



Petra's Message

By Mrs Petra Wright, Principal

Dear Parents and Guardians

We started the week off with National Reconciliation Week. Each year National Reconciliation Week, held between 27 May and 3 June, is dedicated to growing respectful relationships between Aboriginal and Torres Strait Islander people and other Australians. Reconciliation Australia, an independent, national not-for-profit organisation, initiates the week in its effort to break down the barriers between Indigenous and non-Indigenous Australians. Stage 4 looked into it in more depth and had fun creating their own aboriginal paintings.

In our Reggio-inspired environment, the materials are carefully selected for their potential to enhance learning and discovery. Materials are chosen for their aesthetic qualities; what do they look like? Feel like? Smell like? Do they have a unique quality of their own? Are they derived from nature? Can the child connect with the material in some way? The field of eco-psychology has developed to understand the aspect of what Edward Wilson called biophilia -- man's innate emotional affinity toward all other life forms on Earth. It means that we all have as humans, a deep connection and love for the outdoors and nature.

Bringing nature into the classroom is one way of bonding with life. Welcoming the natural world into our classrooms. Stones, Rocks & Pebbles -- Children are drawn by the natural beauty of rocks and pebbles. Stones are placed into bowls that can be examined for children to investigate. Stones are a wonderful natural resource in imaginary play. The children introduce different size stones into their construction area, small world, role-play, the list is endless. The children use stones to build walls, stir into play soup, given out as tokens on a bus ride or counted out as money. A stump, another gift from nature that is quite versatile is a tree stump. Children can help peel off the bark and sand down the edges. Larger pieces of bark can be used for roofs for little buildings, as boats with leaf sails and even as loaves in the "bakery". Stumps can become walls, seats on buses or trains, or even stools and chairs in the dramatic play area. The children often go into the park or walk around the school looking for treasures.

Surrounding children with nature indoors brings beauty and warmth to the classroom, nourishes children's senses and fosters their appreciation of all that the Earth offers us.

Have a beautiful weekend with your precious children

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Our Little Detectives are on the case this week exploring in our Provocation of 'Detective Sense- The Five Senses' investigating the 'Sense of Smell'.

If you have noticed our room smelling of different aromours rest assure it's all the different spices, herbs and flowers we have been exploring.

The teachers have been asking questions - 'What do we use to smell with?', 'What is that Smell from?' 'Which Smell do you like?'

We have been looking at different noses between humans and animals. A elephants Trunk is very different to a pigs snout. A human nose doesn't have the same ability as that of an animal. An Animal nose has a stronger and wider ability.

Through our activities we had sensory playdough which was made from curry spice and made from cinnamon spice for the children to explore the sense of Smell while manipulating the dough. We added Threading to our playdough using pasta with natural resources to encourage fine motor and eye-hand coordination.

In Art this week we painted with an array of different teas, Hibiscus and Chamomile to mention a few . The children used tea bags and also Rosemary as their tool to paint with. The children showed such wonder and enthusiasm for this activity which was all in the process not the final product. Observing them going from the tea to the paper back to the tea was lovely to see them seeing the cause and effect of what they were doing. Through this painting of Tea we spontaneously did an experiment of absorption where the children were given cloth to dip into the liquid creating A Tie Dying effect using the natural liquids of the tea.

We used our Herbs and Flowers from the garden to create a "Match Up" activity enhancing cognition and memory development. The children have been problem solving to correctly place each herb and flower in the right place. This has been lovely to observe.

If you have any flowers or herbs in your garden we would love to explore their scent, please bring them in. Next week we will continue with the 'Sense of Smell' looking at different foods.

Thanks for a lovely week we hope you have a great weekend.

Leonie, Rujuta, Ella, Grace and Alison



Stage 1 -Sense of Smell Exploring spices and Herbs



Stage 1 - Threading With Playdough and Pasta



Stage 1 - Painting with Tea



Stage 1 - Tye Dying



Stage 2: Chicks

By Ms Nimo Gill

Jelly Starfish

This week for our Sensory experience we explored, blue pasta swirls representing waves that the children dyed themselves and seashells to inspire children to have an undersea storytelling experience incorporating sea animals, most of our children were recognising the sea animals we have been talking about, looking at the different types and colours and shapes of them

Things got creative as we made our very own jelly starfish! Using some jelly mix and starfish moulds, we will learn how jelly is made and set. To follow up our experience in The Art Atelier we carried on to do some Starfish Painting, we made some starfish imprints by stamping a roll cut in a star shape, allowing the children to make the connection of the starfish to shapes and the different colours they come in.

This week we investigated the Starfish closely, exploring learning about the different features and colours they are. This week during circle time we investigated and talked about the Starfish, its colour, texture and asking children to use their own words to describe it, like how the texture felt and what colour it was. The children mentioned words like red, pointy, sharp, hard and star.

The children have been mostly curious about the turtle in their play, to carry forward their interest we will be looking at the turtles next week and listening to some different sounds that the sea creatures make.

Have a lovely weekend!

Nimo, Tracey, Angel and Fern



Stage 2 – Starfish Jelly and Painting



Stage 2 – Blue Pasta Waves



Stage 2 – Undersea Painting and Storytelling



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

Bird Investigating

"Bird's eat seeds too!", was a comment which sent our provocation back to revisit 'seeds' in a different light. We asked the children, "what type of seeds birds eat?" To further investigate this, we invited a friendly bird named 'Birdie,' into our classroom. We soon discovered that different species of bird eat different food. Budgies such as 'Birdie,' eat sunflower seed, millet spray, safflower, canary seed, our budgie can also eat fruit and vegetables such as carrots, kale and banana. We talked about native birds found in the park and in our garden, some native birds such as the Crimson Rosella are attracted to eucalyptus seeds and tree blossoms and Australian Magpies eat insects and larvae. Throughout the week we fed our budgie a variety of food to maintain it's health.

Following on from this we set up the provocation tables with pastels and water colour paint. Inspired by 'Birdie,' the children created art drawing from life! Drawing from life allows children to understand how spatial volumes work in space. It also encourages visual analysis, working out size, how to define texture and depth. It was wonderful to see the children in our class wanting to give this experience a go.

Continuing our 'seeds' theme, the children created works of art using birdseed. Engaging their creativity, they squirted glue onto brown paper and then sprinkling birdseed onto their page thus creating art. This experience enabled the children to experiment with a range of non-traditional art materials, challenging their creativity. Extending our bird theme, we invited the children to explore our 'Birds Nesting,' Small World environment. The benefits of Small World play include problem solving by working through issues, language development through story-telling and using character voices and learning cause and effect. An outlet to express creativity and use their imaginations, children bring their thoughts and experiences into their play, exploring real life situations.

Joselyn, Natalie, Daryl and Lucia.



Stage 2/3 - Investigating What Birds Eat



Stage 2/3 - Bird Seed Art



Stage 2/3 - Drawing And Painting Birds



Stage 2/3 - Small World Birds Nesting



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

National Reconciliation Week

This week the Kookaburras and Rosellas have celebrated the National Reconciliation week which is a great opportunity for all Australians to learn about the Aboriginal and Torres Straight Islanders culture.

In order to learn and explore the Aboriginal and Torres Straight Islanders, the children have participated in some very nice play-based learning experiences, e.g.:

Shared book reading episodes, puppet shows and singing Aboriginal songs. Some of the books the children read this week included books such as "The Rainbow Serpent" by Dick Roughney, "I am Australian too" by Mem Fox, "The Lamington man" by Kel Richards. Puppet shows and dramatization of "Wombat Stew" by Marcia Vaughan. Indigenous art, which is centred on storytelling, and it includes bark painting, rock art, and paintings using Aboriginal dot art.

Dancing, dancing is a big part of the Aboriginal and Torres Straight Islanders culture. The children have participated in various dancing experiences, using sticks to tap, and follow rhythm of music.

Watch an educational video from Youtube: " Aboriginal history for children"

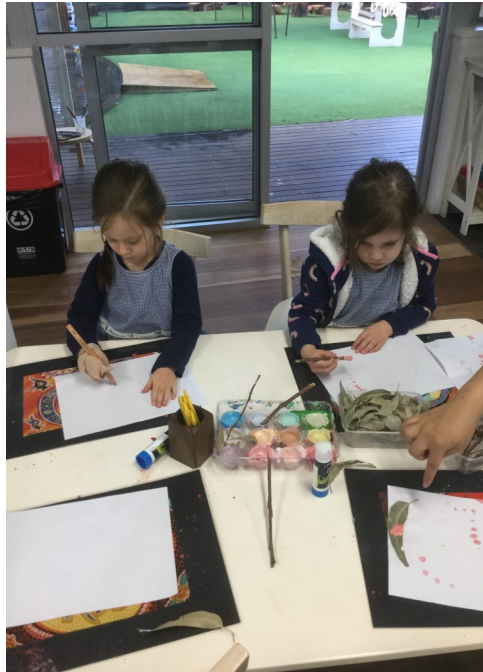
The children have also participated in multiple pre-mathematics learning experiences such as counting, matching, calculating and adding! Great learners the Kookaburras and Rosellas are!

Please remember to keep up with the reading challenge!

Carmen and Luan.



Stage 3 & 4 - Aboriginal Art



Stage 3 & 4 - Cultural Creations



Stage 3 & 4 – Cultural Experienced Learning



Stage 3 & 4 –Wombat Stew Puppet Show



The 4 Elements Yoga Project/ Water

This week we started with the exploration of Water Element. As we all know, a significant percentage of the Earth is covered by water. So how to make it fun for children's learning?

There it goes...

To begin I will explain the importance of water on the planet and for all the living beings.

As a warm up we start with "The Water Cycle" exercise. The evaporation processes, the sun absorbs water from the lake: Children goes down on a squat with hands onto the mat.

Condensation: Children stand up slowly with arms extended above the head, in a circular shape to represent the water cloud. As the wind starts moving the clouds, children move their bodies from side to side then 1,2,3 BOOMM the thunder comes. Rain Drops: Children low their arms all the way down and tap their hands onto the floor to represent the falling rain. Next, I encourage children to hold hands in a big circle then we all together become one big cloud. When the thunder comes we tap our feet to represent the big storm.

To continue with the exploration of water theme the children go on a Surfing adventure. Followed by the awesome soundtrack from the 60's "Bustin' Surfboards by The Tornados, (available on Spotify) children perform a series of yoga postures such as, Cobra pose (paddling waves), Warrior II (Dropping down wave) and Downward facing dog (Puppy Surfer).

To conclude children, sing along the familiar nursery rhyme "Row Row your Boat" and perform, Navasana (boat pose). Children are encouraged to say at the end of this song: "If you see a crocodile don't forget to BREATHE" and we take a deep breath in and a breath out together, then we become sleeping crocodiles for relaxation.

Namaste

Tati Fernandes



Playball

By Miss Lauren Guttman

Hi everyone,

We warmed up today with **"funny runs"** – Lauren placed cones on one side of the court and we stood on the opposite side. We did "funny runs" to the cones....".run around the cone with hands on our knees; hop on one foot; gallop; skip" and the list goes on....

Lauren then placed the cones in a straight line and we **zig-zagged** the cones; going in and out, in and out – wonderful activity for **crossing the midline**.

We played the "shadow game". We were all Lauren's "shadows" and we copied everything she did – she was certainly doing some crazy actions!

BASKETBALL

Lauren gave us all a big basketball and we practiced throwing the ball as high as we could up to the sky.

We did **"bunny ears" pushing** up to the sky. We all showed Lauren our crazy little bunny ears on our head; put our ball on our bunny ears and PUSHED up to the sky. Lauren held up a hoop and we tried to **PUSH** the ball with all our strength into the hoop.

We practiced doing **chest passes**. Ball on our chest, chicken arms.... and **PUSH** in front of us! Lauren lined us up and we had the opportunity to chest pass to her, and then catch the ball.

You are not going to believe this.....Lauren strapped a basketball hoop to her back and ran around the court. We ran after Lauren trying to throw foam balls into this crazy basketball hoop. We were laughing and laughing.

Lauren threw all the foam balls out of the basketball hoop – they look like red and green apples and we went "apple collecting". Some of us are already showing signs of sportsmanship and shared our apples with our friends who didn't manage to collect their own. Well done!
What a fun lesson.

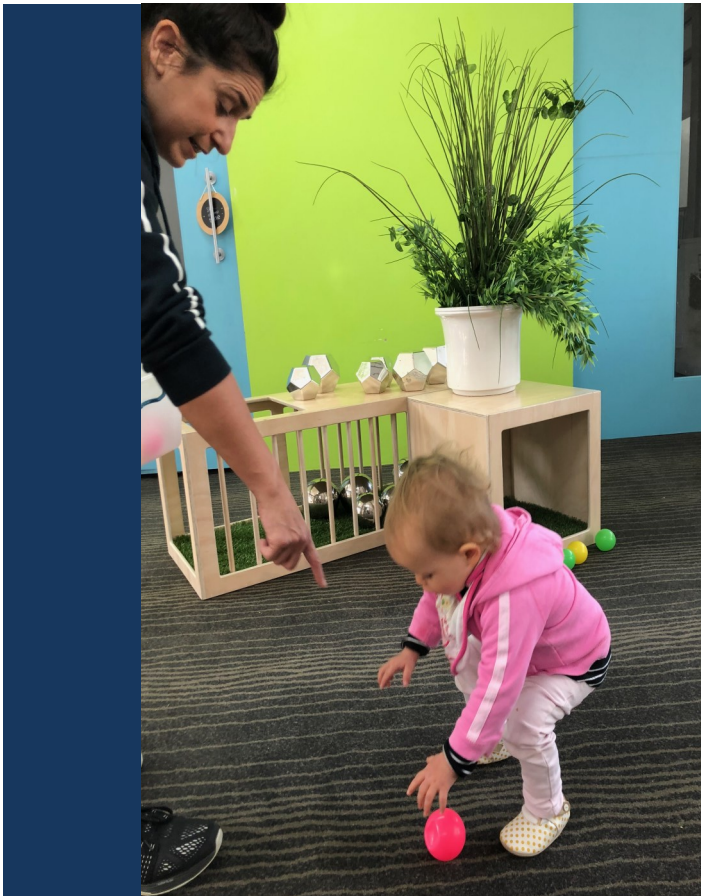
Thanks champs,

Lauren



Playball

By Miss Lauren Guttman



Last week, we started to read a new book, named Animals in Forest. It is a 3D book with 6 different animals. The stage 3 students were so excited to guess the name of a type animal by quick look. They even asked me to do again and again. Therefore, I would like to read this book with them again in this week. Meanwhile, we learnt how to say the names in Chinese. Some of them already remembered how to say tiger and snake. It would be good for them to repeat more times. Based on that, I would like to design a new game for kids to access those words. As for stage 4 students, after we read the book, we made a crocodile. They loved to do it.

This week is the fifth lesson of term 2, so I would like to arrange a cultural lesson for kids. The art of Chinese Paper cutting can date back to the second century C.E., since paper was invented by Cai Lun in the Eastern Han Dynasty in China. As paper became more affordable, paper-cutting became one of the most important types of Chinese folk art. Till now, it is still an import form for people to celebrate festivals. On the other hand, it is quite simple for learners to start and handle. Therefore, I think it is also a good way for kids to know more about Chinese culture. Therefore, this week, I will prepare different colorful paper and fold them in advance. When we have lessons, i will show them a very simple way to cut. Afterwards, kids can cut in my way or they can cut in any way. When they finish their cutting, I will help them paste their pieces on a blank paper with their name as an art work.



This week, the children continued songs that were introduced last week, starting with the good morning song, before tapping the beat with castanets. Transferring their beat keeping skills from clapping, stamping or tapping the beat, to keeping the beat with castanets allows the children's beat keeping skills to develop, and for them to adapt a new skill with a rhythmic instrument.

In each class, the children sang 'The insect song', joining in with the actions, and with some children singing along with their teacher. They also said the 'Wiggly woo' rhyme about a wiggly worm in the garden, making their pointer finger the 'worm' on the ground.

The theme for the week was 'Hickory Dickory Dock' so the children sang this song, making their arm the 'clock', climbing their 'mouse' up the clock with their other hand. The songs in this class revolved around cats and mice, to fit with the theme, and include some fun games for the children to move to, do actions and sing along with. The children also 'spoke' the song as well, to learn to differentiate between singing and speaking voices.

One of the new songs 'The Old Grey Cat' describes the way a cat sleeps while the mice creep around the house. In this song, the children pretend they are the sleeping cat, the creeping mice, the creeping cat and the mice hiding away. This song is a great way for children to act out the actions, as well as learn about fast and slow tempo (speed) as they hear the contrast between the sleeping cat (slowly sung) and the scurrying mice (sung quickly). This fun activity and song allow the children to move in a way that resonates with the song - fast or slow - and feel what each of these tempos are like. This song was repeated a number of times as many of the children loved acting it out and creeping around the room!

The next song, 'Mouse, mousey' was first sung to the children, tapping the beat, before the younger children listened again, clapping their hands, while the older children participated in a game. The game involves the class being split up into two groups, the cats and mice, and when the teacher sings the first half of the song 'Mouse, Mousey little Mousey, hurry, hurry do' - the children who are 'mice' begin creeping away from the 'cats'. When the teacher sings 'or the kitty in the housie will be chasing you'. When the teacher sings 'chasing you' the cats chase the mice around the room, and afterwards the children swap roles, and the cats become mice and the children repeat the game.

After this activity, the children listen to the rhyme 'Little Mousie Brown', which they will repeat next week to join in with the teacher. This rhyme helps the children with language development, listening and memory as they learn the words.

The children listened and danced to the song 'Hey Baby, let's rock and roll', which is a fun, upbeat song that has actions and a section for the children to dance however they like, allowing for their own expression.

The class finished with the goodbye song, and a hi 5.

Gabby

Dancearama Music Teacher

