Library

- Read texts in relation to Unit of Inquiry ‘How We Organise Ourselves’ (communities functioning) and ‘Where We Are in Place and Time’ (different culture’s celebrations, family histories).
- Show students how to return and borrow books.
- Show children how the fiction and non-fiction books are shelved.
- Discuss the concept of ‘celebrations’ and the examples given in the different literature.
- Revise using the ‘Bookmark’ Public Access System – keyword, subject etc., searches and the importance of writing down the non-fiction call number before going to shelves. What to do when a keyword search doesn’t work. Other words to use e.g. ‘whales’ if ‘humpback’ doesn’t show any.
- Revise term ‘available’ as opposed to ‘on loan,’ ‘processing,’ ‘in repair’ and ‘lost’ on Bookmark system.
- Encourage the children to borrow from a variety of sections.
- Introduce the Dewey system to better explain subject number codes.

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
WHERE WE ARE IN PLACE AND TIME

The 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 reflect on the balance of listening to different genres of music.
- Learn to appreciate alternate sounds or changes in music by Comparing and contrasting music used at times of celebrations, from a variety of different cultures.
- Be exposed to a variety of music from different cultures and learn some of their celebration songs, as an example of how music connects people from different times and places.
- Play instruments and explore how tempo, dynamics and texture can change the mood of music.
- Compare and contrast the formal and informal notation used for non-tuned and tuned percussion instruments and write and perform examples of both.
- Learn a dance from a different culture which is performed at a time of celebration.

Visual Arts

The Term 4 Visual Arts Unit of Inquiry is called ‘Celebrations that Migrants Have Brought with Them’, which integrates with the Transdisciplinary theme ‘The Past Influences Our Present and Future’. The Unit focuses on exploring the creative elements of costume and decoration design involved in Rio de Janeiro’s Carnival and Mexico’s ‘Dia de los Muertos’, ‘Day of the Dead’ celebration.

- Collaged Carnival masks inspired by Carnival in Rio de Janeiro. Using drawing materials and embellishments, to create bold pattern work. Skills of pattern and shape making are utilised in creating effective mask design.
- Drawn Sugar Skull and Painted flower crown, inspired the artist Frida Kahlo. Develop drawing skills, application of paint and considered use of colour, in creating a sugar skull collage.
- Ceramic decorative sugar skull pendant inspired by the Mexican Day of the Dead celebration. Modelling skills show effective shape and creative use of clay techniques and tools.

Japanese

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