



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

6TH DECEMBER 2019

## Principal's Message

By Mrs Kath Boyd

Dear Parents,

So ends our week of **End-of-Year Celebrations** . . . and what a joy it was to be a part of all four unique events! A huge congratulations to every child for being brave and willing (albeit some more than others) to showcase their creative talents. Thank you and well done to our teachers (including our Music Teacher Miss Chloe) for their tireless efforts and preparation. I have no doubt that the lovingly prepared Student Portfolios, Creative Scrapbooks and Christmas Gifts will be treasured. Thank you also to all family members who were able to join in the festivities. We are so lucky to have such a supportive and loving parent community at Reddam ELS Lindfield.

This week, three of our Stage 4 Teachers are assisting me by reflecting upon their current learning program in relation to the upcoming **Stage 4 to Kindergarten Transition**. It's hard to imagine beginning 2020 without the majority of our current Stage 4 children! Fortunately, this teaching team are adept at helping children prepare for their transition from early learning to primary education. Lauren, Luan, Lucia & Jenny have made every effort to ensure that this move is a positive experience. This team is compiled of extremely dedicated, nurturing and creative educators who are a joy to work with. Led by the marvellous, multi-skilled Lauren, the educational program offered each week is second to none. We believe that these students will 'fly' into Kindergarten and continue to be confident, involved and curious learners.

### Independence and Self-Help Skills - Lauren

Independence and practising self-help skills contributes to the development of self-esteem, identity and wellbeing in children. Doing things for themselves creates a sense of achievement and success. When children have the opportunity to make choices and decisions, to have a voice, to attempt tasks for themselves, and to take on responsibilities, they become competent and capable learners and their sense of agency is supported. Self-help skills are so important for young children to master so that they may become independent and confident within themselves.

When preparing the Stage 4 children for the transition to big school, the teachers encourage them to practise a variety of skills throughout the day. From the moment the children walk into the classroom at 8am they are asked to sign in, place their bags and belongings inside their lockers, their water bottles on the trolley, say a quick goodbye to their parents, and then settle into the classroom with an engaging activity. During the day the children practise correct hygiene skills such as hand-washing and nose-blowing, dress themselves, and serve themselves at the dining tables. They locate items including glue sticks and scissors to construct their artistic projects, write their names on their paintings, engage in simple cooking experiences, recognise their belongings, explore their learning environments, and learn to solve small conflicts with their peers during their play. These might sound like insignificant things but these self-help skills set children up for success when they enter primary school and even for life. One of the best things we can do for our children is to allow them to do things for themselves (safely and within reason).

## Principal's Message Continued...

Parents can further assist the development of these skills by first role-modelling how a task or skill should be completed, guiding and prompting them, being patient and allowing the children to practise, use trial and error and make mistakes along the way. In the end the children will become increasingly confident and proud of themselves because they have learnt a new process and skill, completed a task with little to no assistance, and also learnt to think for themselves.

Our everyday practices are guided by the following EYLF Learning Outcomes: 'Children develop their emerging autonomy, inter-dependence, resilience and sense of agency' (1.2) and 'Children take increasing responsibility for their own health and physical wellbeing' (3.2).

### **Play-based and Interest-based learning – Luan**

Every day in the Stage 4 classroom, the teachers marvel how much information/learning the children can absorb. They acquire so much knowledge and turn it into practical skills for their everyday lives. Australia's Early Years Learning Framework (EYLF) emphasises play-based learning as a way for children to better understand their world. Meaningful play experiences are planned depending on the skill we are trying to develop e.g. fine-motor skills or patterning. When we program something as straightforward as small world play, for instance, in which the children manipulate figurines and dramatise imaginative scenarios, if we look closer, they are enhancing language development, social skills and self-regulation (how they manage their behaviour and control their emotions). These are of the utmost importance for a child who is transitioning to 'big school'.

Every time we observe a child playing in our class, it is very clear that they are either learning a new skill or extending on previous knowledge. Children learn best when their interests are incorporated into the engaging activities we provide, they put their hands up and ask questions, and they become involved in those experiences for longer when we respond to their strengths, abilities and interests. We can convert every single interest our children have into a tool that we can apply in any learning area. As teachers, we are so proud to have created meaningful relationships with each one of our Stage 4 children. We have learnt who they are, what they like and which skills they have or need to refine in order to scaffold their learning to a deeper level. With that being said, the use of a play-based practice focusing on interest based learning has transformed the Stage 4 children in powerful and eager learners ready to start their next journey at Kindergarten.

*"In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning via open ended questioning, providing feedback, challenging their thinking and guiding their learning. They make use of spontaneous 'teachable moments' to scaffold children's learning."* (EYLF, p. 17)

### **Relationships with Children and Families - Lucia**

Partnerships between parents and teachers plays a big role in creating a circle of security for the children. When the children notice the significant people in their lives communicating and working well together, they learn how to relate to others. They also develop trust, feel valued, and the most important; feel safe - which are essential for creating positive learning experiences. As their teachers, we do our best to apply active listening skills and maintain eye contact when the children talk; these are key to nourishing the relationships with the children. We welcome the children with greetings, smiles and hugs. During the learning experiences we maintain continuous engagement and encourage them to communicate with us when they face challenges.

Mums and Dads, your efforts to maintain communication with the teachers and through online platforms - such as Tapestry and email - are greatly appreciated. Thank you for setting a good example when you greet us in the morning, and thank you for saying 'Goodbye' at pick up time.

*"A simple greeting could change someone's day. When we show the children how we approach the world with a smile and warmth, we teach them how to be kind and gentle, to connect with another soul, and - most beautiful of all - to be the light for others."* (Lucia).

**Please note:** Next Thursday (19th December) we invite all families to bring a plate of food to share (no nuts or egg please) and join us for a **Whole School Picnic**. We aim to be in the park next door (weather permitting) from 3.00pm to 4.00pm, however if conditions aren't optimum, the picnic will be held at the school. If you can't join us, please don't worry, our teachers will be there to ensure everyone has a wonderful time. Please RSVP to your child's teacher by Friday 13th December.

***"The human foot is a masterpiece of engineering, and a work of art"*** (Leonardo da Vinci )

This week we have been focusing on driving dump trucks, moving soil with diggers, mixing materials with cement trucks and investigating various other construction vehicles around the room. The children filled up the toy diggers with soil (play dough). There was more work on our road construction project, we may just have an engineer or two on the premises. As part of our sensory experience the children hunted for small garbage trucks and dump trucks in a tray of lentils.

The children also thoroughly enjoyed a game of 'Trucks Hide & Seek' around the classroom. We dabbled in a messy sensory play experience with shaving foam and construction trucks. Shaving foam is great for sensory exploration and provides endless opportunities for children to play and discover. We put different kinds of construction vehicles in the foam and let the children discover them. This encouraged the children to manipulate and mould the foam and offered the children the opportunity for self-expression.

For one of our art experiences the children used cardboard rolls as a painting tool. They were rolled through the paint then onto paper, leaving tracks like a steam roller would. Our little artists also used bottle tops as tyres and 'drove' them around the paint.

Ryan and Grace became architects this week, creating some very impressive structures. Henry took on the role of Workplace Supervisor as a production line formed on the slide! There were many happy faces and giggles galore during our time in the outdoor spaces this week. Miss Natalie invited the children to try holding yarn and the rainbow wooden blocks like a crane, lifting it up and putting down to enhance fine motor and cognitive development.

During our group time we read *Fox on a Box*. The use of interesting, colourful illustrations complimented the text, sparked further interest and instantly drew the children to the book as it is visually stimulating. The fold out flaps helped make the reading more interactive for the children. This book uses simple, repetitive and rhyming words such as 'Fox' and 'Box', which helps increase a child's confidence as they familiarise themselves with rhyming words. We also read a really cute book called *Let's Go* which is about going on a trip and along the way picking up various friends and items. The story focuses on friendship and helping.

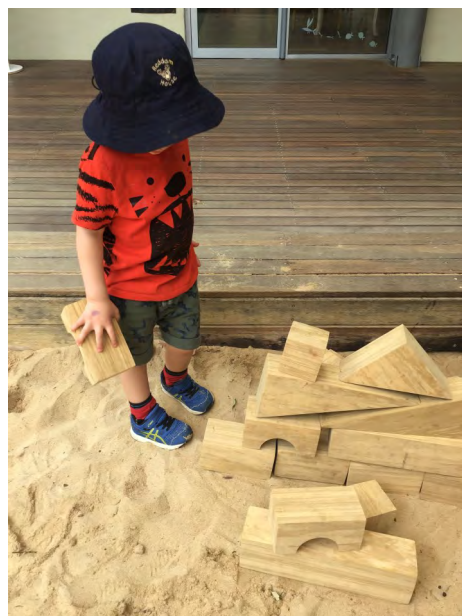
Miss Sara facilitated an experience in which the children were encouraged to collect small items of 'rubbish' such as brown pom poms, paper plate cuttings and pieces of plastic. They then placed them in miniature bins. Miss Sara then scaffolded an art experience with pipettes, in which the children dropped food colouring onto an absorbent paper, making pretty little patterns. Some of the colours ran together making even more colours, which the children found very interesting.

Miss Sara's introduced the life cycle of a butterfly to the children by using felt pictures and a felt board. She told the children the story of a very small and very hungry caterpillar who manages to nibble his way through many foods and becomes a beautiful butterfly. This story describes a scientific miracle, there are several educational themes evident in *The Very Hungry Caterpillar* including numbers and counting, identifying different foods and the days of the week. Miss Sara encouraged the children to count out the food that the hungry caterpillar ate each weekday and they were also invited to guess the unhealthy food the hungry caterpillar ate at the end of the week. After the story the children were so keen to have a closer look at the props .... thanks Miss Sara!

Natalie, Manoela, Heather, Charity and Sara

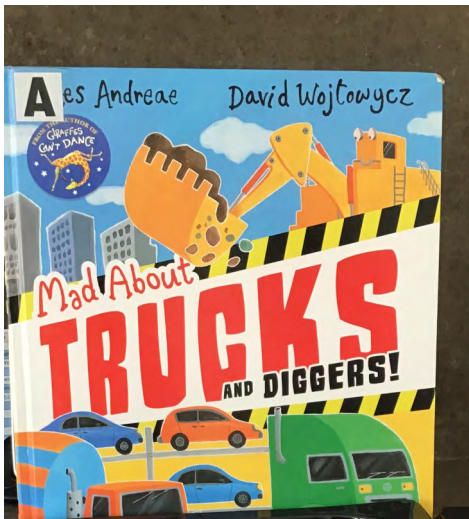


## Stage 2: Construction with Blocks in the Sandpit





Stage 1: All About Trucks





# Stage 3: Truck Scavenger Hunt



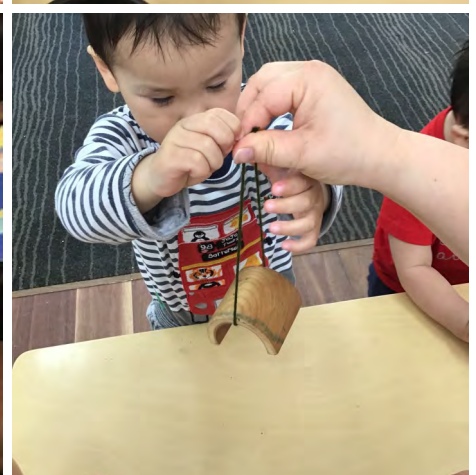


## Stage 1: Diggers and Playdough





## Stage 1: Learning About Rubbish Collection Using Cranes





***"Children must be taught how to think, not what to think."*** (Margaret Mead)

Continuing with our S.T.E.A.M provocation this week we focused on 'All Things Science'. The children had opportunities to engage in experiences that demonstrated cause and effect, such as observing an apple oxidation, learning how magnets attract to each other and creating a volcano which erupted with lava.

The children thoroughly enjoyed reading *Astromouse* by Steve Smallman, *Blast Off* by Shelly Unwin and Ben Wood, *Touch* by Anita Ganeri, *Doodledum Dancing* by Meredith Costain and Pamela Allen, *Sound* by Steffi Cavell Clarke and *The Big Fish* by Pamela Allen. They were eager to revisit the book *The Big Fish* - a story about a family trying to catch a large fish and assisting one another to complete the task!

At the sensory table the children immersed their hands in cloud dough which contained cocoa. The smell of the cocoa encouraged discussions among the children and reminded some of the smell of baby chinos at a cafe. Dinosaurs were included with the cloud dough for the children to bury or create footprints.

During the week our children were also invited to create snow using shaving cream and cornflour. This experience allowed the children to observe cornflour change shape into snowballs. The children were eager to mix the ingredients and shaving cream together and feel the changes in the texture.

Puffy artworks were created this week, with paint being mixed with flour and salt. The children used paint brushes to create these textured masterpieces. They were able to see the brushstrokes in the puffy paint. Another experience was painting with oil and water colour paints. The children were amazed to see how the oil and water colour paints separated while painting.

During our differentiated learning groups, the children were invited to see apple oxidation using vinegar and bicarbonate. We witnessed the inside of an apple change colour from white to light brown. Magnets were provided in another group for children to observe how magnets attract to each other as well as objects that are metal. They also created a volcano using plaster and cardboard which they painted with brown paint. Once the volcano was completed the delighted children watched the volcano erupt with lava made of vinegar, bicarbonate soda and red dye.

We hope you have a wonderful weekend.

Jillian, Georgia, Pawinee, Doris and Rebecca





## Stage 2: Making a Volcano





## Stage 2: Sensory Cloud Dough with Dinosaurs





## Stage 2: Puffy Painting





## Stage 2: Vinegar & Water Apple Experiment





## Stage 2: Vinegar, Salt & Bi-Carb Apple Experiment





***"Our task, regarding creativity, is to help children climb their own mountains, as high as possible. No one can do more."*** (Loris Malaguzzi)

This week saw us venture into the cooler climate of Antarctica, we discovered that it was very dry with most of the continent covered in thick ice. The Antarctic Ice Sheet is the biggest mass of ice in the world and the Dry Valleys in Antarctica are the driest places on Earth, it is also very windy.

Antarctica is home to a range of unique wildlife, including different species of penguins, whales, seals, the albatross and other seabirds. Penguins immediately became our focus with Adelie penguins and Emperor penguins being the most intriguing. We also learned about the different species of seals including the Antarctic fur seal.

Influenced by our preoccupation with penguins and seals, we looked at different ways of creating penguin and seal habitats which would mimic cool climates. One of these used shaving foams to imitate a snowy cold environment, aided by sparkling blue and white glitter. We engaged our imaginations and used our creativity as we moved the penguins and seals around our snowy tubs, adapting their habitats.

Following on from this, we spent some time making play snow throughout the week with flour and baby oil. The consistency was amazingly like that of snow, white and fluffy in texture and luckily not prone to melting. We noticed that it was easy to manipulate using our hands and fingers. Our newly made snow created the perfect environment for small world penguin and seal habitats.

Antarctic themed playdough was a hit. The children took whales and seals and created icebergs with the playdough and used placemats as cool backdrops.

Ice sculptures concealed marine life which included whales and seals. We used water and salt to experiment, melting the ice faster and used magnifying glasses to look closely at the objects within the ice. As the day progressed and with lots of help from the salt and water, the ice melted to reveal all the different sea creatures.

We talked about igloos and other icy structures found in cold climates. We then tried our hand at creating our own igloos using cubes of ice. The ice cubes were stacked onto one another and pressed down. Our intricate and elaborate structures seemed to melt quite quickly throughout the day.

Our creative experiences also had an Antarctic twist. We painted onto blocks of ice using blue, green and white paint. Paper was then pressed onto the painted ice creating prints of our paintings. We also used coloured ice to paint with. Another table saw the children drawing and painting images of sea creatures found in the waters of Antarctica. They used coloured pencils, pastels and watercolour paint on paper to create their interpretations of the sea creatures.

Our books for the week married in with Antarctic themes and our favourite was titled *Geronimo, the Penguin Who Thought He Could Fly* by David Walliams. The story was about a penguin named Geronimo, who spent his days in the snowy fields attempting to fly. One day Geronimo woke to find his colony of penguins standing on their heads. Geronimo then took a big leap into the water and zoomed around pretending the water was the sky. All the penguins from the colony followed him into the water and they all swam together.

On Tuesday we had our End of Year School Celebration. We sang four of our favourite songs which were *I Can Sing a Rainbow*, *Butterfly Wings*, *Twinkle Traffic Light* and ended with *Jingle Bells*. It was wonderful to see all of the children and families at the celebration sharing this spectacular morning with us.

Have a lovely weekend.

Jos, Sara, Vivian, Jenny and Skye

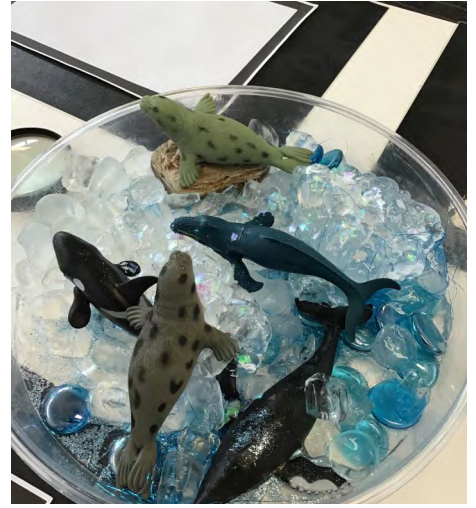


## Stage 3: Creating Play Dough Icebergs





## Stage 3: Painting & Drawing Marine Life





Stage 3: Experimenting with Ice & Salt - Frozen Sea Creatures





# Stage 3: Arctic Small World Experience





Extending on from our composting provocation last week, the Stage 4 children were interested to learn how worms can benefit our gardens too. We learnt how to build a worm farm, that our composting scraps could be placed in it, and that the worms' excretions help to keep our plants and soil healthy. We discussed what items could be put in a worm farm including fruit and vegetable scraps and egg shells to give the soil more calcium. Acidic foods such as citrus fruit should be avoided as they can burn the poor worms' skin.

Our feeling of the week was **'Brave'** and the bravest worm of all is *Superworm* himself, by Julia Donaldson. The children love Superworm because he protects his minibeast friends, and in return they saved him from Wizard Lizard and his hungry crow. Superworm is super long. Superworm is super strong. Watch him wiggle, see him squirm. Hip, hip, hooray for Superworm! During our learning groups the children shared anecdotes about when they have had to be brave before. Please see their quotes on the following page. As the children start their transition to big school and attend their orientations, they have felt both nervous and excited at the same time. We talked at length about all of the new and fun things they will get to experience next year, but the children also shared that they have had to be brave whilst visiting their new school and learnt to make new friends.

***"You are braver than you believe,  
And stronger than you seem,  
And smarter than you think."  
(Winnie The Pooh)***

Many of our story books this week centred around the first day of school. In *Starting School* by Jane Godwin we read about what to expect on our first day. We saw that the children all wore the same uniform, packed their own school bags and learnt where everything was in their new kindergarten room. The children had to listen for the school bell to know when to go back to class, and they explored the playground with their new teacher. During our learning groups we read *First Day* by Andrew Daddy and Johnathan Bentley. We noticed that the girl in the story had a school emblem on her school hat and this prompted us to look at the emblems that represent our big schools too. We checked to see if any of our friends from Reddam were going to the same school as us, and discussed how we could make new friends too. The children recognised their own emblems and they shared what they like so far about their big school after attending a few orientations. Their quotes are featured on the following page. It's been wonderful to see the children referring to their school emblems on our provocation board throughout the week.

In keeping with the brave theme, at the art table the children drew themselves as superheroes, taking inspiration from well-known characters from the Marvel and DC franchises. We gave our superheroes names and described what superpowers they had. Later were made popsicle stick superheroes and the children decorated the capes with symbols they stamped out from black paper. Some children even gave their superheroes extra wings, before flying them around our classroom. There has also been an increasing interest in still-life drawing. Brown and green hues were provided to draw interpretations of succulent plants. Later we attempted to recreate Van Gogh's *Sunflowers*, incorporating yellow and orange into our colour palette. Last week we read a book about growing sunflowers and the children really loved the colourful collage illustrations, so they used patterned paper to recreate the abstract flowers and make stunning garden pictures.

A big thank you to our Stage 4 Families for joining us at our Graduation and End of Year Celebration on Wednesday. We are so proud of the children and for all of their achievements this year, and for their beautiful singing. Thank you again for allowing us to care for and educate your children.

Lauren, Luan and Lucia



### **What do we like about our big school?**

Xavier: "The city blocks at Newington College."

Maddie: "Colouring in at Lindfield PS."

Toby: "Doing the puzzles at The International Chinese School."

Simon: "The playground at Lindfield PS."

Joshua B: "Playing sports at Killara PS."

Jerry: "The library at Lindfield PS."

Lucas: "The teacher "Mrs Cloud" at Castle Cove PS."

Christopher: "Making a reindeer hat and craft at Holy Family CS."

Zain: "The blocks at Gordon West PS."

William: "The teachers "Miss Cooper" and "Miss Chipaloney" at John Colet."

Charlie: "The play dough at Lindfield PS."

Iris: "Book time at Ravenswood."

Hugo: "Food break at Lindfield PS."

Kaila: "Lots of playing at Lindfield PS."

Harper: "Making artwork at The International Chinese School."

Emmeline: "The teachers at Holy Family CS."

Anamika: "Colouring in at Lindfield PS."

Isaac W: "Drawing at Holy Family."

### **When have I been brave before?**

Joshua B: "At my first orientation at big school."

Lucas: "When I'm in the dark in my bedroom."

Nancy: "At my first orientation at big school."

Anamika: "When I sleep by myself."

Charlie: "When I got lost at the shops and couldn't find my mum."

Hugo: "When I got lost and didn't hold mummy's hand."

Isaac W: "When I had to go to hospital when I hurt my knee."

Jerry: "When I went to orientation at big school and had to make new friends."

Simon: "When I visited my big school."

William: "When I'm in the dark in my bedroom all by myself."

Zain: "When a dragonfly was sitting in my backyard."

Christopher: "When I went to my big school for the first time."

Daniel: "When a bee was buzzing near me."

Edie: "When I got lost."

Toby: "When I went to big school for the first time."

Vivienne S: "When I watched Alice in Wonderland for the first time and the Queen of Hearts scared me."



# Stage 4: Christmas Designs with Loose Parts (Part 1)





# Stage 4: Christmas Designs with Loose Parts (Part 2)





# Stage 4: Incorporating Flowers & Plants in Our Artwork





Stage 4: Constructing Superheroes





Stage 4: Constructing Worm Puppets





Stage 4: Getting Excited for 'Big School'





Dear Parents,

**Stage 2:** The New Year and Christmas are coming soon, so it is time to prepare for this exciting time of the year. Therefore, we started to learn the 'Happy New Year' (Xin nian hao) Song. I encouraged the children to think about the colours of the festivals. We then read a book about animals and it helped us to review how to say "bizi" (nose) and some animals' names. I asked the children what colour hats/caps they like most. They were so excited to answer my questions and also let me know their favourite clothes. We then learnt how to speak "mao zi" (hat/cap) in Chinese followed by playing a game with my hat.

**Stage 3 & 4:** Today, before I started to talk about what we would learn, the children asked if they could play 'Hide and Seek' and the 'Quiet Game'.

We then started to learn to sing 'Happy New Year' (xin nian hao). In order to review the animal topic, I read "Whose Ears?" to the children. They needed to guess what animal it was and attempted to reply in Chinese. After we read the book, I asked the children to tell me what colour they like "Ni xi huan shenme yan se" (What colour do you like?). Most of them could answer the question with the structure "Wo xi huan" (I like) quite well. We then practiced how to say "shu" (book), "shu bao" (school bag) and "jian dao" (scissors) in Mandarin with a guessing game. At the end of the lesson, we learnt how to say "mao zi" (hat/cap) in Chinese.

The lessons always pass by quickly and are going so well. The children at Reddam ELS Lindfield are so keen to practice Chinese, and I must say I was so proud of them - they have learnt so much throughout the year.

Enjoy your weekend!





***"The attitude of gratitude is the highest yoga."***

Namaste Parents,

Welcome back to Reddam newsletter. This week we explored further yoga as topic, we repeated the previous class to support children on memorising the contents and movements. I began class introducing to children the benefits of yoga in our physical body. I spoke about yoga as a great activity to help our body to become strong and our brains healthy and bright. Beginning with the activities, we started with the 'Chopping Wood' breathing exercise. Children had to stand on their mats with legs wide, make a fist with hands. Inhale raise arms above head, reaching high; and exhale swinging arms down through legs making a large 'arrrrrrrr' sound, like we were chopping wood. This exercise is a deep release and promotes stress relieve. It generated great laughs as children found it fun and funny the way everyone was yelling 'arrrrrrrr' all together.

Moving to body movements children from Stages 3 and 4 performed the sun and mountain dance song and movements series without my help. I told them I was going to be their audience and just watch their great yoga show. Children demonstrated great enthusiasm on this exercise as they seem to enjoy to be challenged by me asking how good they can do things.

Next, we continued on playing the dice yoga poses game. It was super fun to see the children excited about rolling the dice and demonstrating their poses for their peers in the centre of the circle. Some children were able to remember few poses and its names from the previous class. This game benefited children on developing awareness of their bodies and how they move.

Then we finished with a lovely short moment of silence. Meditation as one of the most important principles of yoga offers children self-calming techniques which are great tool for you parents to use when it's time to go to bed .

Have a beautiful weekend xx





Hi champs!

We started our lesson today with the "Helicopter Game" where we all run around the court with outstretched arms ("spinners"). When Lauren blows her whistle, we stop and balance on one foot and "hover" just like a helicopter. We then try and hover on the other foot!

We played the "forwards/backwards" game – ask your children how we all start dancing like crazy! Lauren is a real tricker!

We placed a "hacky sack" (round beanbag ball) between our feet and tried to jump as high as we could. Then try and put a "hacky sack" between your knees and walk like a penguin. We were squealing with laughter.

We put a hacky sack on our head and carefully tried to walk while balancing the crazy beanbag on our heads. Tricky....we need to keep our head very still while we move our legs!!

We all held a "hacky sack" and ran after Lauren trying to stick our beanbag balls to her. Our poor coach!

We practiced our catching skills with Lauren who positioned us in a circle. Lauren stood in the middle of the circle and threw the ball to each of us without making any reference as to whom she was going to throw to. We certainly needed to focus and be ready at all times.

Lauren taught us how to roll the ball along the ground – always remembering to place the ball on top of our shoes and push forwards along the ground.

Lauren then placed a row of catching cups in front of us and we pretended that we were bowling and rolled our ball towards the catching cup trying to knock it down.

We then practiced our rolling skills with a partner and tried to roll the ball through our partner's open legs. We use "cage hands" to stop the ball from going through our legs. Such a fun game.

The best lesson. Thanks guys!

Lauren





We used our compositions as a reference point to explore this week's theme 'Rhythm and Rhyme'. Learning to make connections between rhythm, words and emotions is an important and fun way to instil intrinsic musicality and story telling skills in children and we experimented with this using words, scarves and physical actions.

## Stage 1

Stage 1 were busy doing another activity but ran over to the mat when I walked in. Jasper, Henry and Grace named colours for me during the colour song, Allison loved playing with peek-a-boo with her scarf! at the end of our lesson I introduced the song book '*Old Macdonald has a farm*' and Henry enjoyed making the sounds of the animals featured in the book.

## Stage 2

Stage 2 had a great time playing some word games that focused on steady beat and rhythm and numbers and loved using their bodies to play with the scarves! Sophia and Lucas loved dancing in the breeze like leaves and feathers with their scarves, Kaia requested 5 little ducks and sang along loudly and Milla Rose enjoyed making animal sounds during our song book.

## Stage 3

Stage 3 loved the balloon game that was newly introduced to them today and we played in multiple times! We played the colour song from last week and also introduced a new song using our bodies to emphasis the steady beat. During our new scarf weather song there was a lot of laughter and fun had by all! The winner of our focus game was Joshua because he not only had excellent concentration, but he helped Jayden to sing his name very gently when he felt a bit shy - just beautiful to see! He chose to perform for us a song called '*Princess Knight*'.

## Stage 4

Stage 4 were excited to learn some new rhymes today and particularly loved the Balloon game. The winner of our focus game was Christopher today and he chose to sing our very special graduation song! Several children volunteered to come up and perform parts of this song for the class which was very impressive!

After this we sang and did the actions to the song we wrote together and played the colour game with a new, speedy twist!





## Pre-Gymnastics and Dance

Hey everyone, it's Marcus the super fun coach from Simply Fun!

After our singing introductions we ran through our new warm up songs, which this week were focused on expressing our emotions through both singing and dancing. This is an incredibly important part of development, emotional intelligence facilitates our capacity for resilience, motivation, empathy, reasoning, stress management, and communication. Our stretches this week were a lot more active, and provided the children with an opportunity to be active whilst also increasing their flexibility.

Before getting into our pre-gymnastics and dance exercises we did some more educational activities, with our focus being on modes of transportation. To introduce them to this we used some flash cards and matched up vehicles such as trains, buses, planes and boats. The children performed very well in this task, with some of them even making the noises to accompany each vehicle (I heard lots of "choo choo-ing"). They could name almost all of them without assistance, even the trickier task of distinguishing a taxi from a car!

Once again all age groups performed incredibly well in the circuit, though some of our jumping stations were slightly challenging, but we will try those parts again next week so they can master them fully. This week utilised the 'kangaroo jump' and crawl activity utilising bars of a differing height. This proved a challenge for our younger students but they all did well at this task – surpassing my expectations! I will be making this even more challenging in the coming weeks!

Following the circuit we got into our creative dancing. We put the dance move we'd broken down the week before together and incorporated it into a sequence of moves that I asked the children to memorise. Their bodily awareness has improved dramatically, and their ability to mirror and replicate my movements is very impressive for children of such a young age.

We very nearly finished the choreography for our Lion King song, they remembered everything they were taught in weeks 5 and 6, and picked up the new moves so much quicker than they have previously. I'm incredibly excited to see them perform it in its entirety next week!

