



REDDAM
ELS

5TH FEBRUARY 2021

Principal's Message

By Mrs Kath Boyd

A big thank you to all the 1R and 1E Parents who joined the Stage 1 teachers on Wednesday night – the attendance numbers were impressive considering that it is often difficult to organise child minding mid-week. Congratulations to Natalie and Charity for ensuring the sessions were relaxed, informative and entertaining. I am incredibly proud of the staff at this school and thank them for their professionalism and dedication. If you were unable to attend the Stage 4 or Stage 1 Parent Information Evenings, I ask that you make an appointment (15 minutes) to talk to your child's Core Teacher about the communication that was shared.

The **2E, 2R, 3E & 3R Parent Information Evenings** will take place next Tuesday (9th February) from 6pm – 7.30pm. It would be wonderful if both parents could join us – please RSVP to your child's Core Teacher by Monday.

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

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

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

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

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

Kind Words: The children use kind and positive words during their interactions and play.

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

What a week! The majority of our children are becoming familiar with their new routines and bonding with their peers. New friendships are being formed and old friendships are strengthening. It is wonderful to witness groups of children laughing with their teachers. *'Children want the same things we want. To laugh, to be challenged, to be entertained, and delighted.'* (Dr. Seuss) The changes in the Stage 1 children (physically and socially) have been incredible to witness. Many of these children had never been away from their parents before and the emotional confidence that they have developed over the past four weeks has been staggering. Thank you all for supporting and communicating with the teachers to ensure that your child's transition is as smooth as possible. Please don't hesitate to contact us if you have a question or concern in regards to your child.

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

A few important reminders:

- Ensure that your child has plenty of **clean spare clothes** in their bag each day, and that you apply sunscreen (and mozzie repellent if you wish) to their face, neck, arms and legs each morning before school.
- Please remember to **clearly write your child's name** on all their belongings.
- **Shoes:** Only sneakers or sandals with straps are allowed. Please no Crocs, thongs or slip-on sandals.
- Remember to **sanitise** your hands (and your child's hands) before entering the school.
- PLEASE gently and securely **close both security gates** behind you when you enter and leave the school.

Wishing you all a marvellous weekend.

Pictured above: Alfie, Grace and Jasper (Stage 3E). Pictured below: Luan (Teacher) and Stage 3E children making Aussie Damper.



**Sea shell, sea shell,
Sing a song for me,
Sing about the ocean,
Tell me about the sea.**

**Sea shell, sea shell,
When I hold you near,
I can hear the ocean
Whispering in my ear.**
(Sea Shell Poem - Unknown)

What a week of fun and learning as we dived into the ocean and explored a wide range of ocean animals that we find in the deep blue sea. To start off, we introduced some all time favourite nursery rhymes such as *A Sailor Went to Sea* and *Crabs and Seashells*. Our Stage 1R friends responded to the nursery rhymes by shaking their legs, waving their hands and nodding their heads. Music sessions are an important part in our daily learning. It allows children to enhance their language and cognitive development and social and physical skills.

Each morning the children were invited to join in at the manipulation table covered with ocean animals figurines. As the children were engaging in this learning experience, they manipulated the animals exploring their senses, touching the spikes of the stingray, feeling the suction cups of the octopuses and the fins of the sharks and dolphins. There were also squishy sensory bags filled with sea animals, faux plants and water. The children were so fascinated watching the items moving around.

'What can we see?' - a lot of interest was given to our ocean themed sensory bottles. There was some shaking, observing to see what they could find inside the bottles, and hearing the different sounds each bottle made. Another experience invited the children to explore the sensory feel of shells - bumpy, lumpy, rough and smooth. Young children explore their world through their senses. Involving sensory play in our daily programs helps stimulate children's senses and encourage them to learn through curiosity, exploration and creativity (Early Childhood Australia, 2019).

As part of our creative experiences, Miss Mia invited the children to make 'starfish prints'. They dipped different sized stars in the paint tray and printed them onto paper. During this process, Miss Mia discussed colour recognition and numeracy development with the children, helping to reinforce the concept of 'big' and 'small'. Early numeracy development emerges in intentional and spontaneous teaching.

Miss Doris encouraged the children to yet another sensory experience using sea shells. They dipped the shells in the colours yellow and green and then pressed it down on paper, creating their own ocean themed artwork. An additional art experience saw Miss Natalie painting children's hands and aiding them to print onto paper revealing a crab picture.

Next week we will be moving into **Nursery Rhymes**, starting with *Five Little Ducks*.

Miss Natalie, Miss Doris and Miss Mia



Stage 1R: Exploring the Ocean (Part 1)



Stage 1R: Exploring the Ocean (Part 2)



“Play gives children a chance to practice what they are learning.” (Mr. Rogers)

Welcome back to another week of fun learning! We continued celebrating the **diversity and unity of Australian culture**. In line with our celebration of Australia Day, we led Stage 1E to appreciate the land and its vast produce provided to us by our hard working farmers. To do so, we welcomed everyone to our ‘Stage 1E Green Grocer!’

We invited the class to participate in dramatic play going to the grocery store and visiting our friendly neighbourhood farm. We had baskets and cloth bags for the children to use as shopping bags, wooden grocery items and soft toys for them to collect and manipulate. Another imaginative experience we all enjoyed was when we were ‘milking our own cow’ and singing *Old McDonald Had A Farm* whilst manipulating puppets. Such activity enhances children’s expressive skills in terms of displaying their likes and dislikes, gaining social interactions among their peers, improving children’s confidence through role playing.

Our sensory table offered a variety of fine-motor, eye-hand coordination and social interaction opportunities for our children. The children were invited to explore and investigate different types of fruits and vegetables that are very common in our homes and in our community. We also played hide and seek with Mr. Sheep as we paid tribute to the wool industry. They were offered a supervised risky play using plastic knives to let them slice their own bananas. This allowed them to be exposed to a situation that teaches children to gauge risk while learning how to use plastic knives properly at such a young age, promoting early independence skills.

To enhance the children’s creativity, we prepared two sensory activities. First, they used a straw as a painting tool and manipulated poster paint with their breath! Next, Miss Heather provided beetroot which the children used in a vegetable stamping experience. Significantly, these experiences enhance children’s sense of touch and sight as well as their pincer grip skills - whilst freely enjoying using the resources used.

In the past three weeks our little friends have warmed up for the term! Seeing their enthusiasm for and participation in all learning experiences inspires us to offer a meaningful range of activities that will increase their sense of self and confidence.

We are looking forward to exploring the concepts of individuality and uniqueness through our new provocation **All About Me**, which initially will focus on *Who Am I?* Please share funny and cute stories about your sweet children with us!

Miss Charity, Miss Heather, Miss Mia and Miss Suki



Stage 1E: Farming (Part 1)



Stage 1E: Farming (Part 2)



Stage 1E: Farming (Part 3)



"Children have real understanding only of that which they invent themselves." (Jean Piaget)

Many studies have shown that children learn more effectively when adults engage them in everyday activities that are based on their interests. Children also have better communication and language outcomes when their interests are included in everyday learning activities as they are motivated to interact for longer periods.

Following 2R children's developing interests, during Week 3 our focus was **Farm Animals**. The children were encouraged to recognise and identify common farm animals. Learning about empathy, relationships, the environment and nature are just some of the benefits children receive by caring for and learning about our fauna.

We explored a variety of hands-on activities! Children were involved in a manipulation activity with play dough and miniature farm animals. It provided plenty of academic value as well as educational benefits for the 2R children. When we provide children with opportunities to manipulate play dough regularly, they are developing creativity and fine motor skills in playful ways as they roll the dough, press down animals and use cutters to strengthen those important muscles that will assist with writing.

The children also continued to care for animals in our 'Small World Farm'. They fed the animals using small scoops and sensory materials that we had on the tray. They engaged all of their senses through this sensory play, therefore retaining more knowledge. The sights, sounds and feeling of the play materials inspired a deeper concentration, and we found children getting lost in their pretend play.

2R were also offered to engage in a 'Washing Farm Animal Activity', which helped them stimulate multiple senses whilst encouraging cognitive development. As much enjoyment they were having playing with these amazing sensory materials, they were also learning. They were learning science through the water and soap suds. They were gaining perception from the weight of the objects they were lifting and the movement of the water. They also gained greater confidence playing independently, and communication using new words.

Artistic children expressed their creativity by painting with toy tractors. They were delighted to see how shapes and patterns formed using these 'tools'. In Stage 2R we ensure that children are offered many opportunities to create artworks using different mediums. Painting in general aids children to acquire hand-eye coordination and develop mobility skills. This is developed while they learn to paint the parts that they see; ensuring their hand movement is at par with their vision. They will also convey ideas, express emotion, use their senses, explore colour, explore process and outcomes, and create aesthetically pleasing works and experiences.

So much learning & such a joyful week!

Miss Sara, Miss Manoela and Miss Vivian



Stage 2R: Farm Animals Sensory Experiences (Part 1)



Stage 2R: Farm Animals Sensory Experiences (Part 2)



Stage 2R: Group Time Learning



“Australians all let us rejoice, for we are one and free.”
Advance Australia Fair (Lyrics by Peter Dodds McCormick)

What does it mean to be Australian? Our national anthem *Advance Australia Fair* was decided by plebiscite replacing *God Save the Queen* in 1984 as Australia began to form its own identity separate to British rule. Something spoke to the generations who were old enough at that time to vote, about the lyrics that resonated for a present and a future we could all agree on. A shared love of nature, understanding we all must work hard and together to succeed, to be brave in the face of hardship and to keep Australia moving forward in a fair direction for all, no matter where you were born.

On January 1 this year, the lyrics of our National Anthem were changed to acknowledge that we are not a young land and Aboriginal people resided here long before colonisation by England. It was with this spirit of inclusivity that we explored our focus, **I Am Australian**.

We acknowledged we are not a country of one flag but three. In class, we practised our positional language to create the Union Jack, the Commonwealth Star and the Southern Cross constellation. Very tricky for our class! We used water colour pencils and brushes to create the Aboriginal flag discussing the representation of colour as the red for the ochre inland deserts, the black for the Aboriginal people and the brightly yellow orb to represent the Sun. The Torres Strait Islander Flag was a little too complicated for our age group but we also acknowledged its meaning and the people it represents.

We acknowledged the wonderful animal life that Australia is lucky to have, inviting children to think about what shelter an animal may need out in the wild or even the animals living side by side people in more urban environments. We acknowledged the importance of bushland as a source of habitat for our animal friends and why we must live in balance with Nature.

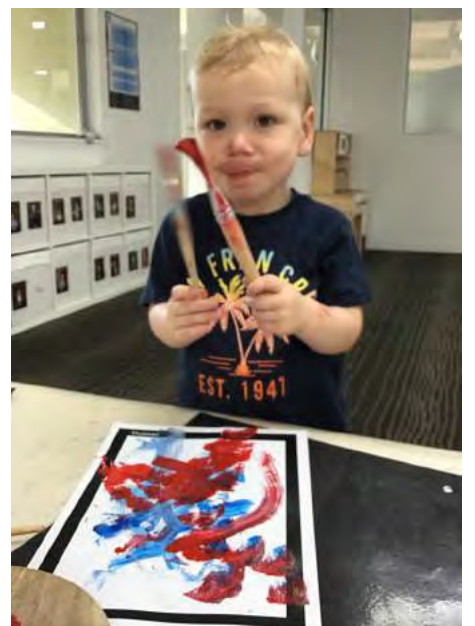
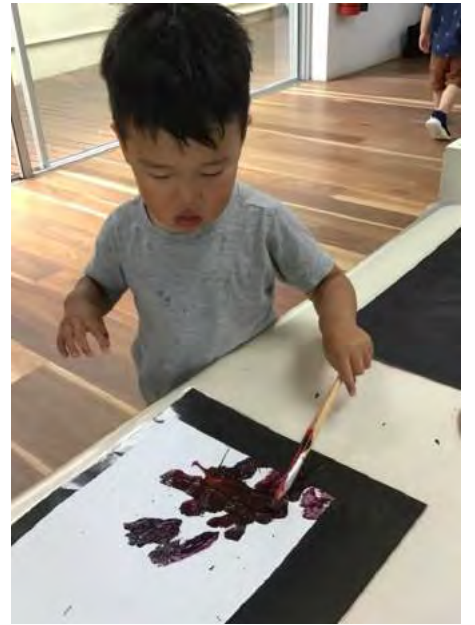
Do you ever wonder what it would have been like for the First Fleet in 1788 landing on the shores of a foreign land? We told the story of the First Fleet to the children using a visualisation exercise to put themselves on a boat out at sea with the wind and the waves for months on end. We shared that all the sailors had was the wind to push them across vast distances. We concreted this learning using a model of wood, kebab sticks and paper to represent the main parts of a sailing ship. We experimented with wind force, direction and buoyancy allowing children to explore this concept which we will continue with more robust models as our little Endeavour sadly sank during these trials! However this is all part of learning.

We all hope you have a wonderful weekend.

Miss Skye, Mrs Tracey and Miss Georgia



Stage 2E: Australia Day Flag Painting



Stage 2E: Story of the First Fleet and Australian Animals



Stage 2E: Extra Snaps



“The hope is that children who experience nature education will develop positive attitudes about themselves, natural life, and the earth. Because we face so many environmental crises, the study of nature is even more critical today.” (Bullock, 1994)

This week we continued exploring both turtles and cicadas. The children have been asking many questions at our 'Morning Meeting' and making connections between them. As we unpack our *Acknowledgement to Country* song, we realised that some of the actions are signs in Australian Sign Language (or ASL). As a group, the children have enjoyed learning more signs and their meanings such as “How are you?”, “Thank you”, “No” and “Yes”. To extend on this, we have also begun to learn *I can sing a rainbow* in ASL, learning the signs for colours and action words. The children have enjoyed copying the actions, singing and learning the meaning of the signs.

Our sensory tables have been a mixture of underwater turtle trays and an insect burrow with real and figurine insects in there for the children to explore and use in their dramatic play. To extend on this, we have been asking the children if all cicada shells are the same? The children all agreed that they were not! The children were then asked to sort the cicada shells by size and by colour - it was great to see the children using critical thinking as they lined up the cicadas from both ascending and descending order as well as grouping by colour. On a walk, we also found the coveted and rare Black Prince cicada, we were able to place it in an old fish tank and add some leaves and bark for the cicada to climb and eat (something we knew about from reading the book *Searching for Cicada* by Lesley Gibbes). The children loved visiting and watching the cicada and at the end of the week, we released it into the wild so that hopefully, there will be more Black Prince cicadas next year!

As we learn more about turtles and sea creatures, we have begun to use more process art and tangible art for the children to use in their play. In one small group, the children were able to paint a box and add seaweed, glitter and sand to make an aquarium, then the children were encouraged to decorate and create their own fish to add to the box. The children were given a plethora of materials to use, demonstrating their unique creativity all while they practise their fine motor grip and skills.

To include Indigenous perspectives, we have continued to learn the Dharug names for sea creatures, the children have demonstrated persistence and enthusiasm in learning and repeating the names. The matching game encourages the children to learn the Dharug names as well as emerging literacy skills as they try to match the names by looking at the letters in the name and the length of the name to help. This experience encourages alphabet knowledge and letter recognition.



As a goal for the year, we are hoping to engage in more process based art, meaning that children are able to come back and revisit their work, adding or subtracting from their artwork as they best see fits, giving them a sense of agency as they decide the process for themselves. Another piece of art that the children have begun to work on is making a suncatcher turtle - firstly making the design on the shell - which kind of turtle shell pattern would they like to use? Then, using water colours, filling in the patterns once the outline has dried.

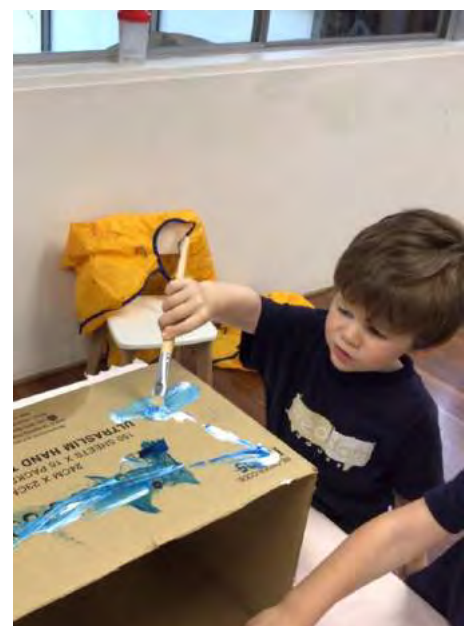
The children have shown so much enthusiasm in learning about turtles and cicadas that for our Term 1 Provocation, we will be taking their lead and continue to immerse ourselves as investigators to learn more about them!

The **Stage 3R Parent Information Evening** will be taking place next **Tuesday 9th February** from 6 - 7.30pm. Please RSVP on the sheet in our classroom - thank you!

Miss Grace, Miss Pa and Mrs Margaret



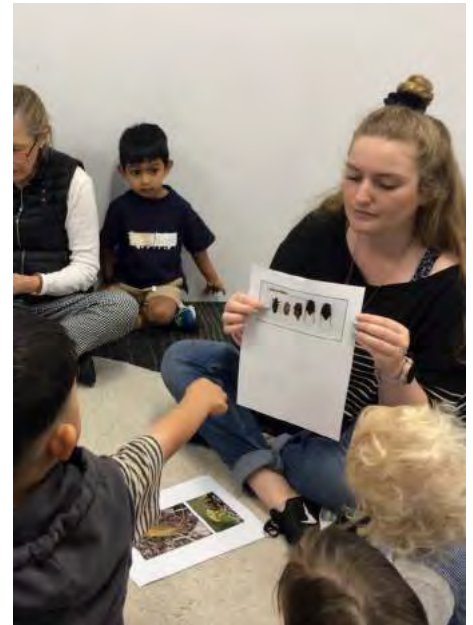
Stage 3R: Paper Mache Turtle Eggs and Cardboard Aquarium



Stage 3R: Investigating and Exploring



Stage 3R: Group Time Learning and Extra Snaps



Our first stop in our **The World Around Me** provocation is Australia. Last week we started our self-discovery journey learning more about **Australia, Our Home**. We discussed how in this country people come from so many different backgrounds and how fortunate we are to have such a diverse mix of cultures. This was further discussed after we read *I Am Australian Too* by Mem Fox. We took a look at some of Australia's most famous landmarks such as the Opera House, the Harbour Bridge, Uluru, the Great Barrier Reef, the Great Ocean Road and the Whitsunday Islands.

When reading *Possum's Magic* by Mem Fox we learned more about Australian food. From the tasty lamingtons and pavlovas to the traditional ANZAC biscuits and vegemite sandwiches. We even decided to make an Aussie damper! We also read the Dreamtime story *The Rainbow Serpent* by Dick Roughsey. We then learned that the Aboriginal and Torres Strait Islander individuals were the first people living in Australia and that is one of the reasons why we do the *Acknowledgement of Country* each morning - to pay respect to the land we play and learn on and to those who lived here before us.

At the art table, our creative experiences included creating a koala collage using a newspaper patterned paper, Aboriginal-inspired handprints and dot paintings, and an Opera House paper plate artwork. Some of the songs we practised included *Waltzing Matilda*, *Inanay*, *Taba Naba* and *The Gruffalo*.

Next, we will be learning about 'families' and how they come in different sizes and structures, and what are our responsibilities towards our family members.

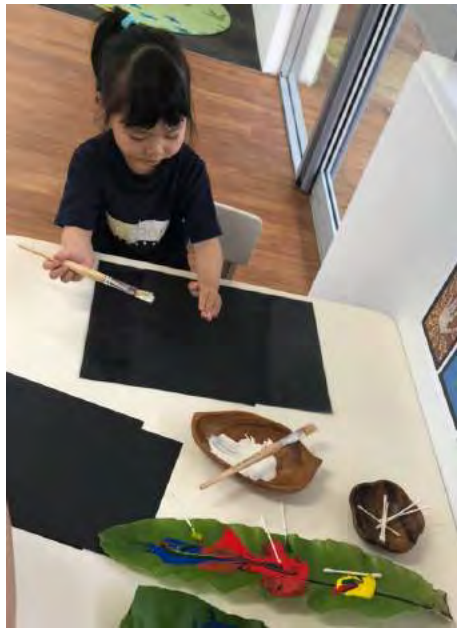
PLEASE NOTE: Stage 3E's Parent Information Evening will take place on **09/02 (Tuesday) from 6pm**. A reminder that this is a child-free event. Thank you in advance! This will be an opportunity to discuss our classroom routine, our goals for the year, answer any questions you might have and meet other parents as well.

Have a restful weekend!

Mr. Luan, Ms. Deb & Ms. Priya



Stage 3E: Koala Collage and Aboriginal-Inspired Handprints



Stage 3E: Making Aussie Damper



Stage 3E: Extra Snaps



"There's an ease that I have living in Australia. The best things about Sydney are free: the sunshine's free, and the harbour's free, and the beach is free." (Russell Crowe)

This week in the Stage 4 classroom we furthered our investigation into Indigenous Perspectives and Australian culture to acknowledge *Australia Day*. The children had a 'beaut' time exploring Aussie animal habitats through discovery trays, classifying them into land and ocean creatures, and through our story books each day.

The children enjoyed engaging with the discovery trays as they provided an opportunity for sensory play. The trays included sand, rocks, pink salt crystals, dried seed pods and animal figurines. You've probably heard the phrase "sensory play" before, but what does it mean? Sensory play is usually characterised by picking things up and feeling their texture, but it's about much more than touch. The great thing about sensory play is that it is only really limited by the child's imagination. Sensory play assists in building nerve connections in the brain as well as promoting fine-motor play and hand-eye coordination.

As the children learnt about each Aussie animal this week, Miss Lauren observed that the children were quite curious about quokkas. What's a quokka? A quokka is a small marsupial, similar to a small kangaroo. Most of them live on Rottnest Island off the coast of Perth in Western Australia. Many tourists visit the island to take selfies with them because they are always smiling. During our group time we read *Quite a Clever Quokka* by Merv Lamington, which is based on a true story about a quokka who had an adventure with a cyclist around the island. Throughout the week the children also enjoyed learning about cassowaries, which are thought to be a prehistoric-like bird that lives in the rainforests of Far North Queensland. The platypus was also interesting to learn about because the females can lay both eggs and feed its young milk after they hatch. We have such amazing animals in Australia!

To celebrate Australia's diverse cultures, Miss Emily read *I'm Australian Too* by Mem Fox. We read about many children who have immigrated to Australia with their families from different countries. Some of their grandparents came from Europe and some children fled war-torn countries. We discussed how multicultural our country is and the children were invited to share their ethnicity with the class...

Araiya: "My parents are from India."

Margaux: "My Daddy is from London and he speaks Australian. My Mum was born in England."

Viggo: "My Mum is from Jordan and my Dad is from Norway."

Xavian: "My Mum and Dad are from India."

Nathan: "My Mum is from China and my Dad is from Australia."

Olivia H: "My Dad was born in Australia and my Mum was born in Korea. I was born in London, England."



Miss Emily then showed the children some traditional Australian clothing. She dressed up in her Aussie shirt, bucket hat, and put some koala socks and thongs on her feet. She then put some sunscreen on her nose too. Also, in her Eski was a jar of Vegemite and her toy koala called 'Kirribilli.' Later in the week, Miss Emily also showed us her pet snake Zali's skin that she has recently shed. The children were invited to touch it and were amazed at how long it was.

In the atelier, the children engaged with native wattle painting, learning the process of creating a blue background, leaves and a stem, and then the yellow spots for the wattle flowers. Photos of the Australian outback were also provided as inspiration for some beautiful landscape paintings. During our music time, we continued to learn a few Australian classics including *Give Me a Home Among the Gum Trees*, *Kookaburra Sits in the Old Gum Tree*, *Somewhere in Australia*, and *Waltzing Matilda*.

To conclude our week, Miss Rebecca continued her bubble experiment from last week. We pulled out our different mixtures and were ready to investigate whether the bubbles had changed at all. Sure enough, after a week of marination, the bubbles we created were huge! We were even lucky enough to create a bubble so big we could wrap it around Miss Rebecca's baby doll. The children were delighted! Thank you for the fabulous experiment, Miss Rebecca.

Thank you to all of our parents who attended our Parent Information Evening last Thursday night. We really appreciate your time and we look forward to working in partnership with you. A gentle reminder to please return your Child Information Form at your earliest convenience.

Term 1 officially begins next week (Monday, 1st February) and our provocation is **Where Do I Belong?** We will start by exploring what it means to "belong to our families" where the children and teachers will share who their family members are. If your child would like to bring in a family photo to share, they are welcomed to. During the term we will also explore what it means to belong to our cultures and traditions, our local community, our school, our country, and to our planet.

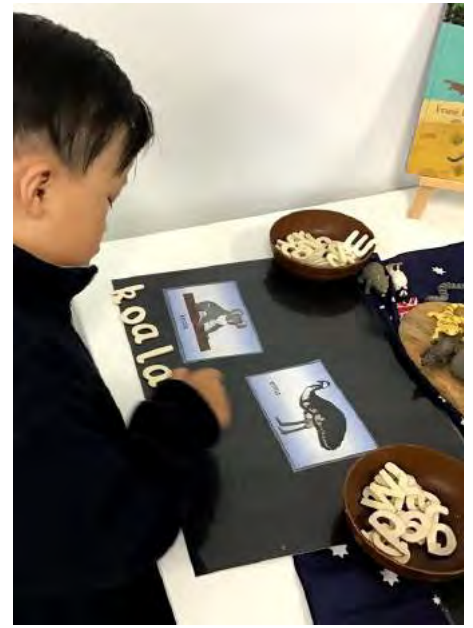
We can't wait to see where our provocation takes us this term! If any of our parents would like to contribute to our educational program, please speak to the teachers. We happily welcome parent contributions.

Wishing you a relaxing weekend with your beautiful children.

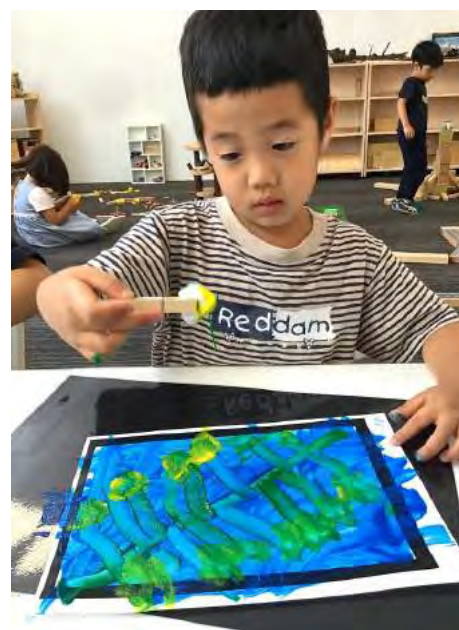
Miss Lauren, Miss Emily, Miss Rebecca and Miss Allegra



Stage 4R & 4E: Exploring Australia



Stage 4R & 4E: Wattle Flower and Australian Landscape Artworks



Stage 4R & 4E: Bubble Experiment With Miss Rebecca



Stage 4R & 4E: Mandalas With Loose Parts



Stage 4R & 4E: Extra Snaps



Hi Families and Friends,

This week in Mandarin we started the lesson like we always do, singing my (now famous) “Ni Hao Olay” song. The children did a wonderful job following the actions as they practiced saying “Hello” in Mandarin.

I then brought out my very special facial expression board and asked the children how they think the face was feeling today as I changed its expressions. The children had a fabulous time with this and practiced pronouncing each emotion in Mandarin and English to consolidate their understanding of both languages. This was also a great opportunity for the children to show an increasing capacity to understand, identify and self-regulate their emotions in ways that reflect the feelings and needs of others.

Next, we got our hands ready to sing along to *Mummy Finger, Daddy Finger* in both English and Mandarin. It was great to see the children’s progress in this from last week. A number of children remembered the words for Mum (Mama) and Dad (Baba) in Mandarin. While we are singing along we worked on isolating our fingers as well as our fine motor skills and hand eye coordination as we mimicked the actions.

Last but not least I revisited the idea of Chinese New Year with the children. This new year celebration is also called Lunar New Year and celebrated also as Spring Festival. It is celebrated in January or February in many countries around the world.

Next year, the first month of the new lunar year will start according to the Chinese calendar on 12th February 2021. The 12 Chinese zodiac animals are: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, and pig. This year is going to be the year of the Ox. The Ox represents steady, hard work. We then looked at some beautiful Chinese decorations together. The children were very excited to see such special things.

Thank you for a wonderful lesson and looking forward to seeing you again next week!



Hi Families,

This week in our Drama lesson we continued to explore the question **"What is drama?"** Some of the children hypothesised that Drama is "funny faces", "stories" and "Xanthe." Daisy, the puppet, came back this week in Stages 1, 2 and 3 to help us find the answer to this question and Stage 4 explored these concepts independently.

To start the lesson, we got our parachute out the way that we always do and gave it a good shake before finding a colour and beginning our learning. Today we delved into acting and what that means:

Actors need to be able to copy. Daisy wanted to see if the children remembered our "Daisy Says" game from the week before, and she also added some of our emotions into the mix. The kids did well to remember the rules!

Actors need to use their senses. I asked the children to sit in a circle and pretend with me. We then lay down on the ground and I asked them to hear ocean waves, a whistle blowing, and giggles. We then sat in a circle and they showed me tasting a sour lemon, their favourite ice cream, and broccoli, and then smelling warm bread, perfume, and onions.

Daisy then wanted to see if we could be different characters. **Actors have to be good at pretending.** The children stood at one end of the room and asked the children to walk to the other side like different characters and on different surfaces. I asked them to pretend to be walking on sharp bindies/weeds, slippery ice, and sticky mud. Some included: a teacher, a grandma, a super hero, and a mum with a baby.

We then played "What's the Goo for You?" in Stage 4. I started off with some imaginary magical goo that could be changed into anything! The goo was passed around the circle, and the children were asked "What's the Goo for You?" Some suggestions included a butterfly, a crown, a witch, a banana, some watermelon, and Elsa.

We finished with a visit from a cockatoo in Stages 1, 2 and 3.

Well done Everyone!



To start this week's lesson, the children and I began exploring percussion. First, I spoke about how our bodies are instruments themselves that we can take with us everywhere we go. We clapped our hands, tapped our legs, stomped our feet and made sounds with our mouths. After being introduced to the moves, we listened to a *Follow the Leader* song and copied the actions being called out.

Next, I introduced the children to 'The Finger Band' and we sang a song using our marching hands. All of the children did a great job practicing keeping in time with the moves as if we were all in a marching band together. We got faster and slower as a group and sang along, following all of our friends around us. Then, it was time to stretch out our bodies while pointing our fingers and doing the twist! In this song we made our bodies go up and down leading to the next part of our lesson. The children loved using their bodies to express the music and many of them exclaimed "again!" after the song was finished.

Then, I brought out Mr. Guitar again. We compared our necks to Mr. Guitar's neck and our bodies to his body to familiarise ourselves with the instrument. We learnt that his tummy is hollow so that he can store all of his music inside it when he sings, just like when we take a deep breath before singing.

We then learnt about the strings on Mr. Guitar's neck and how some of them are related. We were introduced to string number one 'Eddie', and his cousin string number six, 'Edwina'. We discussed how 'Eddie' sounded much lower and older than his small cousin 'Edwina' who is high pitched and quieter, although they are the same note!

After saying goodbye to Eddie and Edwina, we listened to a cover of *Here Comes The Sun* by Jacob Collier and Dodie that was composed with multiple guitars, cellos, ukuleles and many more string instruments. I asked the children to try and listen to as many different plucking sounds they could hear that were similar to Eddie and Edwina. We also began to hear different clapping and tapping sounds towards the end of the song. Some of the children pointed out this change in beat and tone as we were dancing and singing along so we explored how an instrument like the guitar can create these sounds as well.

Everyone had a turn tapping, strumming and plucking the guitar to try and see how many different sounds we could create with it. After exploring these sounds, we all stomped our own feet in time with Mr. Guitar along with some tapping and percussion and 'walked through the forest' together. After we had all walked through the forest, creating many different sounds, we were ready to say goodbye. We all waved to our new friends Mr. Guitar, Eddie and Edwina and finished our music lesson with one final song.

See you next Friday!



Happy Birthday!

A very happy birthday to our Stage 1E teacher, Heather, whose birthday was on 03/02. We wish you all the best!

