**Library**

- Reinforce the borrowing / returning procedure (N.B. Foundation classes have both Library lesson and borrow on Tuesdays.)
- Revise how picture books are housed alphabetically and how to place them on shelves correctly (front cover facing, right way up.)
- Reinforce parts of a book – title, cover, author, call number, spine and barcode.
- Introduce ‘Illustrator’ and where their name is on a book and ‘endpapers.’
- Revise pic. fiction call nos and why they are certain letters (i.e the 1st. letter of the authors’ surnames.)
- Read and discuss texts re. the five senses(U.O.I.- ‘How we express ourselves’ / Our senses help us to observe and explore the world.)
- Revise the Picture Fiction location and introduce the Easy Fiction and Non-Fiction locations and the difference between Fiction and Non Fiction books.
- Reinforce the Library’s Essential Agreement.
- Reinforce the P.Y.P. attitudes to the content of lessons if applicable; BNPS celebrates the PYP attitude ‘Co-operation’ during the month of April.

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**Physical Education**

Focus: Circus Blitz.

Continue to practise, control and master Fundamental Motor Skills (Throwing / Catching, Bouncing and Kicking).

- Circus skills to continue developing tracking, hand/eye coordination and creativity. Also to help develop perseverance, confidence and resilience
- When developing their Fundamental Motor Skills the children will use a variety of equipment and various sized play balls.
- The skills learnt will be incorporated into minor team games and activities.
- Concepts: Causation-understanding that a particular action will cause particular response.
- Attitudes: Cooperation, Empathy, Tolerance, Integrity

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**Japanese**

**Theme/Activities**

- Classroom instructions (look, listen)
- Self-introduction (My name is...)
- Numbers(1-5)- pronunciation and spelling in Kanji characters
- Japanese stories
- Japanese songs
- Origami

**Concepts**

Form (pattern)
Perspective (beliefs)
Perspective (point of view of others)

**Learner Profile**

Risk-taker
Open-minded
Music

How We Express Ourselves
Senses help people explore the world
Focus:
* Becoming familiar with the musical elements of Beat, Pitch, Dynamics and tempo.
* Learning to play the chime bars using correct technique.
* Singing fun songs related to the Units of Inquiry: e.g. ‘Noises in My Head’, ‘Pots and Pans’.
* Participating in experiments to inquire about sound and the sense of hearing.
* Practising for the School Concert.
  • Concepts: Perspective, Function
  * Exploring the questions: What function does the vibrating parts of instruments have? What is the function of the ear? How do you hear sounds? How does sound travel? Does my friend have the same opinion as me?
  • Attitudes: Confidence, Empathy
  * Listening respectfully to the creative performances of other class groups.
  * Using the senses to discover how sound is made.
  * Offering suggestions and comments to class discussions.
  • Learner Profile: Risk Taker, Open Minded,
  * Exploring different ways to make sounds during class experiments.
  * Listening to and singing songs, that sound ‘different’...to encourage an open minded attitude to music from other cultures.
  * Learning to appreciate the ideas of others in the class.

Visual Arts

The Term 2 Unit of Inquiry is called “Different Cultures of The World” which integrates with “Where We Are in Place and Time”. The Unit focusses on the concepts of Change and Connection and the way we are influenced by the cultural differences of families.

- Air dry clay pinch pot, in the style of an aboriginal basket and decorated using traditional designs.
- Weaving inspired by abstract African fabric. Students will use poster paint to paint between the wool yarns and draw in patterns.
- Cherry Blossom trees: inspired by the Japanese Cherry Blossom Festival. An experiment with ink and collaged blossom.