Library

- Revise the Public Access system, focusing mainly on a keyword search and remind students to observe the status (whether the book is available) of the book first.
- Discuss the importance of library bags.
- Revise the locations of the library.
- To formulate the Library essential agreement and refer to it regularly.

Physical Education

- Team Building Activities / Parachute. Consolidating basic movement skills and more complex movement skills.
- Focus: Working together as a group showing tolerance and respect for others. Demonstrating open-mindedness and caring for each other.
  Continuing to practice, control and master Fundamental Motor Skills (Rolling/Underarm Throw). Introduce skills such as overhand throw and ball bounce. Incorporate these skills into more complex minor games.
- 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.

Japanese

Theme/Activities

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

Concepts

- Responsibility
- Form (pattern)
- Perspective (points of view of others)
Music

**TRANSDISCIPLINARY THEME**: *How We Express Ourselves and Who We Are*

**Focus**: To explore the effects of music on emotions through singing and listening and to find creative ways to express our emotions through group performances with percussion instruments.

The Children will:

- Sing songs: promoting respect and a positive attitude. For example: *Respect*, *The Middle*.
- Manipulate chants and simple songs to express ideas and emotions by changing different elements in music.
- Explore body movements as a means of expression. e.g., raps, creative movement.
- Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments.

Have many opportunities to find ways to express themselves musically and creatively in class performances.

Visual Arts

The Term 1 Unit of Inquiry is called “Expressing Emotions in Art” this integrates with the unit “How we express ourselves”. The Line of Inquiry is the creative ways to exploring our emotions. Inspired by a variety of cultures and through their different art forms, students will represent each colour of the Tibetan Prayer Flags with an emotion. Yellow=Happiness, Red=Anger, Blue=Brave, Green=Calm and White=Fear.

- Inspired by ‘Losar’ the Tibetan New Year. A celebration of ‘Happiness’ the students will design, paint and pattern their own drawing of a Tibetan Butter Sculpture.
- After reading the book “The Red Beast” that explores ‘Anger’ the students will experiment with a range of painting tools and a warm colour palette creating a page of painted anger.
- Looking at the Japanese festival ‘Setsubun’ (Setsuboom) the students will use their anger painted paper to create their own Beast. Drawing the outline on the reverse side of the paper then adding detail on the front with soft black pastels.
- Inspired by the elaborate headdress of Native America, students will create a collaged piece to represent ‘Brave’ry. Using a cardboard strip detailed with pattern in HB pencil, marker texta, cut paper and feathers.
- To explore the emotion of being ‘Calm’ students will design and create original Tibetan Mandala. Using HB pencil and painted detail.
- After watching a traditional New Zealand Maori Haka, an ancestral war cry, dance or challenge the students will design their own Tiki character to represent the emotion ‘Fear’.