Library

- Introduce the library setting to the children and discuss what a Library is used for.
- Introduce certain parts of a book (title, cover, call number, spine, title page, author and illustrator.)
- Increase the children’s literature awareness and appreciation with stories, follow up discussions and drama activities.
- Read ‘Billy and the Big New School’ by C & L Anholt and discuss areas of school, incorporating Preps U.O.I. ‘How We organise ourselves.’
- Identify the “Picture fiction” area and how to browse, borrow and return a book.
- Discuss the importance of library bags.
- Discuss how to put picture books away – in alphabetical order, front cover facing, correct way up.
- Bring the children’s attention to the Essential Agreement.

Physical Education

- Learning about movement and use of equipment.
- **Focus:** Working together as a group showing respect and cooperation with others. Being principled and caring for each other.
  - Introduction to various types of equipment and movement within a designated space. Whistle and formation drills. Activities incorporating spatial awareness with and without equipment.
- **Concepts:** **Causation:** Safety in physical education classes, awareness of other children in the class.
- **Attitudes:** Respect, Enthusiasm
  - **Learner Profile:** Discussion with the children about Learner Profiles

Japanese

**Theme/Activities**

- Essential agreement in Japanese room
- Trace their name in Japanese on a name card
- Greetings (hello, goodbye)
- Japan (where is it?, Japanese things around us, etc)
- Japanese stories
- Japanese songs and children’s dance

**Concepts**

Responsibility
Form (pattern)
Perspective (beliefs)
Perspective (point of view of others)
**Music**

*Transdisciplinary Themes:* “How We Organise Ourselves” and *Who We Are*

*Focus:* To establish class routines and learning by encouraging participation and independence.

- Understanding how music affects our emotions and how different music may affect thoughts and behaviours. (causation)
- Singing the song 'Look this way', representing the role of “lolly-pop lady” at our school. (function)
- Investigating ways to improve our singing. (reflection)
- Learning correct techniques for instrument playing. (responsibility)
- Finding ways to produce a musical sound on various instruments. (function)
- Taking part in action rhymes and games where each child has a leadership role. (independence)
- Learning to look after classroom instruments (respect)
- Correct behaviours for being a “performer” or “member of audience”. (cooperation, respect)
- Learning new music vocabulary (knowledgeable)
- Listening and responding to music through movement. (independence)
- Listening and appreciating music from different cultures (reflection).

---

**Visual Arts**

The Term 1 Unit of Inquiry “Art Elements” integrates with “How we organise ourselves”, looking at the Concepts of Function and Causation. With a focus on Line, Mark Making, Pattern and Colour, through the use of a variety of art materials.

- Experimenting with mark making and line drawing. The students will explore marks made by the side and other parts of the oil pastel.
- Tibetan Butter Sculptures. Inspired by ‘Losar’ the Tibetan New Year. Students designed, painted and incorporated their experimental mark making to add a decorative element.
- ‘Baby Bilby where do you sleep’ by Narelle Oliver. Inspired by the story, students will draw a Bilby, a Hoping Mouse and a Gecko in three circles. Detailed drawings in HB and 2B pencil.
- These brown paper rubbings will be used for the background of their animal illustrations. Torn natural colour kinder squares to collage around each nest.
- Colour mixing, Primary Colours to create Secondary Colours. Introduction with colour books ‘Vashti’s Dot’ and ‘Colours’. The students experiment and explore colour mixing with a variety of art materials. Ending with a group discussion on the results discovered and a short film about colour called ‘Mouse Paint’.
- Discuss various artists such as Rothko, and Pablo Picasso and how they used colour to show emotion and feeling. Read ‘My Many coloured days’ by Dr. Seuss. Draw a full body self-portrait on A3 paper fill in with dotted colours that represent your emotion using filters and finger prints. (the dots not only stay within the body line but can also be in the background or a glow around the body as well…eg a glowing aura or the other emotions hovering in the background)
- Repetitive image oil pastel drawings with wash resist technique, inspired by the work of Andy Warhol.
- Students venture outside to collect a variety of textural rubbings. Using a block crayon and brown paper. Design in sketchbooks a simple drawing of an ordinary object eg. Flower, face, car, animal etc. Using oil pastels to repeat the image over the A3 paper, remembering mark making pattern detail. Colour wash resist over the top of oil pastel design.