's Reading Challenge, and be exposed to awareness days.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **explain** how and why life changed for Aboriginal and Torres Strait Islander People throughout the colonisation of Australia.
- 2 To **develop** knowledge about continuity and change in Australia's history.
- 3 **Students will:**
 - **Investigate** the experiences of Aboriginal and Torres Strait Islander People and European explorers, convicts, settlers and the impact of colonisation had on the lives of different groups of people
 - **Explore** the diversity of different groups within the local community
 - **Consider** how personal identity is shaped by aspects of culture.

TECHNOLOGIES – DESIGN

- 1 Students **describe** technical and sustainable factors that influence design solutions to meet present and future needs and **collect, manipulate** and **interpret** data from a range of sources to support decisions
- 2 To **develop** understandings of waste management systems.
- 3 **Students will:**
 - **Investigate** current waste management systems at Kelvin Grove
 - **Design** solutions to improve waste management
 - **Complete** audits to collect and record waste data
 - **Use** Microsoft Excel to manipulate and interpret data.

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
- 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