



Principal's Message

By Mrs Simone Cooke

Dear Parents,

As we embark upon another exciting year at Reddam, it is delightful to walk around the school and observe the wonderful relationships and bonding taking place between the children and their teachers. At the heart of any good programme is the quality of these connections and at Reddam our commitment is to offer our children "Teachers of Excellence", who not only have an in depth understanding of pedagogy and child development, but also possess genuine qualities of love, care and nurturing for their children, that forges authentic relationships.

Exhaustive research demonstrates time and time again the important role that a good educator plays in a young child's life. This relates to both improved learning outcomes for children, but also affects children's value and belief systems, self-esteem and confidence. An important component of the Early Years Learning Framework is the recognition of the critical role that teachers play in a child's formative years. Recent studies reveal that "good outcomes in general are achieved in settings where there is a mix between small group activities initiated by an educator and child initiated play", based upon shared sustained thinking and the use of open-ended questioning to extend children's thinking (Siraj-Blatchford, 2010).

This mixture of intentional teaching and free play requires teachers to have a good understanding of the needs and interests of their children, which is at the centre of the Reggio Emilia approach to learning which we adopt here at Reddam. Key to these research findings is that teachers are using strategies which are "thoughtful, purposeful and deliberate" (Reid, 2004).

The Early Years Framework acknowledges that a "balanced play based curriculum is one that incorporates teacher-planned experiencesalong with the three different types of play, spontaneous (play initiated by children), guided (play initiated by children and supported by adults) and directed (play that is initiated by the teacher and shaped by the child). (Van Hoorn et al 2011).

Each morning when you drop your children to school you will notice that a series of 'intentional' learning stations are set up throughout the room, which relate to the provocation that the teacher has set up, in response to the children's interests and needs. In setting up these activities the teachers are aiming to support, scaffold, encourage and extend the children to challenge themselves. Whether it is a cutting and pasting task, fine motor activity or a sorting and classifying game, each has been designed with a set purpose in mind. By deliberately selecting materials and equipment and setting these up in an inviting way, they encourage and stimulate the children's interest and create interesting and imaginative learning environments. This encourages the children in turn to investigate, problem solve, collaborate, play and learn.

We are extremely fortunate at Reddam to have highly dedicated and experienced teachers who recognise that each child has a different learning style, interests and needs. Our teachers work hard to respond to the individual needs of each of their children, offering meaningful learning that provokes their curiosity and sustains their interest. You will observe our teachers using a range of strategies to engage the children, these will include demonstrating, listening, modelling, co-constructing, philosophising and problem solving.

As part of their planning process, each week our teachers carry out observational records on each child, document their learning and plan specific tasks within their provocations, in order to cater for each child's learning needs. As parents, you offer our teacher's valuable insights into your child, which we may not always see in the school setting. We therefore encourage you to speak regularly to your class teacher about your child's specific needs, so that these can be incorporated into our care and learning programmes.

Wishing you all a restful weekend.



Stage 1: 1R

By Mrs Amanda Felton

"Three Little Ducks"

Our Little ducklings travel over the hills and far away.....as our baby ducklings go adventuring around the school, discovering lots of adventures and playing in lots of bubbles outside in the sunshine. This is great for sensory exposure and social interaction with their class peers. Not to mention getting messy at the same time!

Our baby ducklings posed for a portrait as the Babies created duck artworks by sponge painting their ducks. The children thoroughly enjoyed textured sponge and paint and getting to make a mess. Whilst initially some of the babies were more intrigued by the funny sensation of the sponge it did not take them long before they were dabbing and dipping it into the paint and creating their own original art works.

This week in Baby "MyGym" we have been learning all about balance and coordination and enjoying lots of dancing and warm up exercises. This week we were introduced to the Harmonica. Our wonderful teacher Galina spent time with the Babies showing them how the Harmonica worked and what great listening skills our little babies demonstrated as they were transfixed by the sounds it made.

Well done little ones, what a fun week we have had!



Stage 1: Three little ducks



Stage 1: My Gym Fun



Stage 1: 1E

By Miss Sophie & Miss Alecia

"To assist a child, we must provide them with an environment which will enable them to develop freely". Maria Montessori.

We all have heard that being outside in the fresh air has amazing health benefits. We have also heard that planting flowers can be therapeutic. But in our classroom every day we are discovering that it has amazing developmental benefits for children too.

In Reddam we are always looking for opportunities for children to grow, and we love finding teachable moments. Gardening offers wonderful and amazing opportunities for children to play, learn and grow! Children learn best when engaging all their senses. With gardening, the children were able to touch and feel the dirt, seeds and flowers.

They saw the vibrant colours and varied sizes of the plants and smelt the amazing scents of the flowers. Allowing all the senses to be involved helps the children understand and grasp the concept of gardening along with all the math and scientific concepts that go along with it.

As our theme for this week was "Gardening", the children enjoyed planting seeds, watching them sprout, and eventually harvested what they have grown. Allowing the children to become involved in the planning, caring, and harvesting of a garden not only gave us a unique opportunity to spend time with them, but it helped the kids to develop an understanding of that which they are curious about – nature.

Watering the garden and pot plants was a wonderful opportunity for children to play with water and to experiment with measuring and following directions. As we have planted our first lavender seeds, we set up a visual schedule that showed what time of day the garden and plants will be watered.

Keeping children's interest in mind we have decided to continue with our theme of Gardening for another week and plant seeds individually for every child.

I would like to invite parents to activate their Tapestry accounts so that you are able to receive weekly pictures and activity updates. If your activation has already expired please feel free to drop an email at Sophia.aziz@reddamels.com.au to have it resent.

I would also like to request parents to send family pictures if you haven't so far for our classroom family tree.

Looking forward to next week with many different fun and learning experiences for our beautiful children.

Have a lovely weekend,

Miss Sophie
Miss Alecia

Stage 2: Seed planting



Stage 1: Plant inspectors



Stage 2: Green fingers



The Magic in Me

As we have been celebrating us coming together as a class, we finished creating our beautiful class painting. Every child took part in painting our canvas and helping peel off the tape to leave the shapes.

This experience really encouraged the children to come together and further develop their creativity skills, also their communication and language skills as they spoke to one another and their teachers.

It was interesting to see the children recognising their piece of the canvas they had created; most began speaking about the colours they used and whether they used their hands or a paintbrush.

Throughout the week we have really been exploring and understanding our school environment, this included a lot of outdoor play and encouraging the children to further develop their gross motor and hand-eye coordination skills.

We also played in the sand pit which promoted a lot of conversations about what was being made as well as role play of making food. The benefits of role play among children are fundamental in enhancing skills required for healthy development.

Housekeeping:

~ Please continue to send in your family photos. The children are really enjoying showing off their families to their peers.

~ Please ensure your child is being dropped off before 9:00 as that is our first session for the day.

Stage 2: Co-creating



Stage 2: The magic in me



Stage 2: The magic in me



Stage 2: 2E

By Miss Gabriela Guimaraes

My Family, my home!

"From before birth children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world. "Belonging, Being and Becoming – A Vision for Children's Learning. Early Years Learning Framework

This week the classroom was filled with conversations between the children and the Teachers about their houses and families. We were excited to share our house photos and talk about our families during group time. Show and tell has numerous benefits for children, especially for this young age. These early language experiences help to build effective communication and listening skills that are essential for their learning.

To extend on from all the sharing and discussions, we have incorporated the children's descriptions of their homes and used these to create our own houses using CDs, rocks, wood pieces and pebbles as our collaborative art piece. The idea of this artwork was inspired by the book "Whoever You Are" by Mem Fox, which tells us we are all different, but together we are one.

All the houses are now connected with a string to represent how we are all unique and different, but we are all connected together as one. This artwork is display on the wall along with the family photos for the children to explore and further encourage discussions of their families and homes.

We also have been involved in numerous building activities. The children have been invited to build houses using blocks and playdough. We made the playdough a grey colour to simulate concrete and provided a couple of little construction tools, all added to the scene and the children loved this little bricklaying activity. We used this activity to further language skills, fine motor skills, building skills, knowledge of gravity, understanding of bricklaying, sensory development, imagination, role play and more.

Placing importance and priority on what a child wants to learn allows progress and satisfaction in their work. However, sometimes it can be hard to figure out how to adequately meet your child's interests when those interests seem a bit too mature, or even dangerous, for their age

We have noticed an increased interest in using real tools for quite a while. We are all for real materials so this week we set up a provocation with real hammers, which gave the children the amount of freedom that they strive for in our classroom. The instruction was close supervision as we didn't know what to expect but one more time the children surprised us as they used their gentle hands and common sense to use this "dangerous" tool.

Each of us is different, but together we are one — We are all connected!!!

Stage 2: Building my house



Stage 2: Loose parts house



Stage 2: Hammer Painting



Stage 2: My Family, My house



Stage 3: 3 R.E.D

By Miss Negar & Miss Maddy

A Day at the Beach

The children loved last week's unit on Under the Sea, so to expand on their interests and further their knowledge on the subject we decided to extend the topic and create a bridging unit between the ocean and our future landscape topics by looking at the beach!

Each week as we explore a different region of the natural world, we also focus on an environmental issue that affects it. This week our focus was on littering; how it impacts our beaches and what we can do to stop it. Our Clean Up the Beaches activity involved the children picking 'rubbish' from among the sand, shells and rocks and placing it in the buckets.

Marine animals were hugely popular with the class, so this week we looked at the distinct group of creatures that live in both the sea and on land, such as crabs and turtles. Their environment was reconstructed with rocks and wet sand, which the children were encouraged to use their fingers to draw in or even attempt to write the letters of their names. This provided the children with a tactile, sensory experience while also encouraging them to practice their pre-writing skills in areas such as hand-eye coordination and precision.

The rock pool exploration table was an adaption of one of the key features of the Reggio Emilia philosophy – loose parts play. At this table were shallow dishes simulating rock pools, and in and around them were an assortment of rocks, stones, shells and miniature sea creatures.

No direct instruction was given to the children as they sat here, yet each child approached the set up and began intuitively collecting and sorting the pieces in their own way! William neatly grouped the stones by size and colour, Henry counted the limbs of the toy octopus by placing large stones under each tentacle, Frankie arranged her collection into a ring and counted the pieces, and Harry created steppingstones for his fish to 'jump' over!

Loose part play is a wonderful learning tool for students and educators alike. It allows children the freedom to direct their play and exercise their creativity without restriction and provides us teachers with an insight into how each child utilises their ever-developing skills across a range of cognitive, creative and physical spectrums.

The coral reef science activity was very popular with the class! Here we observed the chemical reaction of bicarb soda and vinegar, which resembled the porous texture of coral when activated.

The children used droppers to place tiny amounts of vinegar into the trays and were delighted to watch the mixture fizz and foam. While they mainly focused on the visual event, experiments like this allow children to witness the concept of cause and effect and introduces them to the fundamentals of chemistry.

Stage 3: Beach collage



Stage 3: Creating rock pools



Stage 3: Coral reef science



Stage 3A Newsletter

Working as a team!

What another exciting week we have had in Stage 3A! This week we began discussing teamwork and how we can work together in the classroom to achieve their goals. A small table with LEGO was set up, with two chairs opposite one another. This purposeful activity encouraged the children to develop their social skills, whilst using language and communication to discuss with one another about their creations. It was great to see and hear all the beautiful conversations that were taking place at this table.

Stage 3A daily helpers

After observing the children from Stage 3A being fantastic helpers, the teachers decided to implement a daily helper chart. This involved the teachers choosing two children each morning, after drop-off to be the helper for the day. The children involved are responsible for being the leaders on the line, giving out the plates, bowls, cups and food at mealtimes, helping their friends during transition times and general duties throughout the day. This allows the children to feel a sense of agency in the classroom, develop independence, encourages a sense of responsibility, negotiation, communication and encourages teamwork skills. This chart is a great way to encourage the development of the children's self-confidence and self-esteem, whilst interacting with their peers.

Art collaboration

Collaborative group projects are important for children's social and emotional development. They promote social skills such as sharing, turn-taking, cooperation as well as negotiation, problem-solving, resilience and communication skills.

This week the children have been given the opportunity to participate in a collaborative creative arts project in which the children are encouraged to work together whilst they develop a sense of identity. In this provocation, the children are encouraged to work together to plan, create, mix and arrange paint and various materials to create a masterpiece. The artwork has been left on the table to allow them to revisit and rework their creations. Each day new materials are added to the table to inspire the children to think of different ways they can add to their art project. We saw wonderful sharing of the resources, encouragement of their friends with positive feedback on their peer's contributions and blossoming friendships as the children celebrated what they could create together. Teachers used guided questions to provoke discussion about feelings and how different colours can make us feel different ways. This led to the children conversing about their favourite colours, some of their favourite things and their interests as they explained the ideas behind what they were painting. This allowed them to share different aspects of their identities, further promoting the development of meaningful friendships as they were able to bond through shared interests.

Stage 3A:

By Ms Emily Brazel

Making play dough

Following on from our recent work on measurement, this week the children were involved in a learning experience where they were able to apply knowledge from one context to another in a real-life situation; following a recipe. Teachers introduced the children to this procedural text type and explained the contexts in which we use recipes. We then discussed how we use the various components of the text to follow the recipe and make the play dough. The children learnt that we start from the top, reading left to right and work our way down. The children participated in this experience in small groups and each had the opportunity to identify the next step as well as work out which utensils and ingredients they need for that step from reading/interpreting the recipe.

For the final step before mixing, we added blue and yellow food colour into the mixture. We discussed with the children about making a prediction before any experiment and once they were made, we experimented. The play dough turned green! The children watched excitedly as the mixture turned green before their eyes.

Through this experience the children were able to develop not only their understanding of measurement, as we discussed the units of measurement in the recipe and the tools used, in order to measure, but also had the opportunity to integrate literacy, as they read and interpret texts with an increased level of independence. Science concepts were also observed as the children noticed how ingredients (materials) can mix together to form new materials by getting wet, dissolving and clumping together.



Stage 3: Collaborative art



Stage 3: Weighing and measuring



Stage 3: Making playdough



Provocation: My Family

This week at provocation time, the children were offered an experience of building their own 3D version of their homes. Working alongside each other, the children used the shaving foam as glue and created their own houses. 'Mine is big', was exclaimed by a class member, 'it's my house' said another member, 'it's my house with all the bricks and for my family' stated another child.

Each class member had the opportunity to revisit this experience again during the day and created different masterpieces.

Using the family photos as inspiration, we decided to draw our own families this week. Each child sat at the table and first labelled all the members in their family photo. This led onto a counting experience where we compared the number of family members per photo and added up groups of girls and boys as well.

We then went on to tell each other where their family photo was taken. The children were so excited to see their family photos on display with their own interpretation of their family and enjoyed looking at each other's families as well.

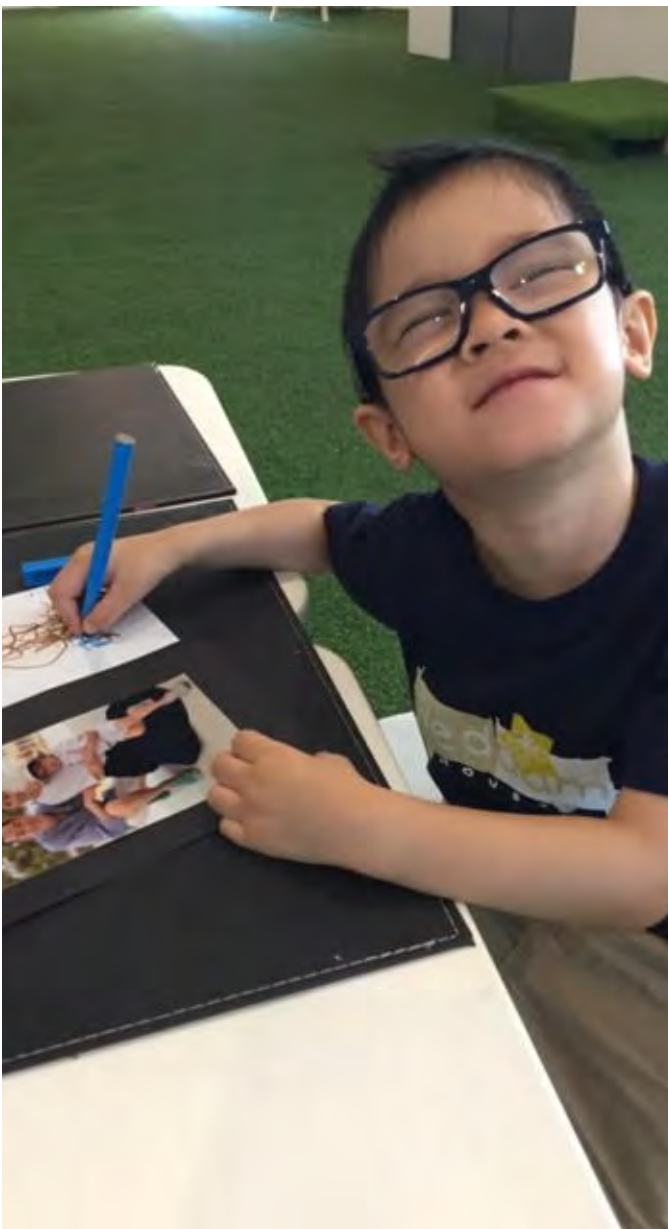
Our favourite song this week was called 'How many people live in your house?'. Some of the children enjoyed the song so much that they were heard singing it later that day and incorporating it into their play. This interest followed on from last week as the children enjoyed using their own (and other children's) photo blocks.

Some of the class were seen partaking in role play situations in a family home. They took on the characters of parents and pretended to cook the dinner and watch the television. Most of the children seemed familiar with this role play situation as their language was conversational during this experience which showed a level of familiarity of this environment.

News time

Again it has been an exciting week of sharing our news items. This week some children shared family photos, fire engines, frogs, fish and a 3D display of an ocean scene with 'Four Fantastic Fish'. We have also used this time to practise our phonics skills by sounding out the letter of the week as opposed to saying it.

Stage 3/4: Can you draw your family?



Stage 3/4: Building our house



Stage 3/4: News time



Stage 4:

By Miss Lauren , Miss Maddy & Miss Sarah

"The love in a family flows strong and deep, leaving us memories to treasure and keep"

Everyone has a family; however, all families are different for every child. Family is a child's first experience of love, their first experience of friendship and their first opportunity to make memories. These memories and experiences shape a child's understanding of what family means and provides them with a unique opportunity to display who their family is to them.

This week in stage four our provocation focused on belonging. We explored belonging to our families, belonging to Reddam and belonging to the wider community.

Belonging to our family

It has been beautiful to see the children's representations of their families this week in their artworks. The children built their house using paddle pop sticks and then drew a representation of who their family is. With each child's houses and drawings being different and each artwork having various family members included, it demonstrates how aware children are of the meaning of family. Whilst the children were creating their artworks, we encouraged conversation regarding who they were drawing and why. It was interesting to see the various nicknames families have for parents, grandparents, cousins and siblings which varies between each child. The most beautiful thing about family is that they are unique to us and our children are fortunate enough to grow up in such loving and healthy families and that is all represented in the children's artwork.

Belonging to our community

Our classroom this week transformed into spots of interest in our local community. We created an ice cream store and a construction site and provided the children with the tools necessary for dramatic play to ensue. Dramatic play is fundamental for children's development. It teaches them self-regulation as they commonly create boundaries in the play and stick to the established rules created between children. Following on from last week's exploration of feelings, dramatic play also provides children an emotional outlet through the discovery of their own thoughts and feelings. Additionally, it builds on children's empathy and understanding as they take on different perspectives whilst they practice being in the chosen role. We were able to support the children's literacy and reading comprehension through providing a range of media such as the constructions signs and the ice cream menu and through prompting dialogue.

Shape exploration

As a result of discussion's overheard between children last week, we decided to set up a space where children could explore common 2D shapes. It was fascinating seeing the children filling the shapes with a range of objects and independently choosing to count how many objects filled each shape. Learning shapes helps children identify and organise visual information. It also helps aid children in the comprehension of other signs and symbols.

Stage 4: Belonging to our community



Stage 4: Belonging to family—our house



Stage 4: Shape exploration



Dear Parents,

Last week, all children in stage 2, 3 and 4 finished their topics of family and fruit respectively. This week, all of the children started to learn about numbers in Chinese

In the stage 2 classroom, we said hello (ni hao) to each other. Meanwhile, all the children gave a hug to my toy dog and said ni hao to it. Toys are always a good medium for my lessons. We then practiced our hello song and or happy song. Before we sang the happy song, I taught them how to say "happy" and "unhappy" (kai xin and bu kai xin) in Chinese with body language. Some of the children were quite happy to show me their unhappy expressions. Afterwards, we reviewed family members and repeated how to say "I love you, dad" in Chinese. At the end of the lesson, we started to access numbers. I taught them how to say one two and three (yi er san) in Chinese with games.

In Stage 3 & 4, we also greeted each other and said hello with my toy dog. Then we started to review routine questions. In stage 3, I asked them about their feelings. Most of them could answer it fluently. In stage 4, I asked them "What is your name" (Ni jiao shen me ming zi). Most of them answered the question with proper pronunciation. Also, I encouraged them to think of a nickname, such as superman, or Anna. Children got so excited and volunteered to offer their answers. Afterwards, we enjoyed the music. As usual, pulling out the radish was their favourite song.

We then started to learn numbers. I guided them to count how many children in the class. I Also let them count how many books there were in my school bag. They were happy to show their counting abilities, as a result I thought it was time to learn in Chinese. Therefore, we started to learn numbers in Chinese. Stage 3 just learnt 1 to 5 while stage 4 learnt how to count 1 to 10. In order to help them grasp the numbers, we played three games, including "What time is it, Mr. Wolf", Moving back and forward, and counting chicken.

I must say I enjoyed the lessons so much. Children always surprised me with their language abilities and learning abilities.

Physical Education

By Mr Gill

Hi Champs!

Gill placed a number of pieces of equipment around the court and we had to **LISTEN** where to run to..... we ended up running in circles! Such fun!

We collected crazy cockroaches (little plastic balls) and then we practiced our **throwing skills** by pushing our little plastic balls up to the sky using our knees as a starting point.

Gill placed some hurdles on the court and we did some throwing **OVER** the hurdles in front of us. Then, we did some **ROLLING UNDER** the hurdles. Gill held up a hoop and we threw our balls **THROUGH** the hoop.

Gill set up a little circuit for us with hurdles, beanbags, tunnel, balancing beam and hoops and we tried to cross the circuit from one piece of equipment to another, always remembering to cheer for our little friends when they had completed the task..... that's what good sports do!

We all ran around the court and Gill tried to catch us by rolling a ball towards our feet. We have to be quick and use our **footwork skills** to move away from the ball. This is such a cool game.

We all stood in our own hoop and Gill gave us instructions as to what to do.....jump into the hoop; jump out of the hoop; jump over the hoop; walk around the hoop; walk backwards around the hoop.....and so on.

Doughnuts- we all asked to catch a "doughnut": - one of our best activities. Ask your children!

See you next week Playball buddies.

Gill :)



Piano

Last week was the very first piano lesson for stage 3 and 4. The children were extremely excited. The first lesson we covered the colour of the keys on the piano and the pattern of black keys. An interactive game "finding a group of two black keys" was played to help the children to remember the pattern of the black keys. A "left hand or right hand" rising game was played to prepare the children to find notes on the keys next lesson.

The children in Reddam ELS had a great first ever piano lesson.

Alan Tang



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. Henry from stage 1 had a smile on his 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! Grace and Steven 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?

Christopher from stage 2 was confident enough to come along on our safari adventure- well done Christopher! Livia from Stage 3 found footprints but didn't know who they belonged to so we followed them and it led us to the Monkey's that were swinging on the trees. Well done Livia, great imagination.

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. Maddison from stage 3 thought she saw a flamingo as well. 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.



My Gym

Dear Parents,

We have been running My Gym at Reddam for the past two weeks and the children have absolutely loved the activities. Please see below the structure of the programme that we are running with the Reddam Children. We run a similar structure each week to allow children to consolidate their skills and then focus upon specific skill development each week.

Our programme follows the structure outlined

Hello Song: let the children know the class is started

Warm Up: get children ready to move

Song: works on singing and cognitive development (e.g. counting and body identification)

Dance: early dancing experience

Practice Skill: gymnastic skills parent can do with child at home

Explore/Skill Station: bring out toys for children while we are doing weekly skill station with them one by one

Separation: bring different toys for children to play together without teachers, works on social development.

Game: different game each week, works on teamwork

Puppet show ending: storytelling, they love it!

Each week we have a special Practice Skill and Skill station.

This week we focused upon

Practice Skill-Lap Walkover: helping children get comfortable with going upside down and gives them a sense of body awareness

Skill Station-Bosu Balance: This skill encourages balance and stability and works on eye contact and connection with coach



My Gym



Jungle Yoga

"Be brave little one the world is yours" – Said the Giraffe.

Namaste Parents,

Happy Friday and welcome back to our yoga news and 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 into the breath through practicing 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 is time to begin with some Jungle Yoga Poses. Children were invited to go on and adventurous walk singing along with 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?

...

Children just love jungle yoga and its songs. To begin the game, I placed some cards in the middle of the circle and they were very excited to discover which animal they would find behind the its cards. After the animal was revealed the group had to perform a yoga pose.

Example – For 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 - Can you hiss like a snake? Sssssssss Sssssssssss. 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 a child's pose. Between the transitions through the poses I encouraged 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 and feel their friend doing a little face tickle as I passed around with my feather.

Wishing you a delightful weekend
Tati xx

Yoga

By Miss Tatiane

