Library
- Revise the importance of returning procedures and where the barcode is on a book.
- Discuss concepts from inquiry unit ‘Sharing the Planet’ (*People’s use of the sea impacting on sea creatures*) and give examples of books related to the unit from non-fiction area; children gaining a better understanding of the difference between fiction (made up stories) and non-fiction (facts, information) material.
- Learn how to use a shelf marker in the non-fiction area.
- Explain why non-fiction books have numbers (subject codes) as well as letters on spine labels.
- Revise how to put away picture books.
- Relate literature to PYP attitudes where applicable e.g. whale in ‘Little Whale’ is curious.
- Revise certain locations of the Library; Picture Fiction, Easy Fiction and Non-Fiction.
- Revise author, illustrator, call number, cover, endpapers and title page and introduce ‘blurb.’
- Introduce the word ‘character’ using drama activities and describing words.
- Encourage children to borrow from the Library weekly.
- Introduce a ‘key word’ search on the Public Access System using the interactive whiteboard e.g. ‘whales.’

Physical Education
**FOCUS:** Complete Dance Unit, Fundamental Motor Skills and Minor Games.
- Dance - Exploring rhythm and movement while stationary and moving during individual activities. Developing control when changing level and direction. They will learn to respond to rhythm and beat.
- Fundamental Motor Skills revision; incorporating throwing, catching, bouncing and kicking.
- Minor Games: Use minor games to revise Fundamental Motor Skills learnt this year.
- **Concepts:** Reflective and Responsibility - Reflect on what we have learnt and our responsibility with the choices we make.
- **Attitudes:** Curiosity, Independence and Appreciation - The children begin to work independently and appreciate each other’s efforts.

Visual Arts
The Term 4 Visual Arts Unit of Inquiry is called ‘The Ocean and its inhabitants’ which integrates with the Transdisciplinary theme ‘Sharing the Planet’. The Unit focuses on sea creatures and how they can be represented in art. Exploring a range of art mediums and taking inspiration form the picture story book ‘Tiddler’ by Julia Donaldson.
- Painted Puffer Fish, exploring pattern, shape and colour to create a 3D fish. Apply effective design, balance of colour and paint skills to enhance the work.
- Fabric Sea Creature Sculpture, using fabric and foam block to create a textural form. Demonstrate fine motor skills using scissors and manipulation of fabric to create an effective design with balanced colour.
- Illustrated and collaged Tiddler Christmas Crowns focusing on pattern and design. Show detail and tone within the drawing of the sea creatures and apply effective use of shape and paint to complete the crown.
Japanese

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<th>Concepts</th>
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<td>▪ Form (pattern)</td>
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<td>▪ How to say and spell ‘red and blue’ in Japanese</td>
<td>▪ Perspective (belief)</td>
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<tr>
<td>▪ Japanese story time (story about a fish) by Japanese interns</td>
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<td>▪ Oceans</td>
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<td>▪ Christmas origami</td>
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<td>▪ Revision and reflection on what they have learnt this year</td>
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Music

SHARING THE PLANET:

Students will:

▪ Focus on the music elements of pitch and graphic notation by finding ways to write and record their own ‘music’ or ‘percussion scores’. Acting responsibly as they perform their compositions.

▪ Listen, respond to and reflect on a variety of music inspired by oceans and nature e.g. ‘Aquarium’ (Carnival of the Animals).

▪ Sing a variety of songs linked to the unit of inquiry e.g. Oil From the Factory, Octopus’s Garden, Beach song, Who Looks After Our World?

▪ Use songs as a starting point to discuss causes of pollution in the ocean.

▪ Make use of movement as a language of expression: Responding to a musical piece called Sea Creatures.

▪ Show they are respectful and appreciative as they listen to other groups perform.

▪ See the performance of the opera called ‘El Kid’ and reflect on the characteristics of different genres of music.

▪ Continue to improve their chime bar playing, as they practise pieces and play simple ostinato patterns to accompany activities and songs.