**Library**

Year 6 students are encouraged to borrow books from the Library. 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**

- Team Building Activities / Parachute. Striking Games - Cricket
- Focus: Working together as a group showing empathy for others. Demonstrating open-mindedness and caring for each other. Refine the basic and complex motor skills of throwing, catching and striking in game situations. Consolidating the evaluation of the performance of a partner during modified cricket games and provide constructive feedback based on performance criteria to assist skill development.
- Concepts: **Responsibility**: Looking after each other and the sporting equipment needed in minor games. Safety on the sports field.
- Attitudes: Respect, Enthusiasm.
- **Learner Profile**: Discussion with the children about Learner Profiles demonstrated during the lesson. Children identify peers that demonstrated a particular Learner Profile.

**Japanese**

**Theme/Activities**
- Essential agreement in Japanese room
- Spell their name in Japanese on a name card
- Hiragana characters
- Greetings and classroom words (revision)
- Self introduction (name, age, grade, what I like, nice to meet you!, etc)
- Japanese exercise
  - Yokai watch (KARUTA; a Japanese card game)

**Concepts**
- Form (pattern)
- Perspective (point of view of others)
- Connection (relationship, network)
Visual Arts

The Term 2 Unit of Inquiry “Humanitarian Leaders” integrates with both “How we express ourselves” and “Sharing the planet”. Focus on the qualities of a humanitarian leader and create a tribute through portraiture and symbolism. Artists to explore are Eduardo Kobra, Julie Dowling and a range of textile designers.

- Homework activity to research and gain knowledge on your chosen Humanitarian leader who meeting our listed criteria of PYP Attitudes.
- Using the photo of your Humanitarian Leader to illustrate a portrait using the grid technique.
- Printmaking. Create a print plate design with a symbolic link to their leader and inspired by their cultural heritage.

Music

TRANSDISCIPLINARY THEME: Who We Are
HARMONY: Harmony is created when two or more notes are blended together

SONGS PROMOTING RESPECT & A POSITIVE ATTITUDE:
Walk a Mile in My Shoes, In the Middle, Respect

UOI HARMONY IN MUSIC SONGS: ‘Doo Doo Canon’, ‘I Need Some Music’

Make use of music as a language of expression:
• Learn about the function of chords built on the major scale of 1/3/5 blend together to form a harmony.
• Experience singing in harmony
• Listen to various compositions. Note the change to the mood when more irregular harmonies are used.
• Composition using poem

Explore body movement as a means of expression:
• Create moves for classroom songs

Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments:
• I Need Some Music: untuned percussion accompaniment