Library

- Revise the public access system and how to locate resources – key word search, title, barcode and call no., availability and section ‘Sharing the planet’ (minibeasts) as part of Year 2’s inquiries. Discuss where / why minibeasts are in the 500’s in Non-Fiction location. Read titles from Non-Fiction location that explains invertebrates.
- Discuss Book Week theme ‘Australia! Story Country’. Discuss some of the CBCA short-listed books / authors and how you can judge a book? (characters, story, illustrations....)
- Revise the format of a non-fiction book – contents, index, glossary and how they are usually presented as an information based book.
- Discuss Australian authors who have written books on the CBCA short list – their life and how they are inspired to write. In ’How we organise ourselves’ we inquire where the ‘community’ section is and read books relating to the concepts – function and connection. Lines of inquiry looked at are characteristics and systems of a community.

Physical Education

Focus: Athletics skills- running, jumping, leaping, and throwing. Refining these skills in modified athletics activities.
Dance- Perform simple rhythmical movement sequences. Use a combination of movement patterns in small group activities.
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.

Japanese

Theme/Activities

- Minibeasts
- Learn how to say/ spell names of minibeasts in Japanese. Minibeasts origami, Making a minibeasts booklet.
- Japanese songs.
- -Olympic games ( names of sports in Japanese/ Japanese radio exercise/ spelling competition)
- -Calligraphy competition.

Concepts

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

Learner Profile

Reflective
Open minded
**Visual Arts**

The Term 3 Unit of Inquiry is called 'Mini beasts in Art', which integrates with the Central Idea—'Living things and their environment are interconnected'. The Unit focuses on the study of Minibeasts (Entomology), their environment and how Minibeasts are represented in Art. We are exploring the work by the artist Yumi Okita who does textile Moths and Butterflies.

- **Observation Drawing**, capturing intricate detail of insects preserved in resin. The drawings will be highlighted with the use of water colour pencils.
- Temporary Nature sculptures out in the school garden using twigs and leaves to create their own mini beast. Using ipads, the teachers will photograph their sculpture and then the nature goes back into the garden.
- Insect trail rubbings and print making. Collecting textural rubbings from outside to create their background of insect trails and collaging their printed minibeast designs onto this background.
- Ceramic Minibeasts - model Minibeasts out of clay, on a leaf plate. Demonstrating joining techniques.
- Weaving a 'web': Using a cardboard ring, the students will use wools and cotton to bind the ring.

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**Music**

**Sharing the Planet**

Learn songs related to ‘Sharing the Planet’ with living things.

- Tadpole Blues’ (Sing 10 p40)
- Inch Worm (round)
- Shoo Fly (round)

Explore and make choices about sound:

- Create and perform a minibeast chant combining written notation, choice of suitable instruments, movement and voice.

Make use of music as a language of expression:

- Listen to ‘Flight of the Bumble Bee’ by Rimsky Korsakov (Ad Music p68 #20)
- Writing simple melodies using notes learnt on the staff. (function)
- Prepare for upcoming incursion by Opera Australia by doing activities related to it, so the students can get the most out of the performance.

Explore body movement as a means of expression:

- Movement sequence for the Cockroach Rap

Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments:

- Creating ostinato patterns to accompany music