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
- Continue to 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
- Numbers (1-100) - pronunciation and spelling in Kanji characters
- Self introduction (name, age, grade, what they like, etc)
- Write a self introduction card to Japanese students
- AIKIDO (a Japanese martial art)
- 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 (point of view of others)
- Causation and change
- Connection (relationship, network)

Learner Profile
- Reflective
- Open minded
Music

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

Central Idea: EXPLORATION LEADS TO DISCOVERIES AND OPPORTUNITIES

Discuss the points of view and reflect on the changes to our current lifestyle caused by past events. (connection) eg Eureka
- Waltzing Matilda
- Botany Bay (UB5 p16)
- Eureka (Sing 05 p86)
- Click Go the Shears (Sing 04 p42)

Explore and make choices about sound:
- Composition ‘Bushrangers’

Make use of music as a language of expression:
- Waltzing Matilda: understanding the text, the connection between terms used in the past and today, sequencing verses. Discuss the characters in the story and their perspective on what is happening
- The Eureka Rebellion (IWB Video Clip), Listen & reflect how elements of music are used to convey the changing mood.

Explore how music has form:
- Just as stories have a form, so does music.
- Look at Intro, Verse, Chorus, Bridge, Coda, Repeated Sections

Explore body movement as a means of expression:
- Create movement accompaniment to Australian place name chant.
- Heel & Toe Polka: The Bushwackers

Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments:
- Botany Bay: tuned percussion accompaniment

Visual Arts

The Term 2 Unit of Inquiry “Aboriginal Art” integrates with “Where we are in place and time”. Focus on the changes to Aboriginal art due to colonisation. Inspired by the book ‘The Rabbits’ by John Marsden and Shaun Tan, the students explore the artists of Papunya Tulla and contemporary Indigenous art.

Students demonstrated their learning through the following activities:
- Origins of dot painting in relation to Papunya Tulla. Dot painting the camp dog.
- Creator Spirit Sculpture using assorted string binding.
- Printmaking an Indigenous fabric design inspired by artist from the Tiwi Islands.