



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

21ST FEBRUARY 2020

Principal's Message

By Mrs Kath Boyd

We want all Reddam ELS Lindfield children to learn about the value of community and connections with others. **'A community is more than just a location, or a collection of individuals who happen to live or work in the same place.'** (L. Touhill). When we talk about a 'sense of community' in our Tapestry posts and newsletter articles, we mean the quality of the relationships and connections that bind people together. Creating a 'sense of community' is an important part of what we do as Early Learning Teachers. It is integral to the core themes of belonging and identity that run through the Early Years Learning Framework (EYLF): *"Children learn about themselves and construct their own identity within the context of their families and communities"* (DEEWR, 2009, p. 20). (Pictured above, Penelope - Stage 3).

What a joy to witness optimum student engagement across all four Stages this week! Lauren and Lanneke welcomed six members of our parent community into Stage 4 to discuss their culture as part of the current Provocation *'Where Do I Belong?'*. Thank you to Berry (Olivia's mum), Kerrie (Baxter's mum), Simon (William's dad), Andreas (Estella's dad), Olwyn (Eabha's mum) & Urun (Eser's mum) for enriching Stage 4's educational program and enhancing the children's knowledge about China, South Africa, Indonesia, Ireland and Turkey. The children and teachers were enthralled!

Thanks also to two of our Stage 3 parents who took time out of their busy schedules to join us in the classroom. Morris (Mia's father) is an orthopaedic surgeon and showed the children a skeleton of a hand, a prosthetic knee, a tibia bone and even a prosthetic pelvis with hip joints. Araiya's mum, Suja spoke about the role and responsibilities of being a doctor and the different instruments that they use such as a stethoscope and otoscope. The teachers were incredibly proud of the children as they sat quietly, engaged and were very focused throughout the interactive presentations.

Involving children wherever possible in such community connections makes the experience meaningful in the child's eyes. Local excursions, participating in and contributing to community events, inviting community members and organisations into Lindfield ELS — all help to connect children with the community. Stage 4 Teachers, children and parent volunteers will soon be venturing out into the Lindfield Community. They will visit Lindfield Library, Lindfield Post Office and pop into Harris Farms Markets too. The purpose of our excursions is to familiarise the children with the local community.

Please don't hesitate to talk to your child's Core Teacher if you would like to visit the school and enhance the children's learning program. You may play guitar or teach yoga... have a relative who is a keen gardener or work with a colleague who is an avid Star Gazer! Making use of existing connections such as these will help to ensure that engagement is genuine. *"When we start with what we know we are more likely to be successful. Effective engagement is based on building relationships, and relationships take time to develop. Even the most elaborate examples of community involvement usually started small."* (NQS PLP e-Newsletter)

Reddam Requirements: Some children are not using a navy Reddam bag or hat at school. If you have one at home, please send them in next week (clearly labelled). If you have not purchased these items, please let Lisa know so she can email you the **Uniform and Accessories Order Form**.

Wishing you all a peaceful weekend.

"Feelings are something you have; not something that you are." (Shannon L. Adler)

This week we have been supporting our children's social and emotional development by exploring our feelings and emotions. Through interactions with their teachers, children begin to learn to relate positively with others. This assists them in managing their broad array of feelings and help them to communicate their needs (Kids Matter - Early Childhood Social and Emotional Development).

To foster our children's needs, our experiences this week have focused on the below aspects of self agency :

- Sense of self, encouraging children to feel good about their achievements and persist with tasks they find challenging;
- Social skills, using verbal and non-verbal expressions to enhance our interactions;
- Emotional skills, learning to identify our feelings.

We've also incorporated a wide range of learning experiences for the children to immerse themselves in sensory and creative experiences. Our creative experiences included using coloured pasta, pipe cleaners and paper plates to create facial expressions and counted two eyes, one nose and one mouth, to mirror self expression. We experimented with a smiley face, a sad face and a funny face and simultaneously encouraged the children to emulate these on their own faces - the results were very cute!

Miss Nat led a group time with a puppet show using gloves and demonstrated different facial expressions, such as 'happy' and 'sad'. We further discussed other emotions and feelings, including 'shocked', 'surprised' and 'angry'. To complement the puppet show, Miss Manu read the books *I Feel Sick* by Tony Ross, *The Hippo Who Was Happy* by Rachel Elliot and *When I'm Feeling Loved*, by Trace Moroney, which discussed feeling safe, warm, protected and special. The children have shown great interest in our provocation this week and are eager to explore our books independently.

Next week we will focus on 'Sense of Sound', exploring the variety of sounds in our school environment.

Have a lovely weekend.

Natalie , Manoela and Heather



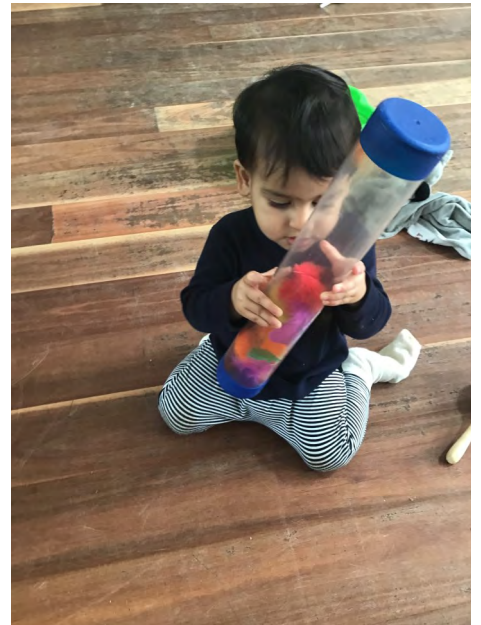
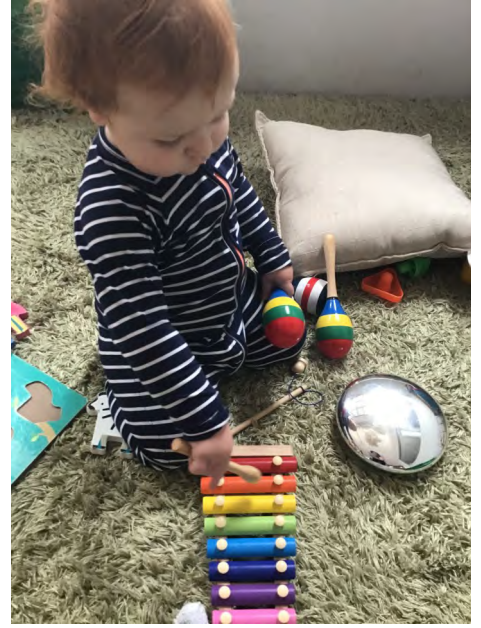
Stage 1R & 1E: Language & Literature - Identifying Emotions



Stage 1R & 1E: Creative Experiences - Facial Expressions



Stage 1R & 1E: Indoor Exploration



Stage 1R & 1E: Stories & Singing



Stage 1R & 1E: Outdoor Exploration & Gross Motor



"Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution." (Albert Einstein)

This week, the Stage 2 teachers took notice of the children's interest in trains and extended our learning journey to encompass modern technology. We began at the beginning and explored real tools such as pliers, screwdrivers, hammers, spanners, staplers and sticky tape. The children appeared delighted to be given an opportunity to explore real functional tools and we discussed the usage and application for what is possible with these items. This brought us to explore technology such as transport and children expressed their learning by flying planes, making boats, performing sinking and floating experiments to hypothesise and test their theories on what would happen. We explored lighting and electricity as well as the ability of technology to help us in our everyday lives.

Pa made a wonderful performance out of using the blender to transform matter from a solid to a liquid in the form of a watermelon into slushie that we were all able to enjoy on a hot day. The vacuum cleaner provided us with an opportunity to discuss the concept of suction as well as a brief overview of how motors work.

Our literacy focus centred around technology and the imagination with books such as *Oliver* about a boy who looked at birds and wanted to fly just like them. We discussed what imagination is and how we use it during play for fun but also how adults use imagination to make the world a better place. The book *Mr Gumpy's Motor Car* themed around children finding an old abandoned car and the adventures and places they visit using their imagination to venture further than their physical limits allowed them.

Our numeracy focus this week concentrated on counting our friends, songs with a counting element such as 'Caught a Fish' as well as continuing playing hide and seek, making sure we are counting loudly so children become familiar with numbers as a measurement.

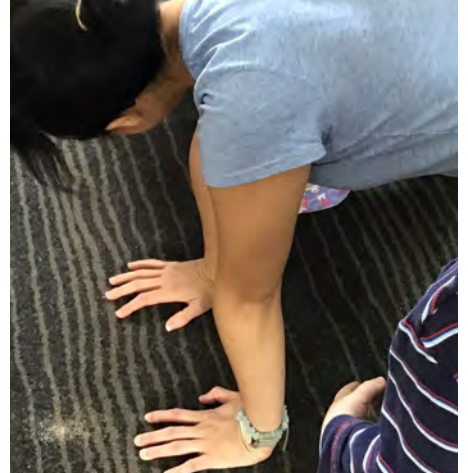
We hope everyone survived the storms last weekend and many homes on the North Shore were without power for sometime inspiring our next week of learning. We will be looking at primitive technology and how people lived before electricity, Wi-Fi and mobile phones, passing on knowledge that may be useful in the future such as water filtration, pottery and making tools out of natural materials found in the garden.

Hope you have a wonderful weekend.

Skye, Pawinee, Charity, Rebecca and Heather.



Stage 2R & 2E: What's This Tool?



Stage 2R & 2E: Experimenting with Tools



Stage 2R & 2E: Will It Sink or Float?



This week in 3R, we continued to explore the concept of 'What Will I Become?' and the many occupations and possibilities for the future. Children also explored how the world functions daily because of what people do for work. This allowed children to make more sense of their world and think about café owners, ambulance officers, window cleaners and train drivers.

"Children broaden their understanding of the world in which they live."

(Outcome 2.1, Early Years Learning Framework, p.29)

The classroom space was intentionally set up to promote this learning and developing understanding of different occupations and the possibilities for children in the future. Our dramatic play corner was set up as a doctor's surgery so children could explore what doctors do and what equipment they use. The children had access to stethoscopes, a doctor's coat, bandages, plastic syringes and gauze swabs. We also provided babies for the children to tend to and look after. The children really enjoyed using the equipment on their peers and checking their heart!

We incorporated the 'occupations' theme into our artwork for the week. The children investigated the plastic syringes - pulling the tube upwards and to dispense pushing the tube downwards which is very helpful for developing fine motor skills. Teachers provided the children with diluted paint and white A4 paper to 'suck up' the paint and then dispense onto the paper to create a 'splattering' effect. The children loved this art experience! They also enjoyed being dentists and cleaning teeth using brushes to get the plaque off!

"Children use the creative arts to express ideas and make meaning."

(Outcome 5.3, Early Years Learning Framework, p.43)

It was wonderful to have Araiya's mum, Suja, come in (who is a doctor) and visit us to kindly talk to the children about different equipment and how she become a doctor! She told the children they must stay at school and work hard. Suja showed us her stethoscope, otoscope, a big arm bandage and how to bandage a broken arm. Stage 3 were so lucky to have this meaningful and special hands on experience.

We also incorporated our literacy learning into the program, the children particularly enjoyed reading the wonderful book, *Playtown* by Roger Priddy which looks at the town and how it runs with people busy working in shops, train stations and airports. We particularly enjoyed talking about going on an aeroplane and what responsible jobs pilots have!

What a wonderful, interactive and rich learning week we enjoyed!

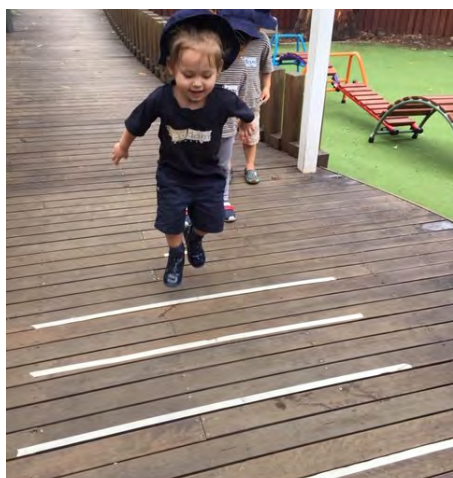
Lucy, Sue, Vivian and Doris.



Stage 3R: Syringe Artworks



Stage 3R: Obstacle Course



Stage 3R: Health & Hygiene - Cleaning Teeth



Stage 3R: A Visit From Araiya's Mum, Dr Suja Padmanabhan



"The body is the instrument of our hold on the world." (Simone de Beauvoir)

Teaching children about their bodies, and how to respect and care for them is one of our priorities. We always take advantage of those "teachable moments" that can occur throughout the day to help children learn more about the functions of, and ways of caring for, parts of their bodies. This week we encouraged children to talk about how it feels to be healthy, versus the feelings that arise when even a minor injury occurs. We discussed the limitations they experience when their bodies are not fully functioning as the result of an illness or injury.

Children showed a great interest in our sensory bin using red water beads, organ pieces and body outline to learn about their bodies. The children dug in the red water beads to find the organs and match them to the right place in the body. We began to teach children about their heart by directing children's attention to their hearts at rest, and after running across the room several times. Children felt their hearts beating faster when they placed their hands on their chests. We taught them jumping and hopping can also increase heart rate and reassured them that the increased heart rate is not dangerous. We explained that the heart gets stronger with exercise because it is a muscle.

After talking about our heart and blood, we created a sensory bin for children to see that blood has many parts. We used red water beads for red blood cells, white pom poms for white blood cells, and yellow pom poms for platelets. They used their fine motor tools to grab and sort all of the different parts.

Learning about their bones required children to use their imagination because bones cannot be seen. We began to ask them to feel what is inside their arms and legs, and then invited them to feel the middle of another child's back. We encouraged them to curve their backs and curl up tight, then to feel the small bones in one another's spines and to compare them with the long bones in their arms and legs. Children loved creating their own little skeleton with their faces for the skull. We cut cotton swabs in various sizes and they chose which pieces they needed, then glued them into a skeleton.

We also enjoyed making skeletons using natural materials. We used sticks and rocks. It was really satisfying to watch them create their skeleton. They each made their own and each skeleton was quite different. We just love how many activities we can do with natural materials. It appears the more we do with nature the more creative our children get. To learn about muscles we explained that muscles make our bones move. We did stretches with children, encouraging them to try different ways of moving large and small parts of their bodies.

Araiya's mother, Dr. Suja Padmanabhan visited Stage 3 during circle time to talk about her profession, being a doctor. This married in well with our provocation focusing on the human body. Dr. Padmanabhan brought in some equipment that she typically uses at work to show the class. After this Dr. Padmanabhan used a special instrument called an otoscope. She explained that this is a medical device which is used to look into the ears. Doctors use otoscopes to screen for illness during regular check-ups and also to investigate ear symptoms. An otoscope potentially gives a view of the ear canal and tympanic membrane or eardrum. She also talked to us about the importance of having healthy ears. We wish to thank Dr. Padmanabhan for visiting our class, it is truly a privilege to have such wonderful parents eager to share their exciting profession and their very precious time with us. Children's learning is truly enriched by parent's contributions and involvement.

Sara & Justin.



Stage 3E: Creating Replicas of Our Skeleton (Part 1)



Stage 3E: Creating Replicas of Our Skeleton (Part 2)



Stage 3E: Sensory Play - What's Inside My Body?



Stage 3E: Sorting & Identifying Components of Our Blood



Stage 3E: Discovering Animal Skeletons with Playdough



Recognition of culture and connection to the world is a vital concept for children to deeply identify with. By reinforcing the differences and similarities of each of our backgrounds through visual stimulus, musical exploration and even taste, our teaching at Reddam ELS Lindfield gives children permission to identify the many ways they are connected. The Early Years Learning Framework is structured to "give children the opportunity to develop their identity and through connection be able to contribute to their world". (Outcomes 1 & 2)

Stage 4's week began with an overview of our world through looking at a globe and examining it closely. Children are encouraged to wonder about their world, and the most wonderful question I was asked was "How does the earth stay in the sky?" This gave us a chance to explore the concepts of gravity, space, and the whole universe. A wonderful discussion in itself. After travelling around space, we landed in China and spent the week exploring their rich cultural heritage. We explored the unique patterns and shapes of Chinese characters, and we also made and ate dumplings and fried rice. Each child was given the opportunity to carefully fold chicken into dumpling cases and then taste the steamed result. On Thursday we made rice: finding baby peas in the pod, adding corn, seaweed, carrots, soy sauce and zucchini. Other cultures including India and South Africa were also explored as Rohan's family shared their photos of their celebration of Diwali, and Rohan wore his handsome costume. Baxter's family brought us Rooibos Tea with a book to read and we told a story with his lovely Giraffe puppet.

"Education must, be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of the will to explore them." (Jerome Bruner)

Each day the children are presented with an opportunity to use their imagination and be free to create - the artworks we created drew from the rich traditional colours and styles of Chinese Art - we made: green prints of a Panda Bamboo Jungle; folded origami hearts; colour washed and designed paper fans; designed kites; and cherry blossom trees using string and crepe paper, getting messy in the process!

Listening and reading books to support this cultural learning were *By My Side Little Panda*, *Mulan*, *I am Australian Too*, by Mem Fox, *Clever Sticks*, about a boy using and teaching the class to use chopsticks, and *Little Ho and the Golden Kites*. The children respond very positively to reading as they hear the story and then we discuss the finer details of the book. We always analyse and identify unfamiliar vocabulary, images and story structure each day, building on our familiar knowledge and stepping into unfamiliar territories with confidence together.

Numeracy this week included a game of bingo which used paddle pop sticks and numbers to match the number pulled out of the bowl. The children equated the numbers with the sticks, and then were encouraged to make and identify other shapes and letters. An important lesson in geometry was also given as the children were invited to identify reflection, symmetry and division of shapes into equal parts.

Luan and I showed the children mandala designs, circle quadrants, and how to divide squares into half and then quarters. The children analysed their own bodies and discussed our body and facial symmetry. To reinforce this concept, the children were given a divided circle image to add symmetrical design to with imaginative use of colours, shapes and concepts by the children.

The children in 4R continue to learn about sharing, being caring towards others and making friendships. I am encouraging each child to spend time each day thinking about how to make the effort to share a toy, or smile and offer help to another. This year, my focus is to help reinforce these simple manners that make life enjoyable, meaningful and develop mature thinking in our little ones.

Thank you to all parents for their support of Stage 4 and our Reddam Lindfield routines. The children have settled beautifully into the term and we are grateful to spend our days together in this beautiful school environment.

Lanneke and Luan

Stage 4R: Our World & Environment



Stage 4R: Creative Expression



Stage 4R: Making Chinese Kites



Stage 4R: Creating Dumplings & Fried Rice



Stage 4R: Numeracy, Stem & Manipulation of Small Parts



What a rich week of learning we had in our classroom this week, as the class explored the Chinese culture, traditions and cuisine. At Reddam ELS Lindfield, we are so fortunate to have a diverse range of cultures in our school community. The teachers recognise the importance of acknowledging the children's culture and heritage to create that sense of belonging in our classroom as it's part of their identity and way of being.

Our weekly provocation began by exploring the concept of **culture** and that the world is made up of many continents and countries. During our inquiry the children took an increasing interest in world flags, correctly identifying the ones they already knew and flags from their country of origin. To extend on this the children created their own flags, experimenting with patterns and shapes to include in their designs. Atlases were also provided for the children to look through and they matched the world flags to the ones they saw on the pages. By the end of the week the children had memorised up to ten world flags.

Our story of the week, *Around the World We Go* by Margaret Wise Brown, prompted the class to identify children from different countries and cultures. In the illustrations the children recognised some famous landmarks including the Egyptian pyramids, The Eiffel Tower, Statue of Liberty, The Great Wall of China, and many temples and shrines. The children commented about how each child in the story had different hair and skin, leading to a discussion about how we are all unique. This story also taught the children how to say 'Hello' in many languages such as, "Bonjour, Hola, Konichiwa, Ni Hao, and Guten Tag!" Each day the class enjoyed some cultural children's games including *London Bridge is Falling Down*, and a clapping game from Africa.

Throughout the week the children started exploring China. Pandas and bamboo plants were included in the small world trays, allowing the children to role-play, construct houses and environments for the pandas, and share what they already know about these cuddly creatures. Alicia shared some photos of the only panda triplets at a zoo around the world, during her family's visit to Guangzhou Safari Zoo. The class researched some fun facts about pandas and we found out that bamboo makes up 99% of a panda's diet, they can eat up to 20kg - 30kgs a day, there around 60 different types of bamboo the pandas can choose from, and they are born with very little fur and slowly grow their black and white fur as they mature. We then read some stories about pandas including *Lucky Bamboo* by Katherine Sully and *By My Side Little Panda* by Claire Freedman. At the art table the children created beautiful bamboo forests, making long, green lines with paint, printing with leaves and constructed their own pandas out of black and white paper.

"I hear and I forget. I see and I remember. I do and I understand." (Confucius)

The children were most excited about creating their kites and fan designs. The story *Little Ho and the Golden Kites* by Mavis Scott inspired the children to construct their own kites in the shapes of birds, fish and love hearts. The children drew and painted large pieces of paper to later fold back and forth to make their own fans, fanning themselves throughout the day in the summer heat. The highlight of the week by far, was our cooking experiences. In our dramatic play area, the children had practised cooking stir fry, steaming dumplings, and manipulating chopsticks. They put their culinary skills to good use by making garlic and ginger chicken dumplings, folding the wonton wrappers in a variety of ways. The following day the children created their own fried rice recipe, picking and choosing from a variety of vegetables and topping it off with soy sauce. Delicious!

Next week the children and their families are invited to share their cultures with the class as we continue our cultural journey around the world.

Lauren and Jenny

Stage 4E: Small World Play with Pandas



Stage 4E: Painting Bamboo Forests & Making Chinese Fans



Stage 4E: Exploring World Flags & Famous Landmarks



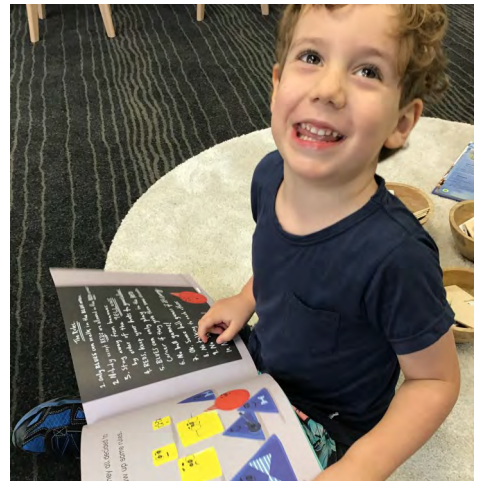
Stage 4E: Constructing Chinese Kite Designs



Stage 4E: Exploring Chinese Cuisine



Stage 4E: Numeracy: Counting, Patterning & Symmetry



"Be brave little one . . . The world is yours," said the Giraffe.

Namaste Parents,

Happy Friday - this week we went on a yoga jungle adventure to discover some animals. To prepare to go on a walk through the jungle, we began class by settling in and focusing on the breath through practicing a few rounds of the Elephant breath. "By standing with feet wide apart and clasping hands in front of the body to make an elephant trunk, inhale through the nose as raising arms up over head then exhaling out through the mouth, bending forward from the hips and swing arms down through legs, making the elephant sound."

After getting the breath and bodies warmed up with Sun and Mountain Dance, it was time to begin with some Jungle Yoga Poses. The children were invited to go on an adventurous walk whilst singing along to the Jungle Song:

*'Walking through the jungle - what do you see?
I see a lion in front of me
Walking through the jungle - what do you see? etc.'*

The children just love jungle yoga and its songs. Next I placed some cards in the middle of the circle and the children were very excited to discover which animal they would find on the card they chose. After the animal was revealed, the group had to perform a yoga pose.

For example:

- Lion: We performed the lion breath by kneeling down, extending arms out in front of chest, exhaling out deeply through the mouth with tongues out.
- Cobra: Lie on belly, place hands under shoulders, and hug elbows into the sides of the body. Press through the feet and gently lift the head and chest off the floor. I asked the children "Can you hiss like a snake?" They answered: "Sssssssssssssss."
- Giraffe: Standing with legs wide into pyramid position, hips square, arms above head for giraffe's long neck, with hands make a shape for its mouth and bend low to reach hands on floor to eat some leaves on ground.
- Turtle: Kneeling down, sitting on heels and come into child's pose. Between the transitions through the poses I encouraged the children to take a few deep breaths.

For relaxation, I invited children to choose their favourite animal and to imagine they were sleeping with them. Then I gave each child's face a tickle with my feather.

Wishing you all a delightful weekend xx



Hi everyone,

We started our lesson today with the best game – “The Crazy Bug Game” – every time Lauren blows her whistle we lie on the floor kicking our legs and waving our arms like a crazy bug! Mums and dads, you should see what we look like lying on the floor.....

Lauren brought “hacky sacks” with her today. We held our own “hacky sack” and ran after Lauren, trying our best to catch her and stick our “hacky sack” to her. Our poor coach!

We threw our “hacky sacks” up to the sky and rolled them along the ground.

We made a Playball “fruit salad” where we practiced our catching skills. Lauren asked us which fruit we would like in our fruit salad and we stretched our arms in front of us and scooped the ball (“fruit”) into the “fruit salad bowl” (our scooped hands).

Lauren taught us how to roll the ball along the ground – always remembering to place the ball on top of our shoes (as a starting point) and push the ball 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 placed our ball on our catching cup so that it resembled an ice cream. We walked around the court trying our best to balance the ball on the cup. We know that we don't get “cross or upset if the ball falls off the catching cup. We pick it up and try again because that's what good sports do”.

We put our ball on our catching cup and “boofed” it off the catching cup as high as we could up to the sky.

Lauren gave us an opportunity to have some free play with our balls and we had such fun kicking, throwing, practicing our rolling.

You are real stars!

Coach Lauren



This week we continued on with our *Colours* theme, adding a healthy dose of action songs in along with our calming, colourful tunes. Lots of requests were had today and, as some of our new friends are getting to know me, many more little voices popped up to ask for their favourite songs!

Stage 1

Stage 1 had such a chilled out class today with no tears from anyone! Leon and Joanna reclined on Manoela while Alison had a great time with the scarves and when she was in a listening mood she very purposefully put her scarf back in the bag and relaxed on a cushion, humming along to the rest of the songs.

Stage 2

Stage 2 was wonderfully engaged today! Michael was very excited to begin our *Hello Song* and Bria loved playing with the colourful scarves. During our *Colour Chameleon* song Henry knew all of his colours and Ellie decided to assign her coloured scarves human names!

Stage 3

3R learned a new rhyme today - *I had a Little Turtle*. After going over the words a few times and then putting some music to it I wasn't too sure if it was hitting the mark as they were all listening and watching but weren't getting too involved. I asked if they liked the rhyme and added that I thought it was kind of funny and Kaia tilted her head and said "Yeah it's really funny!" and from that point on (bless her) the entire class was involved!

3E had lots of fun playing some pitch training games with their scarves today - especially when we experimented with pitch by waving the scarves up in the sky and singing very squeakily up high then making a big loud pitch shift all the way to the bottom of our voices as they floated to the ground!

Stage 4

Stage 4 were in a very bouncy mood today and we took the opportunity to do lots of action songs! Florence requested a verse about flying unicorns during our game of *Sleeping Bunnies* and Sophia was very excited to revisit week ones song *Little Bunny Foo Foo* which Olivia and Estella also loved singing! Leon did an excellent job of singing one of his favourite songs - *Wheels on the Bus* and Alicia sung her very loudest during her favourite number *Jingle Bells*!

See you all next week.

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!

Enjoy the weekend and this beautiful weather.

Coach Alex.



This week in drama we went on **Safari!**

Stage 1, 2, and 3 learnt a fun song about elephants. We tapped along to the rhythm, and added actions to some of the words. We worked on fine motor skills by wriggling our fingers, and vocal projection by making the sound of an elephant at the end. Once we had sung the song a few times all together, I started to leave out some of the rhyming words, and encouraged the kids to fill in the gaps. Myra from stage 1 had a smile on her face the whole time we were singing, and clapped at the end of the song! Well done.

During parachute time this week, **Stage 4** turned the parachute into a juice making machine. We blended up lots of fruit by shaking the parachute fast and slow. We mixed the juice by walking around in a circle. We finished making our juice by coming in nice and close, and then popping out to get any bits we missed. To try the juice, the children went under the parachute and drank it all up! Eadie and Eabha from stage 4 were very enthusiastic about making our drinks and made lots of great ingredient suggestions.

We then went on our safari adventure. We packed a bag. **Stage 3 and 4** were prompted with questions like "what happens if it gets cold?" Or "what do we need if it's really sunny?" We packed the bag with their suggestions. We drove to our safari in our cars – **Stage 2** told me the colour of their cars. In **Stage 4**, we took turns to "follow the leader" to get to the safari. Once we were parked, we could start looking for animals (with our binoculars, of course).

Stage 2 and 3 found elephants, giraffes, and lions. The animals were located in different parts of the room. We took out our binoculars and scanned the room before spotting an animal. The children guessed which animal we were finding by the prompts I gave, for example: by the waterhole there is a BIG animal who has stomping feet, grey skin, and a really long nose. What animal is it? Alfie from stage 2 was confident enough to come along on our safari adventure- well done Alfie!

Stage 4 extended on this by finding a few animals in each location. By the waterhole there were elephants AND flamingos. We practiced standing on one leg like a flamingo. Kaia from stage 3 thought she saw a flamingo as well, without any prompting from me! At the trees, the giraffes were munching on leaves, AND monkeys were swinging through the trees. We became each animal- using our bodies and voices to show what that animal would look and sound like.

In **Stage 1, 2, and 3**, I try to encourage crawling. Crawling is essential for abdominal muscle development and shoulder strength. We crawled around the room as hungry lions looking for some food. When our lions got tired and returned to their cave for a sleep, we were able to sneak back to our cars and drive home.

Stage 3 and 4 were then challenged to the Hot Seat- building from last week. They were asked questions about their safari adventure, what animals they became, what animals they saw, and how their animals behaved. Well done **Stage 3 and 4** for being confident enough to stand up quietly, stand still, and answer questions in front of your peers.



Dear Parents,

Last week we wrapped up our unit on Families and Fruit, and began focusing on numbers.

Stage 2 firstly said "hello" (ni hao) to each other. The children hugged my toy dog and said "ni hao" to it. Toys are always great tools during my lessons. We then practiced the *Hello Song* and the *Happy Song*. We practiced saying "I feel happy" and "I feel unhappy" (kai xin and bu kai xin) in Chinese with body language. Afterwards, we reviewed family members and repeated how to say "I love you, dad" in Chinese. The children also learnt how to say 'one', 'two' and 'three' (yi - er - san) in Chinese through games.

Stages 3 and 4 also greeted each other and my toy dog in Chinese. Then we started to review our routine questions. In Stage 3, I asked the children how they were feeling. Most of them could answer the question fluently. In Stage 4 I asked "What is your name?" (Ni jiao shen me ming zi?). Most of the children answered the question using proper pronunciation. Also I encouraged the children to think of a nickname, such as 'Superman' or 'Anna'. Everyone got so excited and were keen to share their special nickname with their friends in Chinese.

Next was music time! As usual, *Pulling out Radish* was a favorite. We then started to revise/learn numbers in both English and Chinese. We counted how many children were in the group and how many books there were in my school bag. The children were happy to demonstrate their counting abilities. Stage 3 practiced the numbers 1 to 5 in Chinese, while Stage 4 counted from 1 to 10. In order to help them grasp the concept we played three games, including 'What's the time Mr. Wolf?', 'Moving Backward & Forward' and 'Counting Chickens'.

I must say I enjoyed these lessons so much. The children here at Reddam ELS Lindfield always surprise me with their language abilities and learning abilities.

Have a nice weekend.

