



# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM  
ELS

14th February 2020

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

We have enjoyed a very settled week here at Reddam, with the children already fully engrossed in their weekly Provocations. The new specialist My Gym classes have been well received by our little ones and lots of smiles and laughter fill our corridors.

This week, in response to parent requests in regard to online safety. I wish to share with you the new eSafety guidelines for under 5's that are currently being recommended by the Australian government. These guidelines acknowledge the benefits of technology but stress the importance of putting in place clear guidelines and procedures for children early so they understand the dangers that can be posed by online usage.

Some helpful suggestions for protecting your child includes:

- Setting password protection on all your devices, if a device uses fingerprint or face authorisation don not set this up for your child, so that you control what and when they access devices.
- Set up Parental controls and filters on your devices, these can be found on different apps or search engines but often can be set up via your Wi-Fi network. These can be set to the following

**Block** – means you can block your child from accessing specific websites, apps or functions, such as the devices camera nor buying items online.

**Filter** – You can restrict access to different kinds of content such as “adult content” or inappropriate material.

**Monitor** – Request reports or check browsing history to check on sites your child has visited.

- Using airplane mode on Apple and Android devices so that toddlers and pre-schoolers learn the difference between “online” and “offline”.
- Explain to children what their “personal information” is, explain this is their full name, date of birth, address and photographs that identify them. Explain clearly that this should not be shared with anyone they don’t know.
- Encourage positive online behaviour, through modelling good habits with devices, this includes putting away mobile phones and ipads during mealtimes. Encouraging children to be kind and respectful using words such as ‘please’ and ‘thankyou’, ‘hello’ and ‘goodbye’. Talk to your pre-schooler about the risks of cyber bullying as they get older and let them know that it is never okay for someone to be mean to them online.
- Monitor both the amount of time your child is spending online and also the content your child is viewing during screen time. Reassure children that they will not be in trouble if they ask you for help about anything they encounter online.
- Always make certain that your child asks permission before they watch any new website. Encouraging pre-schoolers to “ask before they tap” sets good routines for future years.
- Set a “times up” strategy in advance so that children are given a warning that their screen time is nearly up. Consider using a timer so that they can see clearly the amount of time they have, which will avoid accidents.
- Safe searches can be set up by using bookmarks in the web browser which can prevent your child coming across unsuitable content.
- Agree to device free times and restrict use for one hour before bedtime as research shows that it is important to turn devices off at least an hour before bedtime to ensure your child has the best quality sleep.
- For more information on safety go to [safety.gov.au/early-years](https://www.safety.gov.au/early-years).

We hope that establishing these simple online safety procedures will lay the foundations for safer online experiences for your child as they grow older.

Have a wonderful weekend.

# Stage 1: 1R

By Mrs Amanda Felton

## Incy wincy spider

"Incy wincy spider climbed up the waterspout. Down came the rain and washed the spider out. Up Came the sunshine and dried up all the rain, so Incy wincy spider climbed up the waterspout again."

This week our focus on Nursery Rhymes was designed to develop the children's social and emotional skills, where our babies can as a group develop humour, make connections between movements, rhythm and words. So, nursery rhymes provide excellent opportunities for language development due to the repetition and rhythm they also offer comfort as it provides a familiar sound for babies during daily routines.

This week the children were entranced by Incy wincy spider who went up the waterspout! It's a very big spider puppet that we had in our room and it covered in hairy textured wool. The Babies found it very interesting as they explore the world of the spider and investigate a new nursery rhyme. Each child used their hands and fingers to discover how their dexterity work. The Babies also have fun singing and doing the actions

The Babies also created a painting - of Incy Wincy Spider by using a brush and black paint. we now have some very big interesting spiders to look at on our walls...well done Babies!





## Stage 1: Incy, Wincy spider





## Stage 1: Fun with friends





# Stage 1: 1E

By Miss Sophie & Miss Alecia

"Life is filled with lots of things that make it all worthwhile, but none is better than your little smile."

We had a beautiful start of the week. We celebrated Valentine's day in the classroom through different activities, books and hands on experiences.

We read "In My Heart" by Jo Witek. This book is all about celebrating the milestones of a toddler's emotional development, from conquering fears and expressing feelings to welcoming a new sibling. It describes different emotions like happiness, sadness, bravery, anger, and shyness. The language in this book is lyrical but also direct, children are empowered by this new vocabulary and will be able to practice articulating and identifying their own emotions.

During the morning learning station activities, we provided the children with red playdough along with a heart shaped cookie cutter for the children to make their own red hearts. The Children enjoyed every aspect of the exploration of play dough. It was a never-ending, open ended tactile learning experience for all the children. When given play dough, the children were instinctively motivated to explore its soft and responsive sensory qualities.

They squeezed it, poked it, squashed it, picked it up and patted it down. The dough responds to each of their actions and the children are learning that their actions have consequences. Working play dough with their hands helps them to develop large and small muscles and aids eye-hand coordination. It helps to improve fine motor skills which is beneficial to daily activities.

We also made collages throughout the week. As there are numerous opportunities when creating a collage for children to develop their Fine Motor Skills, working the tiny muscles in their fingers and hands that are needed for important tasks like to learning to write, Picking up small objects such as sequins/pom poms/pipe cleaners, squeezing the glue and putting the materials onto the paper-all require their Fine Motor Skills. It also fuelled their creativity and imagination, as they can be anything. We created everything from snails and fish to cars!

The children were so chatty when creating their collages, and it was no wonder- there was so much to talk about: new textures, sparkling sequins, sticky glue, soft feathers, colourful jewels, bendy pipe cleaners etc.

We are looking forward to next week, where our focus will be gardening.

Have a lovely weekend,

Regards,

Miss Sophie

Miss Alecia



# Stage 1: Valentines Day heart collage





## Stage 1: Be my Valentine





### The Magic in Me

As the term is in full swing it is really wonderful to see the children settling into their classroom environment. To celebrate us coming together the children began creating their class collage. Small groups were taken to the atelier, shoes off, aprons on and it was time to get creative.

The children were able to use whatever utensil they wanted to put together our masterpiece, most of the children choosing to just use their hands and feet. I was great to see the children so united throughout this experience, as some children were quite cautious, it was heart-warming to see that many of their peers stepped up and assisted throughout the challenge.

During group times we have been singing our welcome song 'Hello, Hello', then moving on into other various songs. As the week has gone by the children have really been getting involved, dancing and singing so loudly to their favourite songs. Some favourites being 'Little Peter Rabbit' and 'Hurry, Hurry Drive the Fire-truck'.

We have been continuing to read our 'The Magic is in Me' book during group time and further discussing and exploring our emotions and things that we may struggle with.

Happy Valentines Day!

The children explored their fine motor skills in our love sensory trays, with rice, glitter and tiny love hearts. It was interesting to see the different ways that each child interacted with the sensory trays. Some pushing the items to the corners, some creating shapes with their fingers. While others picked out all the hearts and sorted each item into groups.

House Keeping:

~ Please ensure your child is dropped off before 9:00am as we begin our first session at this time, it allows your child to settle in before beginning their daily routine.

~ For those families who haven't sent in their family photos, please do. We have begun looking and discussing families and some children are not able to contribute.

## Stage 2: The magic in me





## Stage 2: Self portraits





# Stage 2: Making a masterpiece





## Stage 2: 2E

By Miss Gabriela Guimaraes

### All about Faces

*"In any environment, both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it."*

Simon Nicholson

Our goal as educators is to learn more about the children we will be working with over the year. In addition to completing assessments, interviews, and observations of the children during play, we set up provocations or invitations to learn "about me."

This week we have been investigating our face features. We set up laminated faces, which acted as a canvas for creating self-portraits out of loose-parts. Wooden bowls with various loose-parts such as buttons, gems, yarn and beads, and mirrors were to encourage the children to look closely at the various features of their faces. The book "Just the way we are" relating to the provocation was added and shared during group time to offer another way to connect the children to the invitation.

The children quickly decided that they wanted to make funny faces out of the loose materials. Then they began to place buttons on the base. They placed two at the top, side-by-side, another one underneath, and some along the bottom, resembling a face.

There was also an invitation to make faces using playdough and natural resources. It is important to implement nature into children's daily play and creating. There is so much potential in these materials as tools for learning and discovery. Encouraging children to explore our natural resources is a wonderful opportunity for discovery through an enriching sensory experience.

If the environment is set up right, the children will be more likely to be actively engaged with the materials. Actively engaged children are learning through play. When children are engaged in activities, teachers have more time to positively interact with the children, observe the learning in action, write down language, and take pictures. Documenting the children's learning is such an important aspect of the Reggio Emilia approach.

This week we also celebrated Valentine's day. We read the book "Guess how much I love you" by Sam McBratney and made cards for our loved ones. Valentine's Day is a wonderful opportunity to show appreciation for people we love and to talk about our emotions.

It's never too early to help children express love and friendship in ways that transcend materialism. Because young children are concrete thinkers, it's hard for them to understand a concept that can't be represented by objects. But by watching you give gifts of kindness, time, compassion, respect, and thoughtfulness to the people you love they will learn that "I love you" means so much more than three words.

# Stage 2: Love is in the air





## Stage 2: Loose part self portraits





## Stage 2: Loose part canvas





# Stage 3: 3 R.E.D

By Miss Maddy & Miss Negar

## Taking care of the blue planet

More and more people are starting to appreciate the value of conservation and causing as little harm as possible to the planet. It's especially important to teach these lessons to the next generation. Our Children when given the right information, are usually eager to embrace a green approach to living.

As we rely on our children to become the new guardians of our planet, we must educate them early and often about how they can help us reverse the damage y to o9ur environment. This week we have focused on the marine environment.

To achieve this goal in our class, we first started by discovering the importance of the ocean and marine life to our world. We had a great discussion about the facts such as

how the ocean was the heart of the planet, and how water covers the majority of the Earth's surface. We talked about how the deep waters are home to marine life and plants and some of the biggest creatures on earth. Every morning the children listened to sea animals sound and used their imagination to spend some time with them, connecting to the ocean and developed their critical thinking for better understandings.

We also discussed how the ocean provides us with food, jobs, life, entertainment, and sailing!

And finally, the children were provided with some great exploration opportunities to help them understand important topics such as:

why should we care so much about the creatures that live in the ocean?

Does it matter if a species disappears? What does that mean for us?

One of the easiest steps we and our children can take toward become defenders of our seas is to broaden our knowledge. As a result, these indoor / outdoor open-ended activities were done by the use of different educational subjects such as numeracies, literacies, history and geography, STEM.

Last but not least, this week during group time we talked about few practices to help protecting marine life such as:

- Carry a reusable water bottle,

- Store food in non-disposable containers,

- Taking your own cloth tote or other reusable bag when shopping,

- Recycle whenever possible.

- Always clean up after yourself.

- Explore and appreciate the ocean without interfering with wildlife or removing rocks and coral.

- Go even further by encouraging others to respect the marine environment or by participating in beach clean-ups.

It has been encouraging to see their understandings increase, here are some comments made by them about taking care of our blue planet that we wanted to share with you

William: *"I will clean the beach when I visit"*

Isaac: *"I will close the tap as soon as I've finished washing my hands"*

Chelsea / Angus: *"I water the plants with the left-over water in my cup"*

Nyx / Paige: *"My mum has her own shopping bag and doesn't buy plastic bag"*

Meera / Isobel: *"I love animals and don't hurt them"*

Harry / Lachlan: David / Noah: *"My mummy read a book about ocean and sea animals to me"*

## Stage 3: Ocean Science





## Stage 3: Cleaning the ocean





## Stage 3: Skill development





### Show and tell

What another exciting week for Stage 3A. Now that the children have become settled and engaged in their new environment, we have introduced them to "show and tell". This encourages the children to build confidence and self-esteem as they stand in front of their class to share their ideas and thoughts with others. We have decided to begin our week with the letter "A" and moving forward, we will move down the alphabet. These exposures the children to pre-literacy development as they begin to understand the sound of the letters of the alphabet, and as well letter formation. Each child is showing an eagerness to participate in this weekly experience, both on stage, and asking questions in the group. I strongly encourage parents to help children engage with this program on the day they are selected as it instils important skills that prepare them well for later school life and provides them with the opportunity to extend their speaking and communication skills and develop the capacity to stand before a group and speak out.

### Emotional well-being

For children, understanding their own and other people's emotions can be a difficult and confusing thing. Emotional and social wellbeing is a vital skill in a child's development. Understanding feelings and motivators are an integral part of daily life and a more highly tuned emotional intelligence promotes empathy, social skills, self-awareness and emotional accountability. Children expressing and communicating their feelings on a daily basis is important, therefore it is crucial that teachers support the children to share their emotions. We are continuing to encourage the children to "check their feelings in", daily, encouraging language and communication about why they feel they way they do. This week we have introduced the children to the "Kindness bucket". During mat times, we have discussed as group possible ways in which we could show kindness to our friends, teachers and families. We will continue this kindness bucket throughout the rest of the term, encourage kind bodies, kind words and kind hearts. On Tuesday we joined Stage 4 in a group experience, which was very exciting! Miss Lauren read the book "In my heart" before giving the children each a heart, encouraging them to scrunch it up and communicating as a group how they felt, when they saw their heart "ripped". It was great to see the children join in with the Stage 4 children, using their confidence to raise their hand and use their language skills to tell their teachers how it made them feel.

### We are investigators!

Extending on the children's interest in mathematics and investigating from last week's measuring of their bodies using blocks and string, we have implemented science into the program. This week the children were invited to participate in two activities that supported the children in the understanding of the concept of measuring and weight. The children investigated individually or with a group which objects are heavier and which objects are lighter. On the other table they used the water beads and their fine-motor skills to measure out the beads and place in smaller containers, using mathematical language; "is it full or empty?" We will continue to implement various science experiments throughout the coming weeks to encourage the children work together to predict, investigate and reflect on information and data we have gathered.



## Stage 3: We are investigators





## Stage 3: Heavy or Light ?





## Making Measurements

The children noticed how tall I am and compared me to the height of the other teachers and were wondering how tall they might be. This sparked a lot of interest with the children and so it was decided that we would make a class 'height chart'.

We spent all week measuring each child using informal units of measurement, while their friends watched on and predicted if they thought they were taller or shorter than the child who was measured before them. Once each child was measured, their string was added to the height chart which was hung on the wall for the children to view and discuss. We then decided to measure other body parts.

We used coloured counters to measure our hands and coloured wooden blocks to measure the circumference of our bodies, by first lying on the floor and working in groups to place blocks around each other.

The class then took their interest in measurement a step further and started to measure other items around the school. We measured the trees, walls, shoes and even some grass! Madison decided to bring in a ruler from home and the children were then introduced to a more formal style of measurement compared to the informal style of measurement that we had been using in the previous experiences.

### Letter of the week – e

The class have all been embracing the 'Letter of the week' theme at News Time. We have been brainstorming words that start with "e" such as experiments, Elsa dolls, excavators, elephants, engines, elves and exciting things. We also practised writing the letter of the week in the air with our finger and on the white board. Discussions also commenced this week surrounding the difference of upper case and lower-case letters and how to use these cases correctly.

If you are teaching your children to write at home could we please ask that you only teach the children to write in lower case letters not in capitals. Please continue to send your child to school with 'Letter of the week' items to present to the class on their allocated day. Being a presenter as well as an audience member allows each child to practise a different skill set through expressive and receptive language exposure.



## Stage 3/4: Measure with me





## Stage 3/4: Number play





## Stage 4:

By Miss Lauren , Miss Maddy & Miss Sarah

*our mind is a garden and every one of your thoughts are the seeds. You have so much potential to grow flowers.*

This week in Stage Four we have been looking at identifying and naming our emotions in addition to recognising that our actions have the potential to help or harm others. As your children grow and gain life experiences, they will begin to experience a range of new and unfamiliar emotions. Our behaviour is directly linked to how we are feeling and by helping Stage Four understand their emotions, we are putting in place the stepping stones for self-regulation, aiding them in their social and emotional development.

Frustration and anger are two key emotions we have focused on this week in relation to school experiences surrounding taking turns and sharing. After reading the book "The Monsters Inside" by Venter O'Brien and Jemina Belinda we brainstormed ways to calm down and take action when we have these difficult feelings. Some of the responses shared include;

Count to ten... and then count to ten again if we need to! - Imogen

Take a deep breath - Hannah

Use our words to explain how we are feeling to others - Wilson

Be brave and walk away - Ivy

Tell an adult how you are feeling so they can help you - Saxon

As you can see the children are already developing their own strategies to control their emotions and sharing these with one another. Additionally, this week we explored the book "In My Heart" by Jo Witek and discussed how our hearts can experience so many different emotions that range from making us feel "as light as a balloon" to as "heavy as an elephant". Each child received a paper heart and every time a mean word was spoken, they had to scrunch it up. Every time kind words were spoken, the children had to attempt to smooth it back out. Following this activity, we compared our hearts and discussed how although saying sorry after we speak mean words is the right thing to do, it doesn't fix the wrinkles in our hearts that were made.

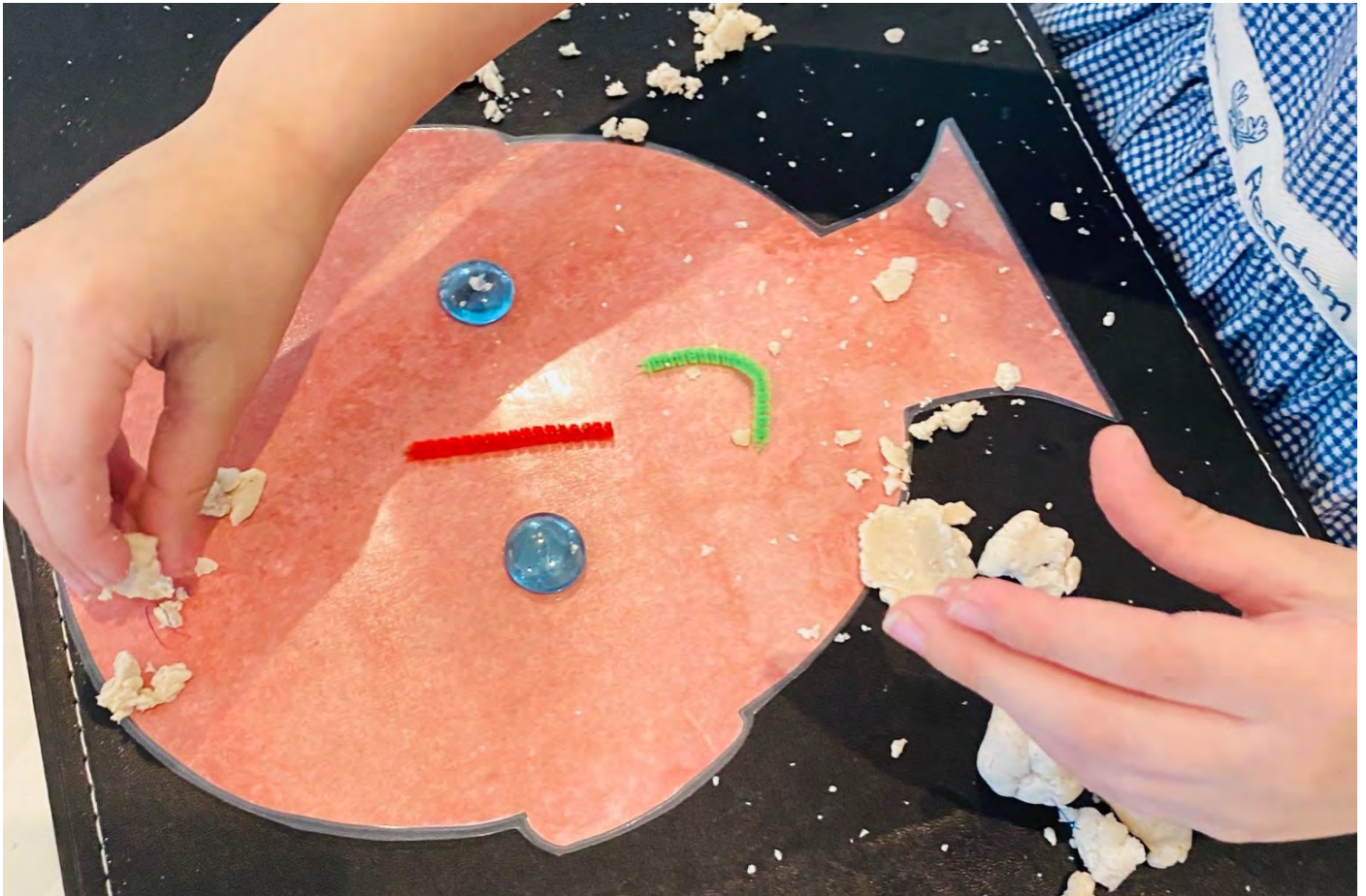
Our provocation activities this week have focused on the Early Years Learning Framework outcomes surrounding children's sense of identity and wellbeing. We have been working on developing your children's autonomy and resilience in combination with providing them with the tools necessary to develop a strong social and emotional wellbeing.

### **Loose parts & play dough expressions:**

Inspired by our Reggio Emilia approach to learning, this week we incorporated loose parts with play dough to explore expressions related to a range of feelings. The versatility of the materials provided ensured there were endless ways to create expressions and demonstrate imagination.



## Stage 4: Emotions and feelings





## Stage 4: Sorting and classifying





## Stage 4: Please be mine sweet Valentine





Dear Parents,

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

Stage 2/3: This was the third mandarin lesson for the children in stage 2. When I entered the classroom, the class teachers encouraged all the children to sit on the mat. To my surprise, compared to the first lesson, I found that stage 2 children were very attentive and keen to learn.. Therefore, I started my lesson by letting one child touch the happy ball which made them happy. Afterwards, everyone took turns with this.

I. We then learnt how to say hello (ni hao) in Chinese. Today, more than 10 children in each group started to speak "ni hao" and interacted with me quite well. Moreover, we read a book, named "NI HAO". The Children were happy to help me turn the pages. During the music time, we continued to learn the happy song. The Children were glad to follow the rhythm to clap their hands and stomp their feet.

Stage 3: Today, we reviewed how to greet each other in Chinese by using the game of passing and catching the ball. It looked like most of the children have grasped how to say "ni hao" (hello). We then started to learn about our family members. We learnt how to say dad (ba ba) and mum (ma ma) in Chinese using props and toys. Afterwards, we learnt a sentence, "Wo ai ni, ba ba!" (I love you, dad). We used the Peppa Pig family to practice the sentence. At the end of the lesson, we enjoyed the music.

Stage 4: In stage 4, we started to review greeting words. They have grasped how to say hello (ni hao), good morning (zao shang hao), good evening (wan shang hao) and how are you (ni hao ma). However, they did not know how to say good afternoon in mandarin. We learnt it and practiced it with a game. I then explained the two targets of the lesson followed by doing them. First, we reviewed how to say different colours in Chinese. We reviewed red (hong se), green (lù se), blue (lan se), and yello (huang se). We played the color memory game. It was so fun so that children greatly involved in the learning process and the game.

The second target was to learn/review fruit. We mainly learnt/reviewed two types of fruit, pear (li) and grape (pu tao). With the help of the stories, it was quite easy for the children to memorize the two words. Moreover, lots of the children could speak quite fast, like tongue twister.

The lessons were going very well. Although the levels were different among those 3 stages, they made progress based on their own levels.



# Emotional wellbeing



Hi Champs

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

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

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

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

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

We then practiced our rolling skills with a partner and tried to roll the ball through our partner's open legs. Such a fun game.

Gill taught us a new game – "The Shark and the Fish " game – ask your children.

The best lesson. Thanks guys!

Gill J



# Physical Education





# Drama

By Mrs Laura Hudson

This week in drama we continued 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 getting the children comfortable with new and interesting objects and concepts and building confidence. Drama can be overwhelming, especially for our younger ones. At this early stage, we are happy if they get involved! 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. Declan was brave enough to come and have a look at Peter, and Milo 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. Zadie and Emily from stage 2 did very well at miming. We then jumped up and acted out the story.

**Stage 2** were encouraged to skip through the woods, while **stage 3 and 4** were given different movements to work on like skipping, jumping, hopping, and walking backwards. 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 3 of everything. The children held up the number 3 with their fingers, working on their **fine motor skills**. We decided to check the back door, 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.

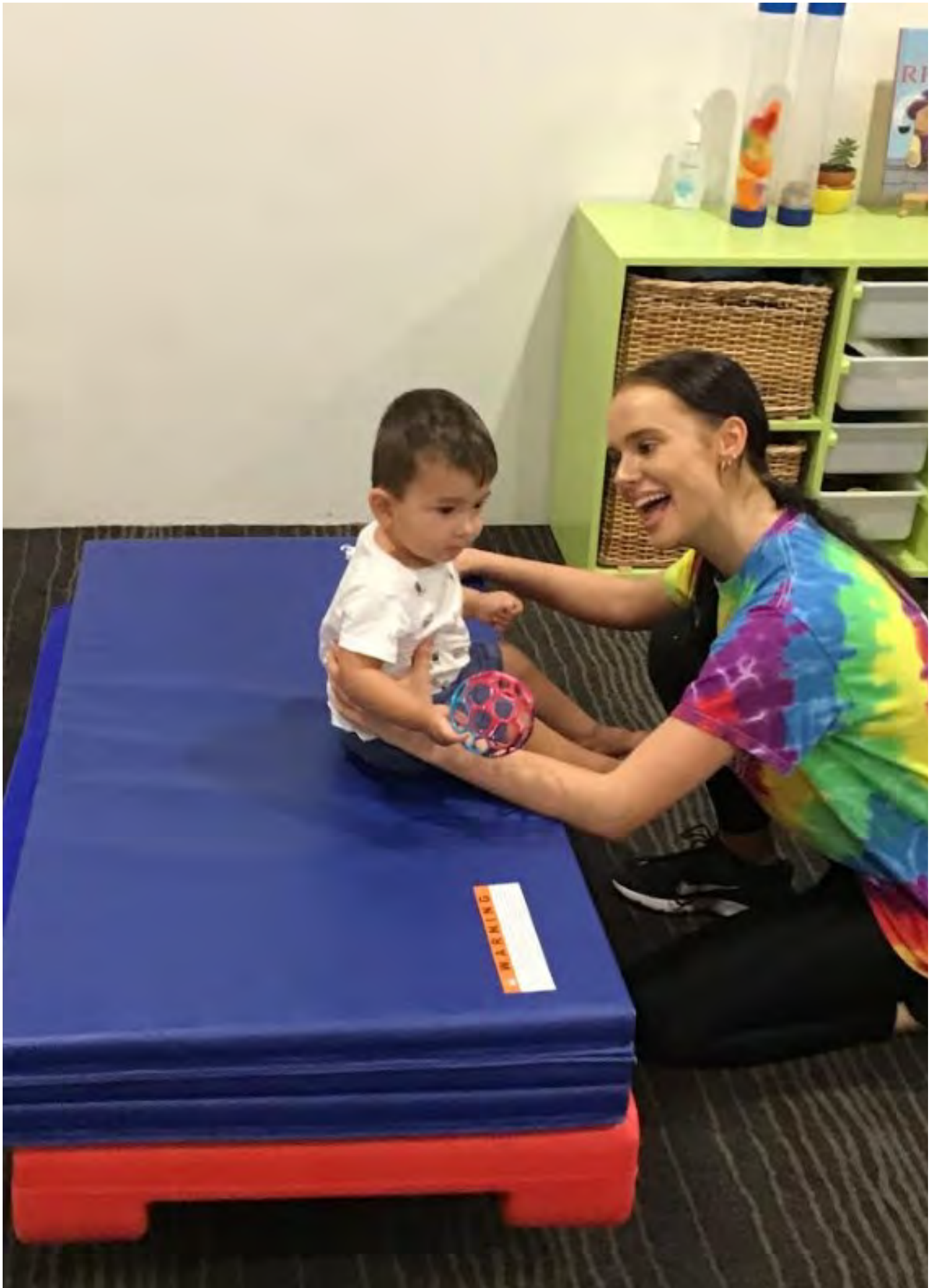
In the lounge room, we saw a big chair, a medium chair, and a small chair. We showed the difference in sizes with our bodies. When we sat on the small chair... it broke! The children showed me, with their faces, how upset they were. Felix from stage 2 loved falling off his chair! I encouraged **stage 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. James 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. **Stage 2 and 3** fell asleep and I became the bear coming home from my walk. I chased the children out of my house! **Stage 4** broke off into two groups. One group played Goldilocks asleep in the bed, and the other group played the bears. The bears, coming home from their walk, found their porridge ruined, their chair broken, and someone asleep in the little bear's bed! Group 1 were encouraged to stay VERY still while the bears were walking through their house. The bears then chased Goldi from their house! We then swapped groups, so everyone had a chance at being both characters.

**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.



## My gym





## Sea Creatures Yoga

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

Namaste Parents,

Welcome back to our Reddam newsletter and this week we are continuing exploring sea creatures themed yoga and movements to reinforce children's learning. This time I will summarise below 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 those 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 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