**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. **Please have all your entries for the Premiers Reading Challenge on their website before Wednesday, 31st August- Thank You!**

---

**Physical Education**

**Focus:** Athletics-Running, Hurdling, Long Jump, High Jump, Discus and Shot Put.
Dance- They create and perform coordinated rhythmical movement sequences to a musical beat, which contain a variety of motor skills and movement patterns.

- Concepts: **Causation**- How and why your body changes when you exercise.
- 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**

- Writing a greeting card to AKADA MINAMI Primary School in Japan.
- Calligraphy competition.
- Body parts and health
- Names of body parts.
- A body parts song.
- SOROBAN (Japanese abacus)
- How to use SOROBAN, History of SOROBAN.
- SOROBAN around the world.
  - Food
- Healthy Japanese diet.
- Rice culture of Japan.
- (Make a rice ball.)
- Olympic games

**Concepts**

- Form (structure, pattern)
- Perspective (point of view of others)
- Causation and change
- Connection (relationship, network)

Spell the names of the countries and colour in their national flags.
**Music**

**Integration with Unit of Inquiry: WHO WE ARE**

Central Idea: The body is a machine made up of different systems that need to be maintained in order to stay healthy.

**Concepts:**
- Form (What is it like?)
- Function (How does it work?)
- Causation (Why is it the way it is?)

**Focus: Elements of Music**
- Pitch: high, low, steps up/down, repeated notes, skips
- Treble notation: read and play
- Form: Intro, Verse, Chorus, Coda
- 2 part, 3 part form
- Tone Colour: tuned percussion

**Songs:**
- Junk Food (Time for Music CD#! #23)
- Cut Lunch Blues (Best of Sing p40)
- You Brush Your Teeth (UB6 p23)
- Cooee Round (Sing 97 p48)
- Coconut (Sing 11 p56)
- VEGETABLES (Sing 09 p42)

**Instrumental:**
- Untuned percussion: Coconut
- Kitchen percussion: VEGETABLES
- Play the twelve bar blues on tuned percussion instruments
- Tuned percussion accompaniment to ‘Junk Food’

**Appreciation:**
- Food Glorious Food from ‘Oliver’

**Chant:**
- Junk Food/Good Food Rhythm Chant
- Pizza Sing 03 p87

**Movement:**
- Create Good Food Rap

**Creative:**
- Create own two bar rhythms
-Compose E G composition for ‘Two Little Sausages’

---

**Visual Arts**

The Term 3 Visual Art Unit of Inquiry is called “The Human Body in Art”, which integrates with the Transdisciplinary theme- “Who We Are”. The Unit focusses on the representation of the human figure in Art. Looking at how different artist Leonardo Da Vinci, Michael Angelo, Ron Mueck, Atelier Stella and Otecki used sculpture, painting and drawing to depict the human figure.

- A self-portrait illustration in chalk pastels on black card. Applying effective use of colour, detail and form to reflect expressive character and self-image.
- A snapshot of painted eyes on a wooden block. Skilled application of paint and considered use of colour, to capture creative expression within the limited area of the eyes.
- Ceramic sculpture of abstract facial parts. Clay modelling ability to capture detail of individual facial features and effective composition of the sculpture.