Library

The children are timetabled weekly, to borrow books from the Library with their classroom teachers. During these borrowing sessions, they will gain a better understanding of Library locations and the borrowing/returning procedures. The focus will be on reading for enjoyment, interest and information. The children will have the opportunity to consolidate their literacy skills and further their development in literature appreciation. The Library programme also supports and extends the units of inquiry being studied in each year level and provides classrooms with resources to enrich the units offering varied forms of information.

Physical Education

- Striking Games: T-Ball/Golf
- **Focus:** Refine the Fundamental Motor Skills of throwing, catching and striking previously learnt, to perform a broad range of complex motor skills in various game structures.

- Concepts: **Connection:** How different skills can be used in different sports.
- Attitudes: **Respect, Enthusiasm:** Showing respect for each other and showing enthusiasm for learning.
  Learner Profile: **Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.**

Japanese

**Theme/Activities**

- Essential agreement in Japanese room
- Greetings (hello, goodbye, good morning, see you, thank you, I’m sorry, etc)
- Classroom instructions
- Japanese numbers
- Setsubun (Bean-Throwing festival)
- Osaka (Japan’s second largest city)

**Concepts**

- Responsibility
- Form (structure, pattern)
- Perspective (point of view of others)
**Music**

**PYP UOI: Who We Are**

**HARMONY: CALYPSO MUSIC FROM THE WEST INDIES**

*Our interactions with other cultures contributes to a harmonious world*

**SONGS PROMOTING RESPECT & A POSITIVE ATTITUDE:** Cool Kids (Echosmith), Stand by You (Marlisa), Heroes (Alesso)

**UOI SONGS:** Shake the Papaya Down (3 part round), Day-O, Sink-a-potato

*Make use of music as a language of expression:*
- Listen to examples of calypso music from the West Indies. How is it different? Look at how this music gives us a different perspective of another culture.
- Explore how tempo can change the mood of music.
- Chant using place names of the West Indies played as a rhythm accompaniment on instruments of student’s choice.

*Explore body movement as a means of expression:*
- Dance moves to accompany calypso music including a conga line.

*Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments:*
- Untuned percussion accompaniment using calypso rhythms
- Untuned Calypso accompaniment to ‘Sink-a-Potato’
- Video clips on IWB of steel drums of the West Indies and Calypso Dance Styles.

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**Visual Arts**

The Term 1 Unit of Inquiry, “Abstract Art”, integrates with “How we express ourselves”. Focus on the Cubist and Futurists who looked at change in time and simplifying shape to present ideas in a new way. The Artists to explore are Mondrian, Picasso, Matisse, Arp, Roger Kemp and Leonard French.

Students demonstrate their learning through the following activities:

- Rotating still life drawing. Students move around and draw a display of mechanical objects. Detailing the shapes formed with line pattern. Inspired by the Cubist works of Picasso.
- Ceramic relief sculptures looking at form, balance and composition. Inspired by the works of Matisse and Arp.
- The design and construction of an Abstract printing plate and the resulting prints. Inspired by the works of Roger Kemp and Leonard French.