



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

14TH FEBRUARY 2020

Principal's Message

By Mrs Kath Boyd

"See the world through the eyes of your inner child. The eyes that sparkle in awe and amazement as they see love, magic and mystery in the most ordinary things." Henna Sohail

Reddam Early Learning Schools are guided by the highly-regarded *Reggio Emilia Approach* to early childhood education. Teachers at our ELS view young children as individuals who are **curious about their world** and have the **powerful potential to learn from all that surrounds them**. We expose every child to a wide variety of educational, creative opportunities that encourage self-expression, communication, logical thinking and problem-solving. Even the dramatic play experiences have been purposely offered – to enhance social and language skills. The thoughtful arrangement of furniture and selection of natural materials and loose parts encourages children to engage in playful inquiry. This reflective and pedagogically sound arrangement of environments and materials results in learning.

Our task as Reggio Emilia inspired teachers is to help children communicate with the world using all their capabilities, strengths and languages. If, by the time your child leaves our ELS for Kindergarten, he/she is a **confident** and **involved** learner (Reddam Educational Philosophy) then the road ahead will be that much smoother for them. It is immediately evident to Kindergarten teachers which students are curious and fearless learners, and which students are not equipped with the tools or confidence to 'learn'.

We present environments to the children that are invitations for inquiry. These environments have the potential to promote learning processes where children engage with one another and with meaningful materials - exploring, constructing and representing their understanding and theories. *"Reading and writing come after approaches to learning such as wonder (curiosity), self-discovery, problem-solving, interaction, exploration and play are established. Children learn best when they can make their own choices and set their own goals. Because each child is unique, multiple channels of learning must be celebrated."* (Jennifer Berke)

I encourage parents to join our teachers and be joyful in your engagement with children as you observe and participate in this developmental and educational process.

"Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning and how to learn." (L. Malaguzzi – 1998)

Principal's Message Continued...

This approach also emphasises hands-on discovery learning that allows the child to use all their senses and all their languages to learn. The *Hundred Languages of Children* is the belief that children use many, many different ways to show their understanding and express their thoughts and creativity. Each child is thought to have a hundred different ways of thinking, of discovering, of learning. Through drawing and sculpting, through dance and movement, through painting and pretend play, through modelling and music, each one of these *Hundred Languages* is valued and nurtured. These languages, or ways of learning, are all a part of the child. Learning and play are not separated. We do not give the children stencils to colour-in, but instead present them with a blank piece of paper, a variety of resources and provocations which ignite their creativity.

Within the Early Years Learning Framework there are three basic concepts that children's lives are characterised by. They are *Belonging*, *Being* and *Becoming*. The provocations for each Stage this term all focus on the concept of developing the sense of **belonging** within each child:

Stage 1: *Who Am I?*

Stage 2: *The World Around Me*

Stage 3: *All About Me*

Stage 4: *Where Do I Belong?*

"Belonging: To understand that you are part of a group, feeling that you are part of a family. Having a feeling that you are linked with others and experience important relationships. A child's sense of belonging can be referred to their relationships with family members – recognising mum, dad, siblings, grandparents etc. Within early childhood, a child's sense of belonging can relate to how comfortable a child is within the setting, having a sense of trust and security with childcare professionals. When a child has a sense of belonging they are more confident, feel more secure, be more creative and more likely to explore the world of learning." (EYLF – 2010)

Save the Date

In addition to our 2020 Mother's Day and Father's Day breakfasts, we will also be hosting our **Grandparents & Special Friends Celebration** on Friday 29th May. This delightful event will be held at our school from 9am – 10.30am. Both sets of Grandparents are invited (Mum's parents & Dad's parents), however if Grandparents live overseas or interstate then an Aunt, Uncle or Special Friend may like to come instead. Please ask your child's Grandparents or Special Friends to *save the date*.

Wishing you all a restful and safe weekend and for those romantics...enjoy Valentine's Day with your loved ones.



The Hundred Languages of Children

No way.
The hundred is there.
The child is made of one hundred.
The child has a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
a hundred, always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds to discover
a hundred worlds to invent
a hundred worlds to dream.
The child has a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and Christmas.
They tell the child
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says
"No way- The hundred is there."

Loris Malaguzzi, co-founder of the Reggio Emilia approach (translated by Lella Gandini)



"Family is like music, some high notes, some low notes, but always a beautiful song." (Unknown)

The Early Years Learning Framework (EYLF) identifies the importance of a 'Sense of Belonging' which has led us to our topic this week: 'Our Families'. Thank you to the families that have been bringing in their photos to put on our family tree. By seeing familiar faces each day, it supports each child's sense of belonging and to further enhance this we've added each child's footprints to our tree.

We've also incorporated our families into the curriculum and placed a dolls house in the centre of the room, using wooden families for the children to explore. We then added fairy lights and flower decorations to make it feel like a home and make it inviting for the children. Investigating their identity through role play, (EYLF Outcome 1.1), the children used the wooden figures to initiate the concept of 'Mums', 'Dads' and 'Babies'. Alison picked up the wooden Dad and excitedly exclaimed, "Daddy!".

To develop an understanding of themselves in relation to their family unit, the children used crayons to colour paddle pop sticks and cardboard people (as a representation of themselves). A selection of googly eyes were offered to the children and they manipulated these small parts to place on the sticks and people. During the experience, the teachers encouraged the children to "transfer knowledge and adapt to what they have learnt from one context to another." (EYLF Outcome 4.3: Children are confident and involved learners).

During our Group Time, Ms Heather read a beautiful story about a bunny family and Ms Nat then read a picture book that identified different members of the family unit. Throughout the story, we used our family photos to encourage the children's verbal communication skills through identifying their own family members. It was heartwarming to see that many of the children smiled when they saw their photo.

Our Stage 1 children have been really enjoying participating in a variety of action songs that help to further identify their facial features, such as *Eyes, Ears, Mouth and Nose*, and *Open, Shut Them*.

This week the children have been building delightful friendships with their peers, which is so lovely to see!

Natalie, Manoela and Heather



Stage 1R & 1E: Celebrating Valentine's Day



Stage 1R & 1E: Exploring Our Family Treehouse



Stage 1R & 1E: Stories & Singing



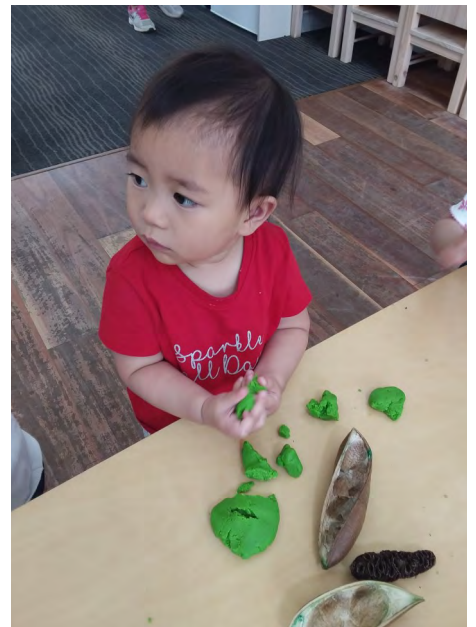
Stage 1R & E: When I'm Feeling Happy



Stage 1R & 1E: Fine Motor Skills & Manipulation (Part 1)



Stage 1R & 1E: Fine Motor Skills & Manipulation (Part 2)



Stage 1R & 1E: Outdoor Play



"Know Thyself." (Ancient Greek Maxim from the Oracle of Delphi)

This wisdom born from millenia ago remains true today. To know one's self and an accurate measure of your capacity gives confidence to the doable and resourcing assistance for what is beyond. For our Stage 2 friends, this week focused on the way our body receives data through the five senses of the body. Sight, sound, touch, taste and smell were our launching points for discussion, experiments, art works, music and movement.

We began the week staring deep into our own eyes noticing the colours, the pupils, lashes and eyebrows discussing the roles each part played in how our eyes worked. We expressed our learning by painting and checking in the reflection of a mirror to explore our own eye colour.

We created a 'Texture City' to associate specific adjectives to a sensation such as 'squishy', 'soft', 'rough' and 'shiny'. We used sensory balloons with emotions drawn on their faces that children were asked to describe.

We played *I Spy* asking the children to find something by a particular colour developing their language, colour recognition as well as main and peripheral vision. We were able to spend some time outdoors noticing the different smells of all the grass, nuts and leaves that we came across. We explored the human ear with visual representations to travel down the ear canal to see the inner workings of how we process sound. We played a game of *Guess That Sound* where our sense of sight was deprived and we had to guess what was making the sound. The most popular round was without a doubt a steam train.

Our literacy focused on a series of books by Susan Hurwitz called *Taste*, *Smell*, *Sight Sound* and *Touch* that went into pictorial detail for bodily structures and gave a good description to the function of these structures. We sang the words to the Stage 2 children, making biology more accessible for this age group.

Our numeracy focus utilised games such as *Hide and Seek* to count our friends into hiding and *What's the Time, Mr Wolf?* to count our steps until we were eaten!

Based on the passion for trains that was observed, our next week's learning will be based on "Tools and Machines", asking how does technology help us? Technology begins where our bodies capacity stops but not our imagination or craftsmanship. This truly exciting topic will see children exploring real tools, taking web walks, performing sinking floating experiments, investigating aerodynamics and imagining what the future looks like when they are older with artificial intelligence, social robots and technology to solve problems we may face.

We hope you have had a lovely week and look forward to sharing more learning adventures with you next week.

Love from the Stage 2 Team,

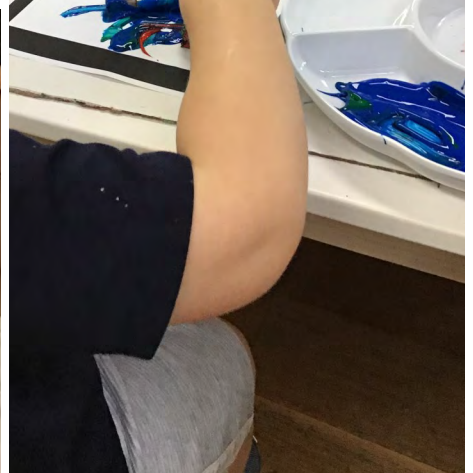
Skye, Pa, Charity, Heather, Sue, Rebecca & Connie



Stage 2R & 2E: Happy Valentine's Day!



Stage 2R & 2E: Can You Make Your Eye Colour?



Stage 3R: Exploring Our Five Senses



Stage 2R & 2E: Exploring the Sense of Touch: Sensory Balls



For this week's provocation of 'Families', we wanted the children to dig deeper into the 'idea' of families, what they think family means, exploring more about *their* family and thinking about similarities and differences between families.

Children were exposed to a variety of texts that focused on families and family members, also incorporating nursery rhymes as a different type of family text. We enjoyed reading *Mummies are Lovely* by Meredith Costain, *The Things I Love About Family* by Trace Moroney, *Goldilocks and the Three Bears* and *Mummy, Do You Love Me?* by Jeanne Willis. Each morning we enjoy a time of literacy and calm at the start of our busy day, enjoying different stories and simply allowing children to 'be'. It was a joyful moment when we finished reading *Mummy's are Lovely* and Azalea commented "That was a lovely book!". We are wanting to build children's use of and enjoyment of different texts. Our family is our first context and first teacher, so we focused on children thinking about their families and celebrating the diversity of our families. Families shape a child's identity.

"Through others we become ourselves." (Lev Vygotsky)

We discussed the different sizes of families and who has brothers or sisters. Daniel is going to be a big brother soon! We counted the families in Trace Moroney's book and the different kinds of families we can be a part of. Isabelle enjoyed sharing her family with us through photographs. We continue enjoying sharing our families on the belonging tree in our classroom. There was a beautiful moment of social interaction when Cameryn and Isabelle are looking at Isabelle's family picture together.

We explored different family identities and knowledge of the home and family through our dramatic play area. The children enjoyed sharing time together around the dining table, making coffees, sharing meals and food, and being "Mum and Dad" and pushing baby in the stroller and exploring family life like "going to work".

"Broaden children's understandings of the world in which they live."
(Outcome 2, Early Years Learning Framework)

Children come from a particular family context which shapes who they are and who they will become. *From birth children experience living and learning with others in a range of communities.* We will delve into this even further when we explore family culture in the coming weeks.

We incorporated art into our family provocation, and children collaged heart shapes with different materials and glitter, the message on the heart was about children appreciating family's love for them. It said, "Mum's are like buttons- they hold everything together" This was also to promote children's fine motor skills and creativity.

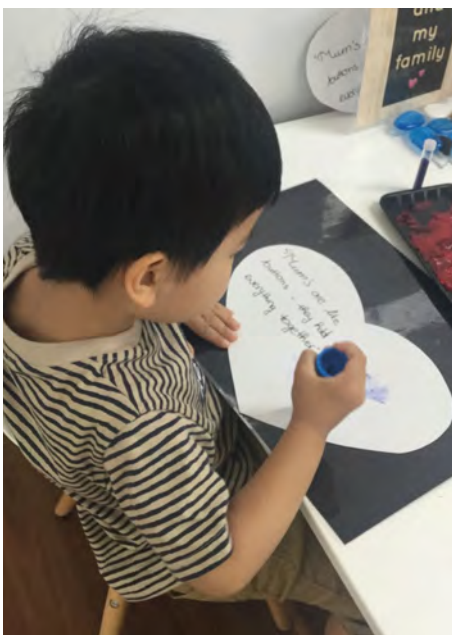
"Babies first attachments within their families and other trusting relationships provide them with a secure base for exploration and learning." (Early Years Learning Framework)



Stage 3R: Building Friendships



Stage 3R: Visual Art Representation of Our Family



Stage 3R: Literacy - Families



"The family is one of nature's masterpieces." (George Santayana)

This week in Stage 3 we focused on the importance of 'families' and the role of 'parents'. We discussed that parents are an important part of each child's life. The children were able to tell their teachers that parents can give their children love, affection, care, hugs, food and teach them the importance of truthfulness and self-confidence. Parents provide their children with the tools which will enable them to succeed in life. Here at Reddam ELS Lindfield we believe that the parent is not only a teacher but also a role model - guiding children how to act and how to interact with the world around them.

This week we also discussed that home is a place where you can be yourself. It is a place where you are accepted for who you are. Children know parents encourage them if they have a problem and strive to bring joy and happiness into their life. We decided and made a promise all together to always carry our family in our heart - even if they are not physically present.

The children engaged their creativity by constructing a picture of their family using pebbles. We used wooden sticks for the frame and added pieces of green sea glass to represent grass and trees.

They were also invited to engage and use their imagination to make a representation of their home using coloured blocks. This activity encouraged social and emotional growth as they took turns, worked as a group, shared resources and made plans. We added some loose parts such as trees and fences to help children to expand upon their ideas and promote their interest in block play.

The children came up with the idea of making a photo frame using popsicle sticks for our family photo. They enjoyed decorating their very unique frame using glitter . . . hoping Daddy and Mummy would love it.

To support scientific thinking, our thoughtful teacher Justin brought some cicada shells for our curious children to discover. We learned that cicadas are the loudest insects in the world, that they don't bite, are not dangerous and that they spend most of their life underground. Some children were afraid that the shells would escape! We explained that the insect had flown away and left this 'skin shell' behind. "But why?" many children asked. Justin willingly explained that when a cicada emerges from the ground, it climbs the nearest available tree and begins to shed it's nymph exoskeleton. Free of the old skin, its wings inflate with fluid and the adult skin hardens. Once their new wings and body are ready, they can begin their brief adult life. During this group experience the children demonstrated an increasing knowledge of and respect for natural environments.

Lastly, the Stage 3 teachers want to thank you for all that you do for your children. Children thrive when they are loved unconditionally and when adults actively promote growth and development.

Enjoy your weekend.

Sara & Justin



Stage 3R & 3E: Valentine's Day Visual Art Experiences



Stage 3E: Exploring Cicada Shells



Stage 3E: Creating Our Family Photo Frame (Part 1)



Stage 3E: Making a Photo Frame for Our Family Portraits Pt 2



Stage 3E: Re-Creating Our Homes Using Felt



Stage 3E: Using Pebbles to Create Our Family Members



Stage 3E: Building Our Homes Using Blocks



The second week of term brought with it deeper connections and an opportunity to get to know our children and parents better. Our Parent Information evening offered Reddam teachers the opportunity to share stories, experiences and inspirations for the year. Many thanks to those parents who have had the time to complete the Student Information form, as it provides us with much further insight into the lives of the children we teach each day. We certainly appreciate the time that these additional requests take, and look forward to receiving more as the weeks progress.

The provocation for Week 2 continued the theme of Belonging - asking the question; Where do I belong?; with a detailed focus on our homes and the different ways people live. We visited the concept of Home in two ways - examining both the physical and the spiritual meanings of the word. Family, belonging, and the elements that make our home fuelled by discussion about how homes are constructed led to activities about shapes - constructing homes out of triangles, squares, circles and rectangles in felt, paper and wooden shapes.

Our children are encouraged to focus on listening skills and sharing with acceptance. We do this through telling our stories, waiting our turn to listen, and encouraging each others' experiences with affirmation. During week two, the children were asked to discuss who lives with them, did they have pets, what their homes are like, and if they have lived in more than one home.

"Stories in families are colossally important. Every family has stories: some funny, some proud, some embarrassing, some shameful. Knowing them is proof of belonging to the family." (Salman Rushdie)

Singing songs and reading stories are a useful way to reinforce learning experiences each day. The books enjoyed by the children this week included *The Brick who Found herself in Architecture*, *The Tiger That Came to Tea*, and *The Smegs and the Smoos*. Luan and I continue to engage the children with literacy through introducing new vocabulary, emphasising letters, syllables and syntax in our texts and songs, and through targeted writing activities. Music activities continue to be shared in Stage 4, and our two classes love coming together each day to sing, experience rhythm and be creative with confidence.

On Tuesday, an activity which lent itself to role playing and story telling revolved around the story of the Three Little Pigs. We used puppets made from recycled packaging to tell the story together, going to the garden to collect straw (grass), sticks, and bricks (small rocks). We set the story up on our grass mats on the verandah and in the classroom, and the children spent the rest of the week using this invitation to dramatic play and tell stories of the pigs and their respective fortunes.

Messy play art activities with paint, clay and glue were introduced to create brick architecture and homes for pets, along with structured geometric shape manipulation to learn about the design features of buildings. On Wednesday, the children made a flip-flap home which they folded carefully, adding windows, doors and a roof. We then opened the doors, and drew our family inside the house. Some children added a garden, tables inside and their pets.

The park and the beautiful garden also featured this week as the weather cooled for a moment, and we look forward to more time together in the fresh air next week.

An invitation to any parents who would like to have a chat with us in person- We are available from 8 to 9 am and from 4 to 4.30pm most days. We'd be most happy to book a time to talk about you and your child's needs.

Regards, Lanneke and Luan



Stage 4R & 4E: Celebrating Valentine's Day



Stage 4R: Constructing the Houses of *Three Little Pigs*



Stage 4R: Dramatic Play, Gross Motor & Manipulation



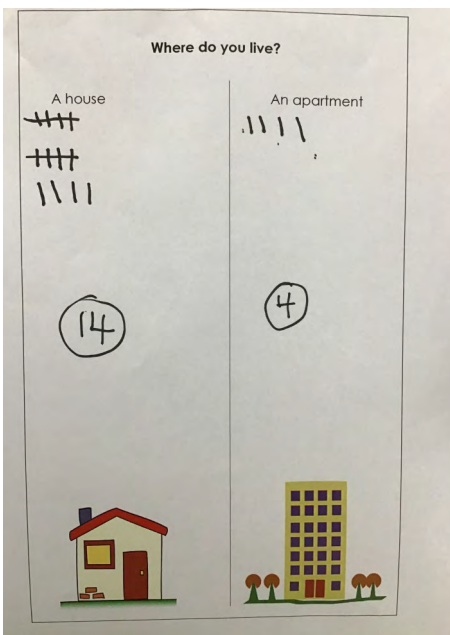
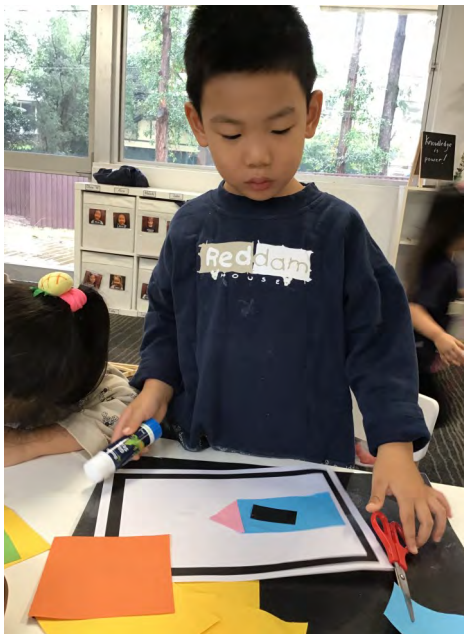
Stage 4R: Making Pets Using Shapes



Stage 4R: Fine Motor & Spatial Experiences



Stage 4R: Constructing Houses



We are feeling very settled in our Stage 4E classroom as the children become familiar with our daily routine, grow in confidence, actively contribute to our learning sessions, are creating new friendships, and strengthening old ones. Every day the children are learning to negotiate play spaces, share our resources, and engage in respectful interactions to create a peaceful environment they can all feel safe and secure in. This week the children's interest in their family homes and pets was incorporated into our provocation about *belonging*. Each child shared if they lived in a house or an apartment, and told each other about their dogs and cats, or pets on their wish list. The main thought that evolved from our discussions this week is that our home is where we feel most safe and loved by our family.

"Belonging for young children is being a place where they feel comfortable enough to play without having to look over their shoulders seeking approval – or dodging disapproval – to explore without fear, to redefine their space and to use materials found around them to create for themselves a sense of order, pattern and structure." (Bev Bos - teacher, author and advocate for play-based learning in the early years)

Throughout the week our art experiences were inspired by houses, and buildings that we saw in many of our storybooks. *Brick: Who Found Herself in Architecture* by Joshua David Stein, was a firm favourite amongst the children as we followed a lone brick on a journey of self-discovery and belonging. Each building or landmark was made up of red bricks, which prompted the class to create brick patterns using a printing technique on paper. The bricks were then used to construct a building of the children's choice, focusing on drawing and cutting out basic shapes including squares, rectangles and triangles.

Our next story *Tilly* by Jane Godwin reminded us of how big a house can be, with many rooms, stairs, and secret hiding spots to keep our most precious possessions safe. The children then created their own "flip-flap houses," drawing their families inside, constructing windows, doors and a garden. Some even attempted to draw a floor plan too. We may have some future architects amongst us. In the small world area, the children acted out the classic tale of *The Three Little Pigs* using the storybook as a prompt to create the script and assume the characters of the pigs and the Big Bad Wolf. This led to a discussion about how to make houses strong enough to withstand storms and natural disasters.

The children were excited to discuss their love of pets and enjoyed reading about a variety of animals. The story book *My Cat Maisie* by Pamela Allen reminded us to use gentle hands and show kindness towards all animals. Cats were especially popular this week, with the children constructing cat collages using newspaper and coloured paper. Each cat was very cute and had its own personality. Later in the week, play dough was used to mould and sculpt the children's favourite pets. The children enhanced their fine-motor skills and hand strength, practised rolling the dough into balls, and shaping tails and body parts. During music we also learnt a new song about pets called 'I Wish I Had a Pet' where we made the sounds and actions of dogs, cats, goldfish, guinea pigs, rabbits, a budgie, mice and snakes, just to name a few. To combine the interest of homes and pets the children enjoyed a circle game, taking turns to match ten pets to their homes. The class discussed how some pets are larger and can walk around our homes independently, while others are small and require safe enclosures to live in.

Continuing on with the theme of belonging and family we read *The Smeds and the Smoos* by Julia Donaldson, about two rival alien families, one red and the other blue. The son and daughter from each family fell in love and had a purple baby, creating a new shade of alien on their planet. A rich conversation followed about how we all look different, have various ethnicities, and are made up of our parents' genes. Our story also extended on our colour mixing experiments from Week 1, but this time the children made the colour purple by mixing blue and red water together. We talked at length about how our DNA is created whilst using the process of trial and error to mix the two colours.

Next week the children and their families are invited to share aspects of their culture with class including their language, cuisine and traditions.

Lauren and Jenny

Stage 4R & 4E: Celebrating Valentine's Day



Stage 4E: Role Play & Constructing Homes



Stage 4E: Constructing Family Homes



Stage 4E: We Love Our Pets!



Stage 4E: Exploring How Red & Blue Make Purple



Dear Parents,

Happy Valentine's Day! It was also topic for today's lesson.

Stage 2 & 3: We commenced our lesson by greeting each other in Chinese. In order to practice saying "Hello" (ni hao) in Stage 2 and "Good morning" (zao shang hao) in Stage 3, I brought a special animal book with a big hole in the middle and asked the children to identify the animals in the book. As we read the book and confirmed the English name of each animal, we then practiced the question "What is this?" in Chinese (zhe shi shen me) and identified the Chinese name of each animal. Afterwards, each child chose their favourite page, stuck their face through the hole and said "Hello" or "Good morning" to their friends. The children were eager to participate in the game and the book held their attention and encouraged interaction.

Afterwards, we reviewed how to name family members in Mandarin. We then learnt how to say "I love you, daddy/mummy" (wo ai ni baba/mama). The wonderful Stage 3 class had previously been taught how to say "I love you" in Mandarin, by their teacher Doris, so I challenged them further to incorporate more complex sentences. I hope the children share the sentences with you at home so you can hear how talented they are! During the music portion of the lesson, Stage 3 can now confidently sing the *Hello Song*, *Happy Song*, *Tiger Song* and *Radish Song*, so we started to learn a new song about a little rabbit which seemed to be a big hit! We'll continue learning this song throughout the term.

Stage 4: As with Stages 2 & 3, we also started with our lesson by practicing how to say "I love you, daddy/mummy" in Mandarin. The children attempted to make a love heart with their fingers. We then focused on greetings such as "Good afternoon" (xia wu hao).

Afterwards, we enjoyed music time. These older children always love the *Radish Song* but were eager to also learn the *Bunny Song*. The lyrics are "bu kai, bu kai, wo bu kai, ma ma mei hui lai" (I won't open the door for strangers, because my mum does not come back).

Following on from last week's lesson where we learnt the word for "apple", this week we practiced how to say 'watermelon' (xi gua), 'strawberry' (cao mei), 'blackberry' (hei mei), 'banana' (xiang jiao) and 'mandarin' (ju zi). The children were quite excited to play games with my audio fruit picture. I promised we would use it again next lesson. Finally we played the game "What's gone?" where three items are placed in front of the children and they close their eyes while one is removed and they have to guess which one is missing. At the end of the lesson, we practiced lots of sentences with the sentence model "I love" (wo ai). For example, "I love apples." I must say the lessons were very well received and the children were highly engaged.



"Sometimes in the waves of change we find our true direction"

Namaste parents and carers!

Welcome back to our Reddam newsletter and this week we are continuing exploring sea creature-themed yoga and movements to reinforce children's learning. Below you'll find our sea animal sequence so you can play with your child at home. Ocean themes are always so much fun and engaging as children love these creatures.

You can begin with breathing exercises:

Pufferfish - Put hands on stomach and fill it up with air like a pufferfish, blow out all your air and repeat. Ask your child to watch how the belly grows big and empties small during breathing.

Then start playing with yoga poses:

Whale – Bow pose – Lie on belly and hold ankles and splash a deep exhale through the mouth to make a splash sound.

Jellyfish – Legs wide hands down to toes and swing arms from side to side.

Seahorse – Tall kneeling, arms extended in front of chest. Move arms up and down.

Crab – Reverse table top – hands and feet on floor, hip up to the sky. Have a giggle doing a crab walk.

Dolphin – Dolphin pose. Forearms on floor, hips up to the sky, feet flat on floor. Make dolphin noises.

For meditation you can play some music of ocean or dolphin meditation sounds. Invite your child to close the eyes and imagine playing with any sea animals he/she wishes. You can give he/she some ideas of which animal they would like to be during meditation. I suggest you to encourage the child to share what they thought about, because it is so beautiful to explore the child's mind.

Have a peaceful weekend.

Tati



This week our theme was colours and I worked with each class on their colour and pattern recognition by using scarves as resources and introducing an interactive song called *Colour Chameleon*. Today's weather was a little crazy so music lessons were calming and gentle.

Stage 1

Stage 1 loved the colourful scarves and Alison in particular enjoyed our *Jack In The Box* game where the sheer scarves are placed over our faces until 'Someone opens the lid... BOO!'. Leon wasn't convinced at first but after seeing Alison and Joanna waving around their scarves, he happily joined in!

Stage 2

Stage 2 were excited to play with the resources today and Angus was especially happy, smiling and laughing throughout the lesson. Michael laughed hysterically during *Jack In The Box* and Ryan threw the scarf up as high as he could and caught it with his head! Jack requested his favourite song *The Wheels On The Bus* and Eric sang along to *Twinkle, Twinkle Little Star* at the top of his lungs!

Stage 3

3R did really well today with some excellent active listening happening! Henry and Isabella were enthralled with the colourful scarves and even called out the colours as I was holding them up before the class! During 3R's favourite song *Sleeping Bunnies*, Xavi shrieked with excitement when I sang a verse about hopping froggies. Kaia was a little reserved today - that is until we got to the snapping crocodile verse - then she let loose!

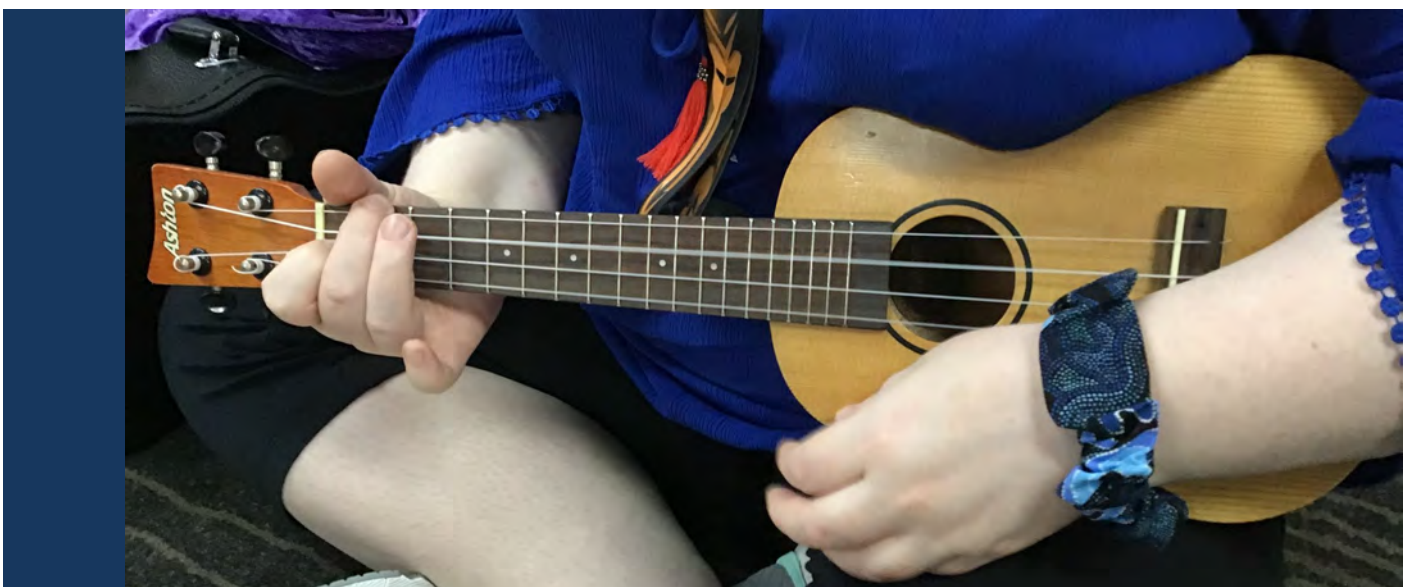
3E were very receptive to our calming lesson today. They were intrigued by the coloured scarf song and loved the part of the song where I tried to trick them by holding up one colour and singing another! Vance sang along loudly to *Twinkle, Twinkle Little Star* today and Mia excitedly sang along to all of the songs - even the new ones she hadn't learned yet! Ritsuki and Aiden loved the *Jack In The Box* game!

Stage 4

Stage 4 did a great job with the name song today with almost everybody singing their own name! I introduced a new gentle song *Like a Leaf or Feather* and the children enjoyed dancing around in the 'breeze' using their scarves to emulate leaves and feathers before throwing them up in the sky and watching them float to the ground!

I look forward to next week's lesson.

Chloe



Hello everyone, it's Alex back to tell you about our fourth week of incredible classes at Reddam!

Following our singing introductions we got straight back into the action songs we'd learnt as part of our active warm up the week before, and much to my surprise, many of the children had remembered the actions! After our singing and dancing we went into some stretches. This week I added some trickier stretches such as tuck rolls to provide everyone with slightly more of a challenge. Flexibility is not only important for gymnasts and athletes, it is integral for healthy muscle formation and injury prevention, which is why I include it in all of my lessons.

Once our warm up was finished we got straight into another exciting lesson, beginning with some educational games and activities focusing once again on our colours and emotions to reinforce what we'd learnt the week before. After our games it was once again time for the circuit.

This week's circuit was focused on balance. It took a little while for everyone to get the hang of it, but it was a super fun obstacle course and once we'd run through it a couple of times they were able to complete it with very little wobbles! I was impressed by how patient the kids were with themselves and with each other, even attempting to help each other out along the way!

It then came time for our dance once again. Our dance this week was set to "Let It Go" from Disney's Frozen, I think it was a hit with the kids as well judging by how many people were singing along. We incorporated some acting skills into our dancing this week, with each student having their own magic power that they would incorporate into their steps. This aided them in putting strength and meaning into their movements, it was really fantastic to see them all get so into it!

As always we finished our lessons with bubbles, parachute games, and by singing our goodbye song. I want to say a big thank you to all of the kids for another fantastic week and I can't wait to dance with you again soon!



This week in drama we continue on our theme **Bears, Bears, Bears!** We explored the theme of bears using the well known story *Goldilocks and the Three Bears*.

In **Stage 1**, we are working on helping the children feel comfortable with new and interesting objects, concepts, and building confidence. This week, after parachute work, Stage 1 gathered around a *Jack-in-the-Box* with a bear inside. We watched as the music played and the bear popped out! We showed our bear faces, and listened to what they sound like. Stage 1 then had a visit from Peter, the friendly rabbit puppet. Joanna was brave enough to come and have a look at Peter, and Sarah was willing to go under the parachute when encouraged! Great work Stage 1.

At the beginning of drama today, **Stage 2, 3, and 4** were told the story of *Goldilocks and the Three Bears*. During the story, the children were encouraged to **mime** some of the key parts. We mimed brushing Goldilocks' hair, putting on a lovely dress, finding a house, and looking through the windows. Charlotte from Stage 2 did very well at miming. We then jumped up and acted out the story.

Once we arrived at the bears' house, we knocked on the door using our voices, feet and hands to do the action. Alas! There was no-one home. We peered through the windows and we could see three of everything. We decided to check the back door and, to our surprise, it was open! Once inside the bears' house, we could smell porridge. We used our noses to lead us into the kitchen. The children showed me a big bowl of porridge, a medium one, and a small one using their bodies. The children showed me with their faces that the big one was too hot and the medium one was too cold. We gobbled up the small one and then moved to the lounge room. In the lounge room, we saw a big chair, a medium chair, and a small chair. We showed the difference in sizes with our bodies. When we sat on the small chair... it broke! The children showed me, with their faces, how upset they were. Angus from Stage 2 loved falling off his chair! I encouraged **Stage 3 and 4** to give me ideas on how we could fix the chair. Some suggestions included sticky tape, nails and a hammer, glue, and cement. Baxter from Stage 4 suggested using a saw . . . but that only broke our chair into smaller pieces! After attempting to fix the chair (but failing) we decided to go upstairs for a nap. The stairs were very creaky, so we made **onomatopoeic sounds** while we walked. In the bedroom, we picked the small bed straight away after recalling that in the kitchen and lounge rooms, the small one was always just right. The children fell asleep and I became the bear coming home from my walk. I chased the kids out of my house!

Stage 3 and 4 have just started to work on the concept of the **Hot Seat**. This is where they are asked questions about their character, and encouraged to come up with creative answers. **Stage 3** were asked simple questions like "What colour was your dress, Goldilocks?" And "Were you scared when the bears showed up?". **Stage 4** are asked to stand and reply in sentences. Some questions asked were "What did you find in the house when you came home from your walk?" and "What porridge was your favourite and why?" We will be working on hot-seating throughout the year.

Stage 2 and 3 were treated to the bear in the box. They were asked questions about the exterior of the box: "What colours are there?", "What are the bears doing?", and "How many bears are there?" James from 3R knew all of the pictures. We then played the box many times, which resulted in lots of giggles! Aiden from 3E had a wonderful first ever drama lesson.

