**Library**

- Reinforce the components of the Library’s Essential Agreement.
- Revise names of Library locations – Pic Fiction, Easy Fic / Red dot and Non Fiction.
- Introduce other searches besides ‘key word’, eg ‘Author’ and ‘Subject.’
- Explain how to use shelf markers when browsing and borrowing.
- Explain why Non-Fiction books have numbers on their labels (Dewey System explained briefly ie nos represent a subject code.)
- Read and discuss various texts relating to the U.O.I. ‘How we express ourselves’ / ‘People express themselves through stories,’ e.g. What is the author expressing?
- The reason people write stories.
- How different cultures express themselves through stories eg Balinese dance.
- List different types of stories and why and how we share them.
- Relate to P.Y.P. attitudes in stories if applicable; BNPS celebrates the PYP attitude ‘Co-operation’ during the month of April.

**Physical Education**

**Focus:** Circus Blitz.

Continue to practice, 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.**

**Japanese**

**Theme/Activities**

- Self-introduction (My name is...)

**Central Idea**

* PEOPLE EXPRESS THEMSELVES THROUGH STORIES

- Japanese folk tales (perform a puppet show in Japanese, make a paper sumo doll)
- Japanese songs
- *KODOMO NO HI* (Children’s Day)
- what do they display on Children’s day and why?, make an origami carp fish

**Concepts**

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

**Learner Profile**

- Risk-taker
- Open-minded
**Visual Arts**

The Term 2 Unit of Inquiry is “How We Express Ourselves” and integrates with the Central Idea ‘People Express Themselves Through Stories’. The Unit focusses on the way Australian Aboriginal culture, beliefs and values are expressed through their story telling.

- Handprint dot paintings. Inspired by Aboriginal Cave Paintings.
- Inspired by the story of the Rainbow Serpent to create colourful serpent paintings capturing traditional pattern of dot and line.
- Clay pinch pot turtle. Using clay tools to scratch patterns onto the turtle 'shell'.
- Emu collage inspired by a variety of Aboriginal stories about different animals including Emus.
- Paper plate weaving inspired by Aboriginal basket weaving.
- Native Australian Animal construction from paper/materials.

**Music**

**How we Express Ourselves**
People express themselves through stories

**Focus:**
- Becoming familiar with the musical elements of Beat and Rhythm, Pitch and Melody.
- Introducing pitch maps and exploring ways of representing pitch in written form.
- Introducing formal notation and learning to create rhythms.
- Practising tunes on the chime bars...noting that pitch can move in steps or jumps.
- Singing fun songs related to Units of Inquiry. E.g. ‘Just Imagine’, ‘Puff the Magic Dragon’.
- Practising for the School Concert.

**Concepts: Form and Perspective.**
- Exploring the idea that just as stories have a pattern/form, so does music.
- Hearing from children their perspective on a favourite way to hear a timeless tale...ballet? Song? Musical? Story? Dance? The children will experience examples of these.

**Attitudes: Creativity, Appreciation**
- Creating soundscapes to accompany pictures or tell a story.
- Discovering ways that beliefs, culture and values are expressed through music.

**Learner profile: Communicator.**
- Learning to read and write simple rhythm patterns using formal notation.
- Recognising the notes E and G on the staff and playing them on the chime bars.
- Understanding that formal notation is a form of communication from one person to the next. It helps to pass on new and old ideas in music.