**Library**

- Discuss non-fiction section (information) and how books differ from fiction (nos. on call no. spine label and what they mean, index.) Children will be encouraged to borrow from N.F. section.
- Discuss the theme for Book Week – ‘Australia! Story country’
- Read and discuss CBCA short-listed books from Picture books, Early Childhood and Crichton and Non Fiction sections / authors; what makes a ‘good’ book?
- Relate to U.O.I. ‘How we organise ourselves’ (Food production) e.g. focusing on ‘function’ and ‘Change.’
- Revise a ‘keyword’ and introduce ‘author’ and ‘subject’ search; reading author biographies.

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**Physical Education**

**Focus:** Athletics skills - running, jumping, leaping, and throwing, using these skills in modified athletics activities.

Dance - Increasing control in movement activities that require a change of speed, direction and level. Use a combination of movement patterns in activities with a partner.

Incorporate these skills into athletics and dance activities.

- Practice basic motor skills of running, jumping, hopping, leaping and throwing.
- Participate in activities that develop control of speed, direction, and level.
- Concepts: **Function** - how we use our body to perform particular movements.
- Attitudes: **Creativity, confidence, commitment**.
- Learner Profile: **Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.**

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**Japanese**

**Theme/Activities**

- Colours (white, black, orange, pink)
- Learn how to say/ spell the colours in Japanese.
- Transport
- Observe various types of Japanese transportations. What is SHINKANSEN?
- Making a paper Shinkansen (a bullet train)
- Calligraphy competition.
- Olympic games (names of sports in Japanese/Japanese radio exercise/ spelling competition)

**Concepts**

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

**Learner Profile**

- Risk taker
- Open Minded
Visual Arts

This unit focuses on, ‘Food Through The Eye Of An Artist’, which integrates with ‘How we organise ourselves’. Focusing on how food has been depicted through style and medium. Concentrating on Nicky Maclure’s graphic print illustration, pop artists Andy Warhol and Oldenberg’s sculptures. Archimboldo’s creative portraits using food that inspired the modern animations of Soupe-Opera.

- Still life observational drawing of fruit, using grey lead and oil pastels. Inspired by graphic print illustrations of Nicky Maclure’s shown in her book ‘Apple’.
- Printmaking using the still life work for inspiration to capture the linear detail of fruit to create a print design and patterned border on a foam plate.
- Ceramic food sculptures. Using modelling skills, buttering, slab work, and further experimenting with clay tools to create a healthy meal on a plate. Inspired by Claes Oldenburg soft food sculptures.
- Illustration and collage creating imaginative food animal like creatures through drawing and adding magazine and patterned paper sections to embellish the imaginative work. Inspired by the portrait heads of Giuseppe Archimboldo and animation Soupe-Opera.

Music

Where We Are In Place and Time

This Term Grade 1 will be focussing on ‘Change’, ‘Form’, ‘cooperation’ and ‘Communicator’ as they compare the many variations and differences that can be seen and heard through music, over time.

- Introducing alternate ways to record creative compositions and soundscapes and then performing them. The Soundscape will involve transport, a focus of their Unit of Inquiry.
- Comparing and discussing changes heard in music as they listen appreciatively to a variety of works.
- 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.
- Practising tunes on the chime bars...notating simple tunes
- Singing fun songs related to Units of Inquiry, eg “Pushbike Song”