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 program 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: Complete Dance Unit, Game Sense/Game Strategies.
- Dance - They create and perform coordinated rhythmical movement sequences to a musical beat, with some precision and accuracy. They use and identify a variety of motor skills and movement patterns required to create a musical sequence.
- Continue developing the use of strategies, team work, cooperation and commitment in a game. They continue learning to undertake a variety of roles such as umpire, coach and team manager.
- Concepts: Perspective - Looking at different understandings of the way children perceive rules and whether these tactics are successful or not.
- Attitudes: Curiosity, Independence and Appreciation - Being able to develop skills in a game both as an individual and as part of a group and discussing how to apply those skills into making a game successful or not.
- Learner Profile: Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.

Japanese

<table>
<thead>
<tr>
<th>Themes/Activities</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>School life in Japan - timetable, subjects, playground, school lunch, etc.</td>
<td>Form (pattern)</td>
</tr>
<tr>
<td>Japanese verbs and word order</td>
<td>Perspective (point of view of others)</td>
</tr>
<tr>
<td>Typing Japanese characters with an English keyboard</td>
<td>Perspective (belief)</td>
</tr>
<tr>
<td>History of Japan (samurai era)</td>
<td>Function (role, systems)</td>
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<td>Christmas origami</td>
<td></td>
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<tr>
<td>Japanese pop/rock music (sing and dance)</td>
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<td>Revision and reflection on what they have learnt this year</td>
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</tbody>
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Music

Integration with Unit of Inquiry: How We Express Ourselves

MEDIA MAY INFLUENCE COMMUNITY PERCEPTIONS

Music is a means of expression. It accompanies our everyday life including being used to try and persuade us to buy products and services. What form this takes: the use of jingles in advertising. Reflect on how when combined with vision, music can be a powerful tool to manipulate our emotions. What is the advertiser’s perspective?

- Learn advertising jingles in order to understand the form, rhyming verse, repetition, and simplicity (catchy tunes & text, vision on interactive whiteboard):
  - I Like Aeroplane Jelly
  - We’re Happy Little Vegemites
  - Louie the Fly
  - Mr Sheen
  - Up There Cazaly
  - C’mon Aussie C’mon

- Make use of music as a language of expression:
  - Discuss, sing, catchy slogans/melodies used in TV/radio commercials.
  - Create a TV jingle and compose a melody to match.
  - Write lyrics for an advertisement to match a well-known song.

- Explore body movement as a means of expression:
  - Create body movement to their advertising jingle.

- Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments:
  - Use tuned percussion instruments to compose advertising jungle

Visual Arts

The Term 4 Unit of Inquiry is called ‘Street Art’, which integrates with the Transdisciplinary theme ‘How We Express Ourselves’. The unit explores how we express ourselves through responsibility and perspective, focussing on the different Street Art throughout the world. Taking inspiration from and paying attention to the unique style and cultural influences of the street artists - Oteki, Remed and Agostino.

- Sketch book detailed illustrations showing exploration and development of street character and style. Apply effective use of tone and pattern to enhance the final illustration.
- Illustrated character mounted within a cardboard box. The exterior of the box painted and decorated in the street art style. Demonstrate skilled application of paint and balanced use of colour to complete the overall piece.
- Painting large scale on news print to create a street character. Show effective use of scale, skilled application of paint, use of colour and design.