Library
- Revise and build on the children’s knowledge of the different locations of the Library – Picture Fiction, Easy fiction etc
- Revise parts of a book (cover, call number, end papers e.t.c.), borrowing and returning procedures and the importance of library bags.
- To incorporate the U.O.I. ‘Who We Are’ by reading ‘Thank-you for being my friend’ by P. Bently.
- To formulate The Library Essential Agreement and refer to it regularly.
- Revise how to do a keyword search on the computer.

Physical Education
- Team Building Activities / Parachute. Developing basic movement skills and more complex movement skills.
- Focus: Working together as a group showing respect and tolerance for others. Demonstrating open-mindedness and caring for each other. Continuing to practice, control and mastering Fundamental Motor Skills (Rolling/Underarm Throw). Introduce skills such as overhand throw and ball bounce. Incorporate these skills into basic team activities.
- Concepts: Responsibility: Looking after sports equipment and personal organization.
- Attitudes: Respect, Enthusiasm
- Learner Profile: Discussion with the children about Learner Profiles demonstrated during the lesson.
- Children begin to identify others who demonstrated a particular Learner Profile attribute

Japanese
Theme/Activities
- Essential agreement in Japanese room
- Spell their name in Japanese on a name card
- Greetings (hello, goodbye, good morning, see you, etc)
- Classroom instructions
- Japanese stories
- Japanese exercise
- Japanese songs

Concepts
- Responsibility
- Form (pattern, similarities, differences)
- Perspective (belief)
- Perspective (point of view of others)
Music

Who We Are and How the World Works

Focus: to establish class routines, encourage participation and re-establish the connection between risk-taking and learning.

- Singing songs related to the UOI
- Introduction of more formal signs and symbols used in music. (form, causation)
- Describing changes heard within a piece of music. (change, form)
- Revising correct techniques for instrument playing. (responsibility)
- Finding ways to produce musical sounds on various instruments. (perspective)
- Taking part in action rhymes and games where each child has a leadership role. (independence, enthusiasm)
- Learning to look after classroom instruments (respect)
- Whole class performance of a chime bar piece for the class teacher called “Rain Rain”. (responsibility, enthusiasm)

Visual Arts

The Term 1 Unit of Inquiry is called ‘The Patterns of Nature’ which integrates with ‘How the world works’ through the Concepts: change, causation and form. Exploring the art elements of line, mark making and pattern captured in the artistic representation of nature.

- Lines/Mark Making using oil pastels to explore line, mark making and pattern.
- Tibetan Butter Sculptures. Inspired by ‘Losar’ the Tibetan New Year. Students designed, painted and incorporated their experimental mark making to add a decorative element.
- Read ‘Ish’ by Peter H Reynolds. Showing the students that drawings and paintings of various subjects do not have to be realistic, they can be artistic interpretations. Using still life shells as the subject. They will use a range of HB, 2B and 6B pencils to create their shell drawings. Then adding a touch of detail in colour texta.
- Under the Sea Seascape inspired by a variety of sea themed paintings. Experimenting with colours, a variety of tools and methods of applying paint.
- Basic introduction to Printmaking. In sketch books design a sea creature with mark making, bold pattern. Use the design to etch into a foam print plate.
- Printmaking. Using the foam print plate to print their sea creature onto their seascape.