Year One

Term 4 - 2016

Library
- Read ‘Seadragon Sea’ by M. Spurling incorporating the Unit of Inquiry ‘Sharing the planet’ (habitats) and discuss where to find habitat resources in the non-fiction section, look for examples of N.F. books; i.e. different key words to use, not just ‘habitats.’ Discuss the difference between a ‘keyword’ search and a ‘subject’ search and discuss ‘author’ search.
- Revise the meaning of fiction and non-fiction books and reasons for different call numbers.
- Using drama and discussion, inquire about different animals and their habitats – read ‘The Tree’ by T. Vyner and ‘Mang the Wild Orang-utan’ By J. Vanloon.
- Use the interactive whiteboard to locate books through the ‘Bookmark’ Public Access System, noting that ‘status’ of book should be 1st observation – ‘available’ or ‘on loan’, then the location (P.F, N.F. etc.) and lastly call number (may be written down).
- Children will be encouraged and assisted to look up books for their habitat projects.
- Encourage students to borrow from a variety of locations – Pic. Fic. Non-Fic. and Easy Fiction. Revise where ‘Fic’ books are.

Physical Education

FOCUS: Complete Dance Unit, Ball Handling and Basic Minor Games.
- Dance - Increasing control in movement activities that require a change of speed, direction and level. Use a combination of movement patterns in activities with a partner.
- Incorporate the Fundamental Motor Skills they have learnt and revised throughout the year.
- The children will use a variety of equipment and various sized play balls to reinforce the fundamental motor skills learnt.
- The skills learnt will be incorporated into minor team games and activities where they have to adhere to specific rules.
- The children will be introduced to basic game sense and movement skills within game situations.
- Concepts: Connection - How different skills are connected to one another in the way we perform them.
- Attitudes: Curiosity, Independence and Appreciation - The children continue to work independently and appreciate each other’s efforts and skills within competitive games.
- Learner Profile: Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.
Music

SHARING THE PLANET:

Students will:

- Attend a performance of an opera called ‘El Kid. They will reflect on the characteristics of different genres of music and in particular, the emotions expressed in an opera and the influence of operas from an earlier century. They will discuss the balance of listening to different genres of music.

- Sing songs connected to theme (Habitat Habitat, Igor the Flying Fox, Octopus’s Garden, Leave that Tree Alone).

- Compose a creative percussion ‘sound story’ with a ‘living things’ theme by exploring and making choices about sound, with different textures and tone colours. They will reflect on the function of written notation in communicating sounds for others to play.

- Continue to improve their chime bar and note reading skills as they play accompaniments to different songs.

- Perform, as a class, an accompaniment to Octopus’s Garden with untuned and tuned percussion.

Visual Arts

The Term 4 Visual Arts Unit of Inquiry is called ‘Environmental Art’, which integrates with the Transdisciplinary theme ‘Sharing the Planet’. The Unit explores the use of natural materials and the representation of nature in art inspired by the artist Andy Goldsworthy and various Australian artists.

- Environmental Collage using artist Andy Goldsworthy’s sculptures as inspiration. Using collected natural materials from the outside environment, to create a circular pattern.

- Mixed Media Environmental River Landscape inspired by Australian indigenous art. An aerial view of the outback will be created by using a combination of illustration and paint.

- Paper sculpture using a variety of materials and textures to construct a paper seed pod.

- A variety of techniques including clay modelling will be used to give effect.

Japanese

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<td>Animals</td>
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