



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

7TH FEBRUARY 2020

Principal's Message

By Mrs Kath Boyd

"Be kind, don't judge, and have respect for others. If we can all do this, the world would be a better place. The point is to teach this to the next generation." (Jasmine Guinness)

A big thank you to all the Stage 1, 2 3 & 4 Parents who attended joined us at the 2020 Parent Information Evening on Tuesday – the attendance numbers were impressive considering that it is often difficult to organise child minding mid-week. If you were unable to attend, I ask that you make an appointment (15 minutes) to talk to your child's Core Teacher about the communication that was shared. Congratulations to the teaching teams for ensuring the sessions were relaxed, informative and entertaining. I am incredible proud of the staff at this school and thank them for their professionalism and dedication. Special thanks also to Jasmine and Lisa for the delicious supper they provided.

During this event, each Core Teacher outlined our **Reddam ELS Core Values** (listed below). These guide our interactions with the children, as well as influence our curriculum and daily practices. It is our hope that these principles become instilled within each child during their time at our school. If you, as your child's most important teacher, could also reinforce the importance of these values at home, the children will certainly benefit.

Respect: The children show respect for themselves, friends, teachers and our school environment. The children are respectful of their classroom and the beautiful resources they engage with.

Gentle Hands: The children engage in gentle interactions with each other and learn to negotiate resources during their play.

Warm Hearts: The children treat each other the way that they would like to be treated.

Good Manners: The children use appropriate manners and etiquette e.g. Saying "Please" and "Thank you" and demonstrating age-appropriate table manners during meal times.

Kind Words: The children use kind and positive words during their interactions and play. *Pictured above: Ryo (Stage 2) and Pictured overleaf: Jessie & Grace (Stage 2)*

What a week! The majority of our children are becoming familiar with their new routines and bonding with their peers. New friendships are being formed and old friendships are strengthening. It is wonderful to witness groups of children laughing with their teachers.

Principal's Message Continued...

"Children want the same things we want. To laugh, to be challenged, to be entertained, and delighted."
(Dr. Seuss)

The changes in the Stage 1 children (physically and socially) have been incredible to witness. Many of these children had never been away from their parents before and the emotional confidence that they have developed over the past month has been staggering. Thank you all for supporting and communicating with the teachers to ensure that your child's transition is as smooth as possible. Please don't hesitate to contact us if you have a question or concern in regards to your child.

Our six Specialist Teachers have commenced their lessons: Monday - *Playball*, Tuesday - *Simply Fun*, Wednesday - *Mandarin (AM) & Yoga (PM)*, Thursday - *Drama* and Friday - *Music*. The expectations in regards to the children's participating in this lesson are age appropriate as the specialist teachers are early childhood experts. Please enjoy the photographs of these interactive lessons at the end of the newsletter each week. *Children thrive when families and educators work together in partnership to support young children's learning (EYLF)*. All parents and extended family members are more than welcome to join us in the classroom – please don't be shy!

Health Reminders

Changes in weather can affect the health of the children. Upon enrolment, all families are emailed a copy of Reddam's **'Early Learning School Guide – Stage 1 to 4'**. This comprehensive document outlines useful information, roles and responsibilities of our staff and important practice statements in relation to child safety and wellbeing. If you have misplaced your copy please contact Lisa so a new one can be sent to you, as many frequently asked questions are answered in the guide. Reddam ELS follows recommended exclusion guidelines to reduce the spread of illness in the classrooms. Maintaining a healthy, safe environment for staff, children and families is paramount for high quality care. Our staff have a *Duty of Care* to ensure the health and wellbeing of the children, staff and families within the school environment by implementing exclusion periods when necessary, for the benefit of the Reddam community.

Thank you to those parents who keep their child home if they are unwell and notify the school of this absence. If the teachers have any concerns about your child's health during the day, they will contact a family member and let me know. When a child registers a temperature of 38°C or above the family will be notified and asked to collect their child. The child won't be allowed to return to the school for 24 hours following a temperature of 38°C. If a child has had diarrhoea or vomiting the previous day or night parents will be advised that the child should be excluded for one full day after the symptoms have ceased. Furthermore, if your child has been unwell and away for two or more consecutive days, or if they have a contagious illness, a doctor's certificate will be required on returning to school. More information in regards to this can be found in the guide.

A few important reminders:

- Ensure that your child has plenty of **clean spare clothes** in their bag each day, and that you apply sunscreen (and mozzie repellent if you wish) to their face, neck, arms and legs each morning before school.
- **Shoes:** Only sneakers or sandals with straps are allowed. Please no Crocs, thongs or slip-on sandals.
- Remember to **sign your child in and out** each day on the iPad via the Kiosk App upon arrival and departure.
- PLEASE gently and securely **close both security gates** behind you when you enter and leave the school.

Wishing you all a marvelous weekend.



"Childhood is the most beautiful of all life's seasons." (Jerry Smith)

This week we commenced our Term 1 Provocation and the theme is 'Who am I?'. The children have been participating in, and enjoying, the new activities whilst meeting new friends. They are so settled - we are thrilled! Over the next few weeks we will be focusing on the concept of 'Belonging' and also responding to each child's interests. As a 'sense of belonging' is regarded as very important in the Early Childhood years, we want all of our Stage 1 children to feel a sense of security when at school. We aim to create an atmosphere where all the children feel safe, confident and emotionally connected to their teachers and peers.

The Stage 1 children have shown a lot of interest in playing with their Stage 2 friends in our shared outdoor area. The children have really loved playing in the cubby house, it's so much fun and such a safe space to explore. Clement and Felix seemed particularly comfortable in the cubby house, and it is wonderful to see their social skills develop through pretend play.

The children were invited to explore their fine motor skills by using pegs to pick up pom poms. Alison, Daniel and James were engaged in the learning experience, finding it challenging at first, but persevering. Miss Nat demonstrated on how to hold the peg, then James and Daniel found the diggers and bulldozers. This experience also allowed the children to develop their hand-eye coordination and cognitive skills. During a creative art activity, Manee explored her fine motor skills by holding a leaf (paint brush) with her fingers and Sarah painted with her hands. Such wonderful self-expression and creativity was demonstrated!

The whole class enjoyed listening to *The Ants go Marching* and *Head, Shoulders, Knees & Toes*. The xylophone was very popular amongst the children, especially with Manee, Leon and Alison - who tapped away while we sang a variety of songs. We read many books to the children this week, and during one of our group times, Heather shared *When I'm Feeling Happy*, by Tracey Moroney.

May the gentle rain continue over this weekend!

Natalie, Manoela and Heather



Stage 1R & 1E: Gross Motor & Dramatic Play



Stage 1R & 1E: Practising Our Fine Motor & Manipulation Skills



Stage 1R & 1E: Exploring Our Environment



Stage 1R & E: Group Time



Stage 2R & 2E

By Ms Skye Parker

Hello families and welcome to the Term One, Week One wrap up. We hope you all enjoyed your long weekend, as there were lots of celebrations to be a part of in Sydney with Australia Day and Chinese New Year!

Our topic for this week and the week ahead is a more in depth look at ourselves. We chose this topic based on the observation that children were demonstrating their knowledge of some of their body parts, Sanne named her belly button and Charlotte pointed to her feet and said "Toes".

The two year old development stage is all about discovering their ability to have a will beyond their caregivers wishes. It's necessary for individualisation and along with those new experiences, come new feelings we will give voice to, to help understand more complex emotions and regulate them in the face of new experiences and challenges.

Our book of the day took us through the layers of the physical body beginning with skin, to the muscles, our lungs, our organs and our brain. During our learning group, we named different parts of the body using the game *Simon Says* to develop receptive language skills and enjoy ourselves making certain we didn't get tricked! Later on, children took initiative pointing to their bodies and recalling the name themselves e.g. Ryan pointed at his toes and said "My toes!".

We explored thoughts and feelings in order to encourage children to recognise different moods in themselves and others. We discussed how sometimes if you are tired you could feel cranky, if you are hungry you could feel slow, if you are thirsty you could feel silly, encouraging children to make the mind and body connection required for their own self care. We utilised dance and songs about our body, such as *If You're Happy...* with different actions using their body parts and different emotional dramatic play associated with a particular feeling.

We watched our faces change in the mirror when we discussed a particular emotion and encouraged reading facial cues, body language and what information we broadcast to the world about how we are feeling inside and how others may be feeling.

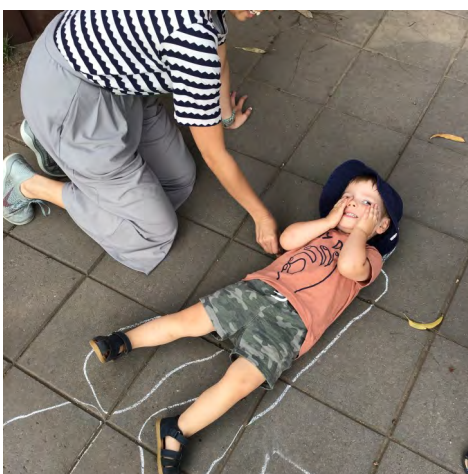
We used the Jamie Lee Curtis book *I Feel Silly* to explore different emotions that a person can feel in a single day or week. We took this as an opportunity to encourage self soothing techniques to remind ourselves that everything is going to be ok, mummy, daddy, nanna, pawpaw, poppy or gungung will always come for them and they attend school to learn, make friends and have fun. Overwhelmingly Stage 2 children have all done so well this week and if there were a few little tears during separation, it was short lived. The teachers admire very much our children's bravery and willingness to try new things with relatively new adults and peers. We will be moving to our new rooms soon and can't wait to embrace the new space for more learning adventures.

Until next week, all our love from the Stage 2 Team.

Skye, Pa, Charity, Vivian, Rebecca, Peach & Heather



Stage 2R & 2E: My Body, My Thoughts, My Feelings



Stage 2R & 2E: Outdoor Adventures



Stage 2R & 2E: Group Time & Indoor Play



Dear Fabulous 3R Families,

Well it has been an action-packed week in Stage 3R! As our provocation for Term 1 is 'All About Me', we commenced with a focus on 'Self-Portraits'. For children to learn and grow effectively, they must have a strong sense of self and who they are.

"When children feel safe and secure they grow in confidence to explore and learn."

(Outcome 1.1, Early Years Learning Framework)

Furthermore, when children feel supported they strengthen their identity and feel recognised and respected for who they are as an individual. In order to promote this positive sense of self and awareness of our bodies & who we are, we provided experiences that encouraged the children to start taking notice of what makes them unique (different) and what makes them connect with others (similarities).

We had fun measuring ourselves using a piece of wool as a form of measurement. The children stood very still and we placed the piece of yarn from top of the head to the toes. This activity also introduced the concepts of mathematics and measurement. The children found this fascinating and stood very tall. We will measure them again in one month to see if they have grown or stayed the same. I wonder?

Bo set up a beautiful provocation of body templates for the children, which allowed them to creatively add the body parts such as hands and eyes. We provided mirrors so that each child could study their face and features. We encouraged them to ask and answer related questions, such as: "What colour are my eyes?" and "What do I look like?". This was a lovely exploratory experience which promoted discussion and vocabulary. We also explored our faces further through the use of natural eclectic materials including smooth stones and leaves. We discussed where our eyes, nose and mouth sit on our face. This required the children to closely observe and focus on their features.

As always, we incorporate literacy and language into our daily routine through a variety of relevant texts and songs. We read *What I Love About Me* by Trace Moroney, which focuses on loving ourselves and having a strong self identity. We also read the beautiful book *Possum Magic* by Mem Fox which is about Hush the possum who can't see himself because he is made invisible but wants to see and recognise himself. Grandma Poss helps him become visible again! We want children to feel 'seen' and feel respected and loved.

Next week we will focus on 'families' in order to enhance each 3R child's concept of self-identity.

Thank you to all those parents who joined us on Tuesday evening. If you could not make it, don't hesitate to contact me and we can book in time to meet. Have a wonderful weekend!

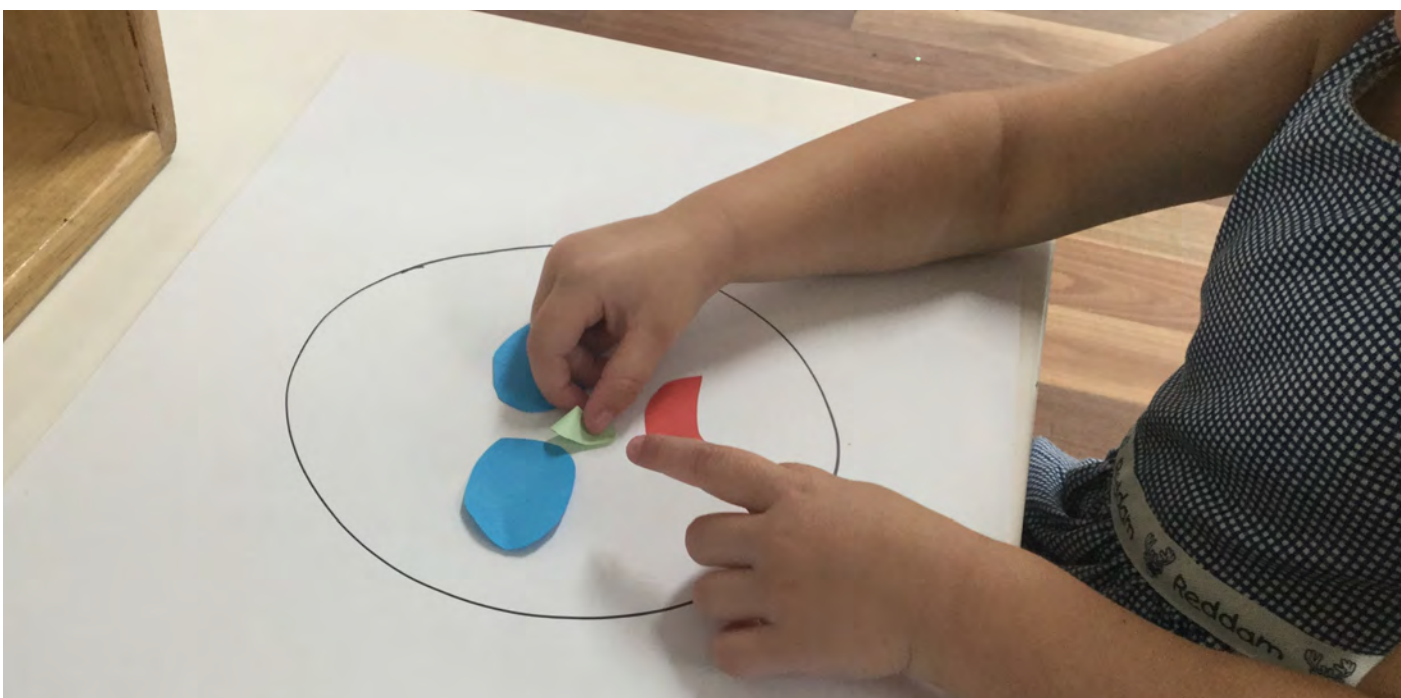
Lucy, Bo, Vivian, Doris & Rebecca



Stage 3R: Discovering Tempo & Beat Using Instruments



Stage 3R: Facial Features



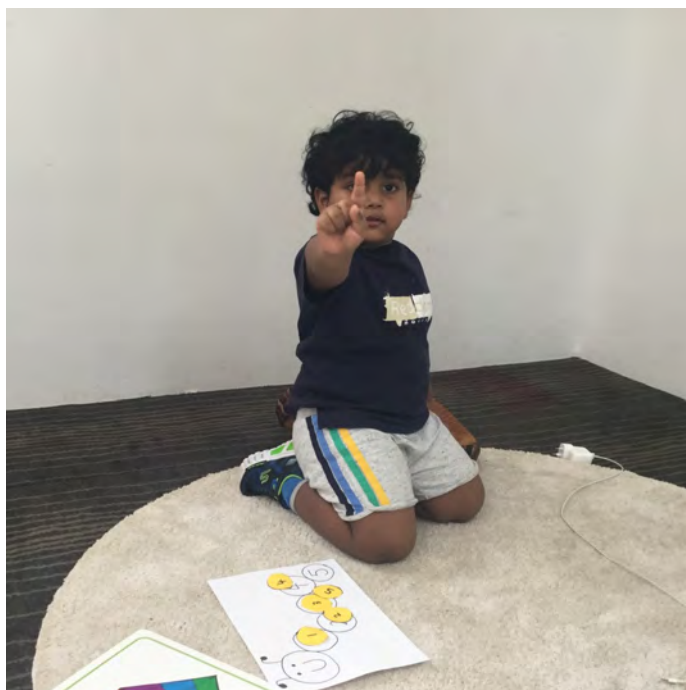
Stage 3R: Dramatic Play



Stage 3R: Parachute Play



Stage 3R: Numeracy



"The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences."

(The Hundred Languages of Children by Loris Malaguzzi)

This week our provocation centred around the importance of all children developing a strong sense of identity. Helping children to have a strong sense of identity is to help them to learn that they are valued and worthy of attention. It is about knowing who they are, where and how they belong and what influences they have individually in their world. Children with a strong sense of identity look for, and are open to, new challenges. They ask lots of questions and try new things. They know they can contribute to the world and make a difference. They also persist with things and enjoy their achievements. So to build a strong sense of identity we have to help them to feel that they belong. To do that, we started our first term discovering about ourselves and titled the unit 'All about Me'.

We commenced our provocation this week by exploring our individual faces. Using mirrors, we took a close look at our individual facial features, our eyes, noses, mouths, teeth, ears, hair, the shape of our faces and the colour of our skin. The children compared their features to one another and noticed that they were all very different to each other. Pencils in hand, the children then began to sketch their interpretation of what they saw in the mirror. Some of the children were very confident, looking closely at their reflection and then drawing, others took a little more time.

The children have been offered the opportunity to explore a range of loose parts and natural materials to create their own faces. Some of the materials included wooden beads, seashells, coloured wool, metal rings, large coloured buttons and pipe cleaners. For the nature portraits we used sea shells, beans, round pieces of wood, stones and leaves. The children arranged the objects onto round wooden boards creating interesting and exciting faces! This experience encouraged exploration of a range of materials to extend the children's creativity. And by creating natural environments we aimed to support children to become environmentally responsible and show respect for the environment.

For our creative art experience, the children continued to create collages of themselves using buttons, fabric, glue and ribbon. It was nice to see some of them discussing their collages with their peers, finding similarities and differences.

Our numeracy 'Match & Counting Wheel' activity provided children with an opportunity to learn or reinforce their number recognition and counting from numbers 1 to 10. It was also an opportunity to develop their fine motor (pincer grip) skills. The children were encouraged to count the number of stars in each section on the counting wheel and place the matching numbered peg onto the section.

What a fabulous week - enjoy your weekend.

Sara & Justin



Stage 3E: Manipulation & Fine Motor - Collages of Ourselves



Stage 3E: Visual Art - Self Portrait



Stage 3E: Exploring Numeracy - Number Wheel



Stage 3E: What Do You See?



As a new member of Reddam ELS Lindfield, I am honoured and so happy to be teaching your children. We strive daily to listen to each child's voice, to see and act on their needs and skills. We use their interests to guide our learning together and have much time to communicate, play, experience wonder and share our stories.

"I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place."

(Howard Gardner)

The week was extremely hot, and we were grateful for the beautiful new classroom to start our learning journey with air conditioning in a naturally light filled space. A positive learning environment is paramount to our philosophy, and we make use of the outdoors and natural resources we can source along the way.

Our provocation for Term 1 is 'Belonging: Where do I belong?' We will be focusing on belonging to our families, homes, culture, community and explore different countries, too. In this first week of term, we welcomed each other to the classroom and introduced ourselves. Luan and I shared with the class that we each have one sibling, and our class shared the names of their family members with each other. Some of us live with our parents and grandparents, some have no siblings, some have one. Through dramatic role play, we used our small world area to build a dolls house and discussed what is in our homes that makes us comfortable. Play has revolved around play food, tea sets, and building construction elements.

Reading is an important part of each day - we use books to link to our learning experiences, provocations and themes as a launchpad to our activities and class discussions. The *'I Belong to My Family'* provocation led us to read *Guess How Much I Love You*, and the children talked about who we love in our lives and how we feel when we are loved. In *Mummy, Do You Love Me?*, Little Chick seeks reassurance from his mum that he will always be loved no matter what. We then discussed how we are loved unconditionally by our families, even when we make mistakes or do something we are not supposed to. In spite of that, we should always try our best to be good to the people we love. *The Best Bit of Daddy's Day* described what happened to dad while he was at his construction job and his son was at school. The children then shared what they like to do with their Daddies, and the final story *Mum Goes to Work* explores what our mummies do at their different jobs while we learn at school. Some mummies work at an office, or study part-time. Some work at cafes or in retail. Each family is different from one another.

Our music experiences included more singing, *Heads, Shoulders, Knees and Toes*, *My Family*, *I Love My Family* and *Hush Little Baby* were all sung energetically with my ukulele, using classroom percussion to accompany ourselves.

Our first art activity involved drawing a self portrait, and we were very impressed with the detailed and gentle way the children created their image. We described what we looked like to each other, then the children looked in the mirror and discussed their features before beginning. To develop a deeper understanding of connection and family structure, the children also made paper collage family trees, discussing how each of our family structures are different. Starting with grandparents and moving down the line to ourselves and our siblings. Using the texture of the Reddam blue uniform as inspiration, we also built our bodies by sticking a photo of our head, material for clothes, with buttons and ribbons to decorate, utilising fine motor skills.

The children took turns painting their hands and marking a handprint on a piece of paper. After it was dry, we named each finger after one of our family members, glued pieces of clothing made out of various coloured and printed paper, and drew faces and hair to finalise our picture. Our final artwork this week was inspired by Andy Warhol - the children created Pop Art Portraits with crayons. Process art requires that children be patient, persistent and ensures enhancement of their cognitive skills as they need to listen to instructions and follow appropriate steps to achieve the end result.

Each day the class incorporates quiet time after lunch. The children are encouraged to settle with a book, or lie as we listen to gentle music, to reflect and wonder about the world in a relaxed and calm manner before our final group activity.

Thank you to all parents who were able to attend the Parent Information Evening on Tuesday Night. It was a lovely evening which we hope was useful to you. If you were unable to attend, I will be providing you with information packs. Please do not hesitate to contact us via email (lanneke.jones@reddamels.com.au or luan.oliveira@reddamels.com.au) or a phone message to Lisa if you have any questions or concerns regarding your child this term.

Kind regards, Lanneke and Luan

Stage 4R: Our Bodies, Self Portraits & Family Trees



Stage 4R: Role Play



Stage 4R: Self Portraits, Hand Prints & Andy Warhol Pop Art



Stage 4R: Group Time & Making Music



Welcome to Term 1 and thank you for the privilege to educate and care for your precious children. This term our provocation is 'Belonging: Where do I belong?'. Each child is invited to bring in a family photo which will be used in our learning experiences and make up our "Belonging Tree."

"Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place." (The Early Years Learning Framework)

Our words of the week were 'belonging' and 'family' along with many family-related words located on our writing table. Our most loved storybook was *What I Love About Family* by Trace Moroney, which celebrated all of the wonderful things about being part of a family and how it helps us feel safe, secure, loved, and confident. The children then started to share details about their families, such as how many family members they have, their cousins, grandparents and even pets. We then looked at pictures of family structures. Some were large with extended family members, some families had separated parents, there were foster families, same-sex parents, and some were small and had single parent/child families. We discussed how each family is important and unique, and that no family is the same. We continued to explore family units throughout the week and read *Just the Way We Are* by Jessica Shirvington, *Scallywag* by Jannette Rowe, and read *Mixed* by Arree Chung, that taught us that we get our features and traits from each of our parents. Later the children manipulated pipettes and mixed primary coloured water to make secondary colours, to further understand how our DNA is made up.

"Ensuring that every child feels a sense of security and belonging within the school enables each child to accept and participate actively in transforming situations that are part of learning experiences."

(Loris Malaguzzi – Founder of the Reggio Emilia Approach)

At the art table our provocations focused on drawing our self-portraits and family members. The children studied their own faces in the mirror, noticing that they have similar features such as black hair and some of us have different coloured skin based on our ethnicity. The children loved constructing their family trees and were fascinated at how all of their family members were linked together. Next some collage materials were provided and the children created a portrait of themselves, using fabric to represent their school uniform and customising it with colourful buttons and ribbons. Family portraits were also painted along with some funky pop art created with the children's photos and crayons, inspired by Andy Warhol.

Around our classroom the children engaged with dramatic play as they assumed the roles of mums and dads, carried out domestic duties and cared for the baby dolls. In our block corner the children built a dollhouse and role-played with the community members and vehicles. A camping area was also provided for the children to engage with, and miniature blocks were popular so the children could stack and create imaginative structures. Music was a huge hit and we learnt the songs *Our House* by Madness and *I Love My Family*.

Thank you for a wonderful start to the term and to all of the parents who attended our Parent Information Evening on Tuesday night. Please email me (lauren.hall@reddamels.com.au) or speak to me in person if you have any additional questions or would like to arrange a meeting.

Next week we will continue to explore our sense of belonging, focusing on our family homes and our pets.

Lauren and Jenny



Stage 4E: Incorporating Our Identity into Our Artwork



Stage 4E: An Interest in Blocks & Construction



Stage 4E: Manipulation Experiences



Stage 4E: Role Playing - 'Families'



Dear Parents,

The Stage 2 & 3 children were so engaged and focused this week. We split the classes into two groups so the learning experience was enhanced. Each group got familiar with me, they smiled and sat on the mat when it was their turn to start the Mandarin lesson. We started our lesson by saying "Hello" (ni hao) followed by a ball game. Lots of children could pronounce the greeting clearly with proper tones. I was so glad to see their progress. We then practiced the 'Hello Song' and the 'Happy Song'. Afterwards, we reviewed how to say "Baba" and "Mama" (dad and mum) using the character from Peppa Pig's family. At the end of the lesson, we learnt the sentence "I love my dad/mum!" (Wo ai baba/mama).

When the Stage 4 children saw me enter the classroom, they sat in a circle on the mat with the guidance of their class teachers. I must say that they have really good class manners. They were so eager to tell me about their beautiful new uniforms and shoes. I guided them to think about the colours they were wearing and tell me some things they liked/did not like in Chinese (vocabulary from 2019).

Next we greeted each other in Chinese and then practiced saying "Good afternoon" (xia wu hao). We enjoyed the *Music of Rabbits* then continued to learn the names of fruit. Firstly, we reviewed how to say "grapes" (pu tao) and "pear" (li). With the help of the stories, it was easy for the children to pronounce the words properly. Secondly, we learnt how to say "apple" and "strawberry" (ping guo he li).

Next, we read *The Very Hungry Caterpillar*. Through reading the first part of the book, we learnt how to say "caterpillar" (mao mao chong), "hungry" (e) and "eat" (chi). Naturally, we learnt the sentences "The caterpillar is hungry." (Mao mao chong e le) and "The caterpillar ate apples." (Mao mao chong chi le ping guo). We will continue to learn new words and finish the book next week.



"Smell the Sea and Feel the Sky, Let Your Soul and Spirit Fly."

Happy Friday beautiful families... So excited to share another yoga experience here, and this week we played with sea creatures through books, yoga poses and songs. Relating animals in yoga classes I find is the easiest way to get children moving and engaged. 'Sea Creatures Yoga' was super fun with a mix of relaxing and dynamic pace.

We began classes with our usual warm up sequences, and children are loving the new 'Sun Dance' and it generated lots of laughter this week when we have to squeeze and look at our noses.

Beginning with sea animals topic we practice the 'Whale Breath' where children lay on their backs to breath in deeply and breath out strongly making a sound of a splash, then we also practiced the 'Puffer Fish Breath' where children had to sit with legs crossed with hands on their bellies to feel it expanding and contracting. This exercise benefits children to develop body awareness and conscious breathing.

Next, we began practicing some yoga poses through the book *Yoga Whale* by Sarah Jane Hinder. This delightful book invites children to join in a fun series of yoga poses. For each pose we moved our bodies and sang along to *All Sea Creatures are Swimming in the Water*.

To end our lesson, the children were invited to lay down on their backs to relax and listen to the guided 'Swimming Starfish Meditation' followed by ocean sounds music.

Namaste.

Tati



This week our theme was *Active Listening* and I worked with each class on their active listening, gross motor and inhibitory control skills through some egg shaker songs and a brand new action song called *Little Bunny Foo Foo*. Overall it was an eggcellent (see what I did there???) day! *Little Bunny Foo Foo* is a French-Canadian action Nursery Rhyme that encourages a little bunny to be kind to smaller creatures and to listen to the fairy who is encouraging Foo Foo to correct his behaviour.

Stage 1

Alison loved the egg shakers, enthusiastically shaking and tapping them throughout the entire session while Leon really got involved when I suggested we sing *Baby Shark*. Joanna happily sat in class today having a go with her eggs toward the end of the session while Sarah sat fascinated from the time she arrived until class ended.

Stage 2

Stage 2 had an amazing class today with every participant remaining engaged for the entire lesson - almost unheard of! The entire class were enjoying singing *Twinkle Twinkle Little Star* so much that I stopped singing but continued to play the Ukulele while listening to these cherubs sing their little hearts out. Marcus was so excited to sing every song in our lesson and Ryan giggled with glee at the end of our action songs. Eric loved singing *Baby Shark* and Jasper sang *I Can Sing A Rainbow* at the top of his lungs while Grace swayed along smiling. At the end of our lesson Michael waved while saying "Bubye Chloe" as Ellie blew me a kiss (adorable)!

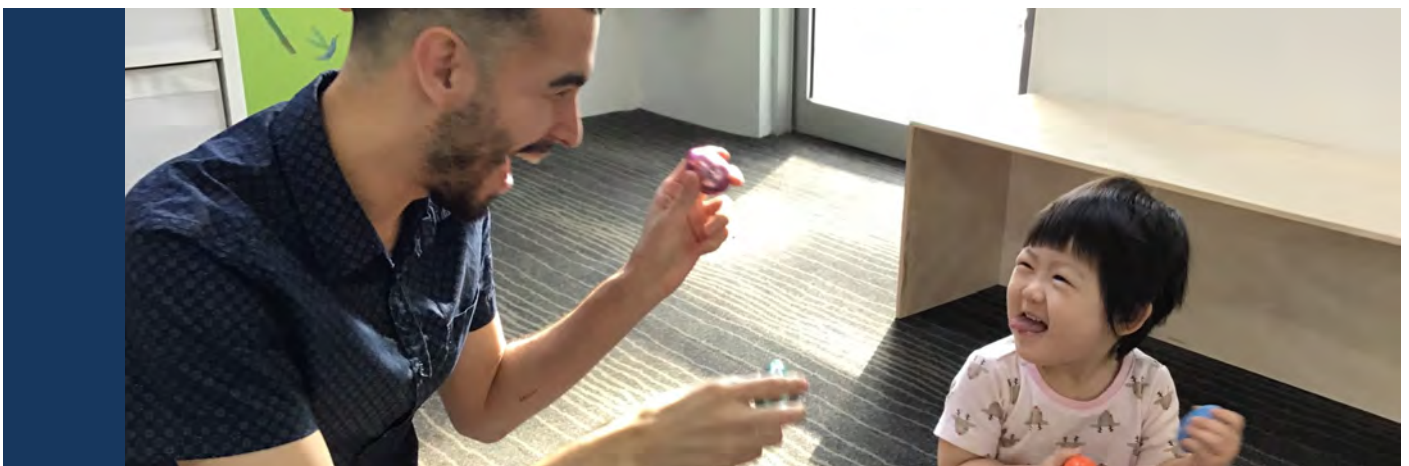
Stage 3

As I sat down for 3R's lesson, Xavi ran over and said "You are my best friend, Chloe. I will sit next to you." (cue melting). As we sang the *Hello Song* Cameryn sang along with such confidence I'm amazed she had only heard it once before! James adored the new action song we learned, *Little Bunny Foo Foo* following the hand movements as I was teaching the song and later leading his classmates in these movements as I played the Ukulele. Justin clapped with glee at the conclusion of every song and at the end of our lesson Alex came over and gave me a big hug goodbye! 3E were so eager to begin their music lesson we started a little early and ran a little late! Eleanor immediately requested *Twinkle Twinkle Little Star* and Ryunosuke requested *Baby Shark* so of course I HAD to oblige! Emma really enjoyed *Little Bunny Foo Foo*, especially the part where we made the silly faces and just before the end of our session Christabelle asked if we could sing *I Can Sing A Rainbow* and spoiler alert - we did!

Stage 4

Stage 4 began *Hello Song* and then continued on to the *Name Song*. This week we had a few more confident voices to the song which was wonderful to see! Alicia in particular was extremely confident during the lesson. I do like to challenge S4 with actions that require more dexterity than used in the younger stages so during *Little Bunny Foo Foo* I introduced some particularly complex hand movements. Florence, Isabelle, Sophia and Estella were very focussed and worked extremely hard during this exercise and mastered the actions! Olivia requested a Unicorn-themed song toward the end of the class so I added a Unicorn verse to an old favourite *Sleeping Bunnies*.

Bravo Reddam ELS Lindfield Cherubs :)



Hi all, it's Alex here from Simply Fun!

I hope you're all doing well, because we certainly are! This week we had an absolute blast, everyone participated with so much enthusiasm and I couldn't be happier about it.

Classes began as usual with our aerobic warm up for physical fitness, followed by stretching to prepare the muscles for our dancing and other activities.

This week our Stage 1 children worked on learning their colours with a fun little matching game using pom poms and flash cards. Things admittedly got a little messy in the excitement over using pom poms, but everyone performed incredibly well in the actual activity and it was the perfect opportunity to use our *Clean Up* song to reinforce good habits.

In Stage 2 we worked on our listening skills and discipline through a game of red light green light. Seeing as they were so good at this we made it a little bit trickier by adding some more colours to the game and having them find the flashcards that match the verbal colour cues.

Drama was a large element in our Stage 3 classes this week, with a particular focus on emotion and its expression. We tried some exercises in which they had to guess the emotion based on facial expression, and vice versa, and we practiced expressing particular emotions with both our faces and through our body language. Emotional awareness is essential in communication and connection, and it also takes a great strain off of children's mental states when they are able to understand and be understood by others. These emotive drama games were also done by the children in Stage 4, although we increased their difficulty quite a lot.

The older children were then led through the breakdowns of some dance moves that we would be adding to our routine of the day. I was very impressed to see that most of the children were able to remember the steps we'd learnt last week, and even more impressed at how quickly they picked up on the new movements we added this week. The dance is definitely coming together nicely.

Overall it was another stellar week, I'm super proud of everyone and can't wait to see what we can achieve next week!



This week in drama our focus was **Bears, Bears, Bears!**

Stage 1 and 2 explored the theme of 'Bears' with the popular nursery rhyme *Teddy Bear's Picnic*. Extending on our ideas from last week, we used our imagination to walk/jump/skip through the woods and arrive at our picnic (on the parachute). Stage 2 are very good at following the leader, and we are beginning to introduce walking in rhythms and freezing. Waiting at our picnic was a stuffed toy (1 per child). The stuffed toys were hungry! We discussed what food might be served at a picnic, and pantomimed eating some of the foods.

The stuffed toys then wanted us to put on a show for them. The children lined up the toys so that they were sitting like an audience. We discussed "What makes a good audience?". The children came up with some great answers including "Audiences are quiet", "Audiences clap for you", and "Audiences face the front". We then showed the toys how good we are at balancing on one leg, touching our toes, making shapes with our bodies like stars and circles, walking like a bear, and touching our noses. We finished by shaking the parachute for the toys. Leon in Stage 1 is becoming more and more confident with the parachute and had a huge smile while we were shaking. Stage 2 practiced their bows for the toys and then helped to pack away.

Stage 3 and 4 explored the theme of bears in a few different ways. We started the lesson with reading the book *A Beginner's Guide to Bear Spotting* by Michelle Robinson and David Roberts. The book explains two different types of bears: black and brown bears, and what to do if you find one in the wild. We then decided to go on our own bear hunt!

First, we needed to pack an imaginary bag. The children came up with ideas on what we might need. Some suggestions included hats, sunscreen, food, water, jumpers, and binoculars. We used the popular song *We're Going on a Bear Hunt* as a backing for our hunt. Charlotte from 3E knew all the words!

We mimed spotting and then going through the long grass (swish, swash), through the mud (squelch, squelch), and through the lake (splish, splash) to try and find a bear. I always try to encourage the children to say the words with me. Oh no! We came across a big black bear... I asked the children what we do when we see a black bear, to test their memories. The book told us that when we see a black bear, we need to back away slowly. Oh no! We came across a big brown bear... Again, I asked the children what we should do. The book told us we need to lie down and stay very still if we see a brown bear. We then saw both a brown and black bear at the same time! Stage 4 were very excited to spray the bears with pepper spray. We then had to run away! The children tested their memories by remembering where each location was in the room without my help, and going back through them in order.

After getting back from our bear hunt, there was a lovely picnic waiting for us. The children each had a stuffed toy to enjoy the picnic with. We pantomimed eating some food, and then put on a show for our toys. Stage 4 showed off their balancing skills, by doing balancing tricks with their eyes closed! Stage 3E decided they wanted to put on an Elsa-themed show. Xavi from 3R loved performing for his toy friends. We discussed "What makes a good audience?" and "What makes a good performer?" At the end of our show, we bowed to show the audience we were done, and the audience erupted in applause!

