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

Focus: Circus Blitz.
Invasion Games: Hockey and Soccer

- Circus skills to continue developing hand/eye coordination and creativity.
  Also to help develop perseverance, confidence and resilience
- Refine the Fundamental Motor Skills of striking and kicking to perform a broad range of complex motor skills in various game structures.
- Incorporate aspects of physical fitness into warm up activities.
- The ball skills learnt will be incorporated into minor team games and activities.

- Concepts: Change- How do we change the skills we have learnt to adapt them to different activities.
- Attitudes: Cooperation, Empathy, Tolerance, Integrity
- Learner Profile: Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.

Japanese

Theme/Activities

Self introduction (name, age, grade)
*Write a self introduction card to Japanese students
*Aikido (a Japanese Martial Art)
*Numbers (1-50) - pronunciation and spelling in Kanji characters
Central Idea: * Cultures Change over Time
- Ainu; Japanese aboriginal people
  (their life and culture)
* KODOMO NO HI (Children’s Day)
  - why do they display carp fish? What do they eat on Children’s Day and why?, etc. make a mini carp fish streamer

Concepts

Form (structure, pattern)
Perspective (belief)
Perspective (point of view of others)
Connection (relationship, network)

Learner Profile

Reflective Risk Taker
**Music**

YEAR 3: Integration with Unit of Inquiry: Where We Are in Place and Time

Central Idea: CULTURES CHANGE OVER TIME

Learn songs related to Australian Aborigines. Use songs as a catalyst to discuss the aboriginal culture from a different perspective and the form of their music.

- The Rainbow Snake (Sing 84 p13)
- Inanay (Sing 98 p65)
- Il Eh Tu Eh (Sing 08 p32)
- Jabbin Jabbin (Sing 96 p26)
- Djapana (Sing 94 #14)

**Explore and make choices about sound:**

- Create a sound picture based on the story of ‘The First Kangaroo’
- Compose composition for ‘Mumma Warrano’

**Make use of music as a language of expression:**

- Explore how choice of instruments, tempo and dynamics can change the mood of music. Compare aboriginal lullaby ‘Jabbin, Jabbin’ with celebratory song ‘Inanay’
- Listen and watch aboriginal music on IWB. Note their instruments: voice, tapping sticks, didgeridoo

**Explore body movement as a means of expression:**

- Movement with chant of aboriginal tribal names

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

- Rhythm accompaniments on tuned & untuned percussion for songs learnt
- Tuned percussion accompaniment to ‘The Rainbow Snake’

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**Visual Arts**

The Term 2 Unit of Inquiry, “Aboriginal Art”, integrates with “Where we are in place and time”. Focus on the book ‘Ernie Dances to the Didgeridoo’ by Alison Lester, exploring the seasons of Arnhem Land in the Northern Territory. Each season has a distinctive influence on cultural activities.

Students demonstrated their learning through the following activities:

- Cool Weather Season ‘Yekke’. Barramundi paintings inspired by the technique and pattern of traditional Dot Painting.
- Harvest Season ‘Bangkerreng’. Clay Birds focus on pattern and texture.
- Early Dry Season ‘Wurkeng’. Circular Weaving looking at traditional works using Pandanus.