



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

19th February 2021

Principal's Message

By Mrs Kath Boyd

Here at Reddam ELS Lindfield we are fortunate to have families and teachers representing over 15 nationalities! Numerous languages including Tagalog, Spanish, Italian, French, Cantonese, Vietnamese, Mandarin, Portuguese, Farsi & English are spoken by our teachers in our multicultural classrooms. We strive to embrace diversity and incorporate ideas, beliefs and people from other cultural backgrounds. Our weekly menu is intentionally multicultural and always on display on the glass panels next to the Kitchen door. All families are welcome to take a photo of this menu each week if it is of assistance.

The Reggio Emilia Approach emphasises hands-on discovery learning that allows the child to use all their senses and all their languages to learn. **The Hundred Languages of Children** is the belief that children use many, many different ways to show their understanding and express their thoughts and creativity. Each child is thought to have a hundred different ways of thinking, of discovering, of learning.

"These languages are symbolic and are open to the endless potentials in children. They believe in the potential of a child's ability to wonder. It is the belief that there are multiple ways of seeing and multiple ways of being." (www.reggiochildren)

At our school, through drawing and sculpting, through dance and movement, through painting and pretend play, through modelling and music, each one of these *Hundred Languages* is valued and nurtured. These languages, or ways of learning, are all a part of the child. Learning and play are not separated. We do not give the children stencils to colour-in, but instead present them with a blank piece of paper, a variety of resources and provocations which ignite their creativity. We endeavour to connect with nature as often as possible. . . promoting osmosis and synergy between indoors and out, reciprocally enriching both.

Stage 1 (teachers and children) have been lovingly tending to the flowers in the three planter boxes in their adjoining outdoor area. Stage 2 walk around our ELS every day (weather permitting) to check-in on the well-being of the rabbits who reside on our campus. Stage 3 frequently hose the plants in the various upstairs gardens (which are thriving), and our marvellous Stage 4 children regularly water our four new fruit trees. I am very excited to see the provocations that develop using the myriad of natural materials that are on hand as a resource. If there are any parents or extended family members who have an interest in gardening (or fairy garden development), we welcome your involvement - please contact your child's core teacher. *Pictured above: Miss Heather & her 1E Crew studying X-rays. Pictured below: S4 Lunar New Year Lanterns & Chinese Symbols Display*

Save the Date

In addition to our 2021 Mother's Day and Father's Day breakfasts, we will also (fingers crossed) be hosting our **Grandparents & Special Friends Celebration** on **Friday 7th May**. This delightful event will be held at our school from 9am – 10.30am. Both sets of Grandparents are invited (Mum's parents & Dad's parents), however if Grandparents live overseas or interstate then an Aunt, Uncle or Special Friend may like to come instead. Please ask your child's Grandparents or Special Friends to *save the date*.

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

Wishing you all a wonderful weekend.

The 100 Languages of Children (Excerpt) by Loris Malaguzzi

No way. The hundred is there.
The child
Is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always a hundred
Ways of listening
Of marvelling, of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream.
The child has
A hundred languages
(and a hundred hundred hundred more)



“Brille, Brille, Petite Étoile” (Nursery Rhyme in French)

This week we focused on **Twinkle, Twinkle, Little Star** and **Chinese New Year**.

To incorporate Chinese culture into our learning experiences, Miss Doris made stretchy red slime with gold glitter and stars - as the colour red in Chinese culture symbolises good luck and the gold means wealth and happiness. The children were fascinated by the texture felt on their hands and wondered the length it could stretch to. We would like to say a big 'Thank You' to Jill (Felicity's mum) for bringing in traditional Chinese lanterns for the children to enjoy.

The provocation table this week offered a wide range of materials to support the children's sensory development, where they were able to shake bells to listen to the sounds they make, look through 3D coloured blocks and feel and touch the different textures of hay and pine cones.

Miss Natalie invited the children to a star discovery experience. Silver stars were hidden underneath a dark blue cloth (to represent the sky). As the children lifted the cloth, they discovered there were 6 stars and then picked them up one by one. To incorporate numeracy, Miss Natalie pointed to each star and we counted together - 1, 2, 3, 4, 5, 6!

Our creative experience was a night sky finger painting, where the children used their fingers and hands to spread blue paint over the paper which was covered by cling wrap. When pressing the paint down onto the paper, the children created different visual effects. We then added more colours to see which new colours could emerge when mixed together.

We also engaged in spray painting art activity. With assistance from their teachers, together we sprayed paper stars with coloured water. This experience aids children's enhancement of their fine motor skills which, in turn, can strengthen their finger and hand muscles - an important development that assists with children's pre-literacy skills.

During our Literacy and Language group time, the children were invited to read together *Twinkle* by Nicholas Bland. A little girl finds a fallen star in her yard, and they become the best of friends. They played together and spent time together, unfortunately the star needed to go back home, so the little girl helped the star find its way back. Throughout the week, we sang the ever popular nursery rhyme *Twinkle, Twinkle, Little Star* attempting to copy the hand gestures that go with it.

Next week we are focusing on **The Wheels On The Bus**.

Hope you have a lovely weekend!
Natalie & Doris



Stage 1R: Night Sky Finger Painting & Star Spray Painting



Stage 1R: Star Manipulation Table and Extra Snaps



***“My hands are for clapping
My arms can hug tight
My fingers can snap
Or can turn out the light***

***My legs are for jumping
My eyes help me see
This is my body.
And I love all of me.”***

(All of Me - Jessica McDonald)

Continuing on our learning about **Me**, our week's focus was on discovering and exploring about different body parts. Teaching 1E children to identify and somehow take care of themselves at a young age promotes a sense of self awareness and responsibility to keep their bodies safe, strong and healthy during their growth and development years.

Meeting the outcome of having a strong sense of self and healthy physical well-being in the Early Learning Years Framework, we further their knowledge by leading them to activities that discuss major body parts and its functions. What started as a discussion about being safe in the classroom led to further curiosity and exploration of the parts that make up the human body - especially when our young ones are just learning about their physical self, as well as their balance and coordination skills. Thus, we engaged in songs, read a picture book, had fun playing with a mystery bag that depicts images of human body parts and their corresponding bodily functions. To further this learning, our group was provoked with a numeracy activity on 'How many can my hands hold?' using natural materials for texture exploration and counting skills practice. Another sensory learning was with a 'Inside my Body' jelly play experience that challenged 1E children's fine motor skills and social interaction building competencies.

Children were led to investigate using actual x-ray images and then constructing their own x-ray images of their body using cotton buds. Additionally, for our sensory and creative learning, we challenged them to use syringes as a tool for their painting experience as well as pasting blue and red coloured spaghetti representing the blood vessels of our body. We also revisited a topic on healthy and unhealthy foods using a magnetic sorting chart which reinforces their knowledge on appropriate diets.

Identifying body parts and being intentional about using them and keeping them safe is a cognitive, physical, and language-enriching process. It is important to communicate to our children that a happy body is a happy me. And if we start reinforcing this in early childhood and even at homes, children will be more inclined to cherish and take care of their bodies through life.

What an interesting week with our young learners understanding parts of the body and its functions. **The Five Human Senses** will be next week's focus to further their learning about themselves.

Until then, we wish you all a lovely weekend!



Stage 1E: Hello, Body! (Part 1)



Stage 1E: Hello, Body! (Part 2)



Stage 1E: Creative Experiences



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

As teachers, we have a meaningful role to play in strengthening the sense of belonging for children and families of diverse backgrounds. We value family input and conversations that encourage effective communication. This week, we aimed to foster a sense of belonging in the 2R children and strengthen their identity and enhance their learning by focusing on **My Family**.

The 2R children were invited to various family-related sensory and dramatic play experiences to apply world building, sensory skills and fine motor development. Whilst playing house, they learned to communicate with one another kindly and cooperate. By taking care of the wooden people, they learnt how to take care of others and to empathise with those around them. Our artwork invited the children to create their own puppets. We then had a puppet show to help them build language and cognitive skills.

This week, we celebrated *Chinese New Year*. When children develop connections to a culture, it inspires a strong sense of personal identity and belonging. Culture is one of the essential components of developing someone's identity. It provides them with a healthy sense of who they are.

We also celebrated *Valentine's Day* in our room which was a wonderful opportunity to show appreciation for the people we love. Everyday is a chance for us to offer kindness, time, compassion, respect, and thoughtfulness to the children. They hear "I love you" everyday from the teachers which means so much more than three words inscribed on a candy heart.

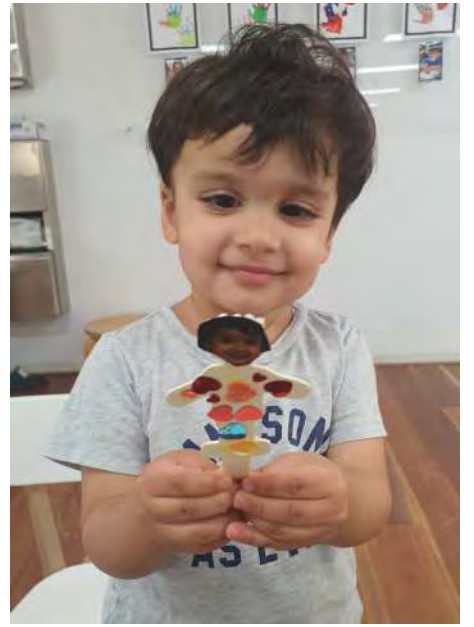
We show our respect to all our beautiful families in 2R by acknowledging and supporting them and their culture, customs, traditions and celebrations. We invite and actively listen to families input and develop strategies that nurture respectful and positive partnerships. Lastly, we appreciate and welcome your involvement to work together with us to build the optimal environment for learning, both at school and at home.

Next week we will focus on children's emotions and responses to events with a view to supporting their understanding of emotional regulation and self-control.

Have a great weekend, lovely people!
Sara, Manoela and Vivian



Stage 2R: My Puppet



Stage 2R: Chinese New Year and Valentine's Day



Stage 2R: My Family



“Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences.” (Mikhail Gorbachev)

This week in 2E we celebrated Lunar New Year acknowledging the countries in the Sinosphere that celebrate this time with a particular focus on Chinese and Vietnamese customs. Thank you to the families that assisted us in enjoying the spirit of the Spring Festival with decorations and sweets. It has been a wonderful time of learning and immersing ourselves in a global sentiment of hope and prosperity for all.

For the readers who are not familiar with the Lunar New Year it is decided on the first full moon on the calendar year between 21st of January and 20th of February and runs for 15 days until The Lantern Festival signalling the end of the celebration. 2021 is *The Year of the Ox* and it was with this inspiration by nature we explored our learning.

We offered children an opportunity to explore Chinese culture in our sensory trays using different utensils, bowls, decorations and an open ended medium of rice to perform experiments, create a small world and enjoy the aesthetic of popping colour using pom poms to represent the fireworks of New Year. Each tray had something unique in it and children enjoyed going from tray to tray to see what new treasure they could enjoy.

Our process art was completed over a number of days, using different tools and techniques to create a striking visual piece. We used sponges to apply paint, then rollers to achieve greater coverage on the page using red to acknowledge the meaning red has in Chinese culture representing joy, luck, happiness and celebration. We integrated the symbols of the decorations donated by families into our group learning group using positional language to study and emulate the Mandarin character we saw. This was a very difficult challenge for our two year old's but there were some wonderful moments of determination, trial and error during this experience.

Our physical development continues to be a wonderful time for our 2E children and we continued using 'The Year of the Ox' as inspiration. The Ox is strong, cooperative and hard working and we challenged our 2E children by using a fit ball in the front play space manoeuvring around the yard together as a team. There were many happy faces during this experience, particularly when individuals offered themselves as speed humps for the thrill of surviving a giant ball roll over them. An ox alone is working but an ox in a team is having fun... and we do in 2E!

Have a great weekend everyone!
Skye, Georgia and Tracey



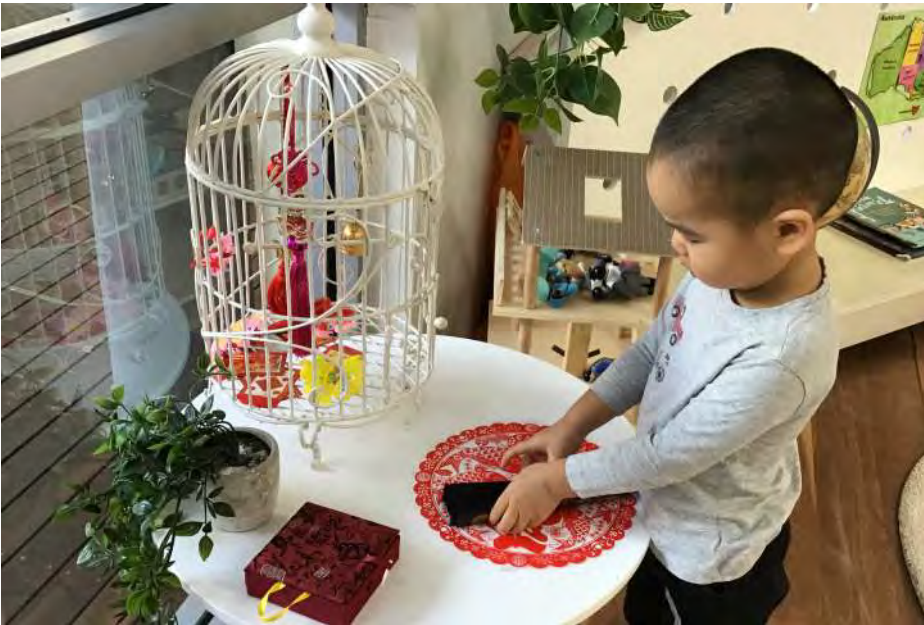
Stage 2E: Chinese Calligraphy



Stage 2E: Chinese New Year (Part 1)



Stage 2E: Chinese New Year (Part 2)



“Projects are especially valuable for children in the early years because this is a period of rapid intellectual growth that can have important long-term consequences... [such as] taking the perspectives of others... classifying familiar objects hierarchically” (Harris & Katz, 2016)

This week we got stuck into our inquiry project of both turtles and minibeasts. The children have shown great interest in our paper mâché project, all taking turns to contribute to it. During these experiences, the children and teachers discuss turtles to help co-construct the meaning of what we do know, where we are going to go next, and what we would like to know. One interaction saw the children talking about what kind of turtle it will be, one child suggested we paint it pink whilst another child suggested *“Green like the green sea turtle.”* This was a beautiful link between our learning and prior knowledge as they were able to transfer their knowledge from one context to another. At our *Morning Meeting* we have been involving the children in where to go next with the project, the children decided that we would have to do the head next. Teachers posed the question *“How will we make the head?”* This led to a group discussion about the characteristics of turtle heads, landing on *“Round,” “Circle,”* and *“It has to be big but not too big.”* As we continue with this project, we will be listening to the children’s voices and involving them in each step.

One morning we came across a small green stick insect, the children were enthusiastic to look and observe the insect. A small group helped to collect gum leaves and sticks to make a terrarium for the insect after we were able to find out what types of food insects need. Using Gardner’s ‘multiple intelligences’ theory, the children are demonstrating *‘Logical-mathematical intelligence and Naturalist intelligence’* (Cherry, 2019) as they work to problem solve, observe and link to prior knowledge of insects. The children found that this insect had a missing leg - what could that mean? The children discussed that it might be injured, some said that it always had a missing leg, others decided we needed to look after it and made sure that there was water in the terrarium for it. By finding the stick insect, we then planned to look at the concept of ‘camouflage’. These spontaneous interactions and teaching moments help us to chart our learning journey.

Our learning groups this week focused on integrating and extending on numeracy skills by using cicada shells and whiteboards to count. To differentiate, some children were asked to make two groups of cicada shells and then to count them as a total group as an introduction to early addition. The children began to use mathematical language such as ‘plus’, ‘equals’ and ‘the sum’. This then led to beginning to practise number formation as they watched, copied and practised writing numbers with their whiteboards.

In small groups, we extended on the idea of ‘Endangered’ by looking at photographs of sea creatures in danger i.e. swimming with plastic bags and beaches with litter everywhere. Instead of categorising animals by their endangered status, children were asked to look at the pictures and discuss what they saw. This experience builds on their verbal skills, their understanding of respecting the environment and asking them to come up with solutions and observations. The children were able to note that turtles would not lay their eggs on a rubbish filled beach, that turtles might get sick if they eat rubbish in the ocean and that being trapped by a net would keep them from their home.

Next week, we will be focussing on similarities and differences between different types of insects and focussing on environmental sustainability.

Have a lovely weekend!
Grace, Pa, Margaret and Kai



Stage 3R: Chinese Characters Collage



Stage 3R: Stick Insect Discovery and Numbers on the Log



“We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.” (Jimmy Carter)

What does your culture mean to you? This past week in the 3E classroom, we extended our **My Family** focus as we began exploring aspects of different cultures from around the world. Cultural diversity promotes different cultures, racial and ethnic groups within our community. As Early Childhood Teachers, we believe in the importance of promoting quality learning environments for children that are culturally and developmentally appropriate.

We began with a focus on Australia, reviewing aspects of Australian culture that we already covered and reinforcing the understanding that our society has a rich mix of cultures from all around the world tying in with our term provocation **The World Around Me**.

As we support the unique and individual values, strengths and potential of each child and family, we strive to celebrate each of the cultures in the class among other cultures from around the world. This led us to taking a look at Japan, New Zealand, United States, Canada and China in addition to Australia for this week.

Exploring Japanese culture, we had discussions about the various symbols, foods, clothing and traditions the Japanese people have. The children were invited to do a beautiful cherry blossom craft activity and for music and movement, we did some Japanese morning exercises. The book *A Year of Pink Pieces* by Errol Browne, gave rise to the children's understanding of the diversity of Australia and of people belonging to many communities and cultures.

As this week was the ringing in of the Chinese New year, we wished to celebrate this annual tradition in the class. In our Mandarin lesson, Miss Chloe explained all about the Chinese New Year, about how a long time ago, a god picked twelve animals to protect the people and that this changes every year as per the Lunar calendar. The children learned all about the large parades and celebrations with fireworks, lion and dragon dances and the lantern festival. Miss Chloe explained some traditions for Chinese families at this time including large family meals with lots of food that is traditional to them such as Nian Gao which is a sweet rice cake. They place Chuntiao (long banners) and lanterns flanking the entrances to their homes for good luck and to protect their homes from bad energy. These are changed annually in accordance with the Chinese calendar and feature the animal in which year we are in. This year is the Year of the Ox!



From creating Maori symbols with loose parts, to painting flags, dancing, singing and attempting the Haka, the 3E children were enthusiastic about their learning experiences on our countries for this week. Research suggests engaging children in culturally responsive educational experiences, promotes a sense of belonging, helps to build children's self-confidence, increase their awareness, appreciation and inclusion of diverse beliefs and culture while maximising children's academic achievement and educational success.

To celebrate Valentine's Day, the children made some beautiful Valentine's cards for their loved ones and drew their own special message inside. This incorporates the third stage of children's writing as the lines and patterns represent the capacity, confidence and disposition to use language in all its forms.

Next up on our learning journey is a continuation of our focus *My Culture*. We plan to explore more countries and cultures from around the world with the aim to reinforce the understanding of community and diversity among the children. We will look at the languages, traditions, foods and landmarks of our selected countries in addition to where they are located on our planet.

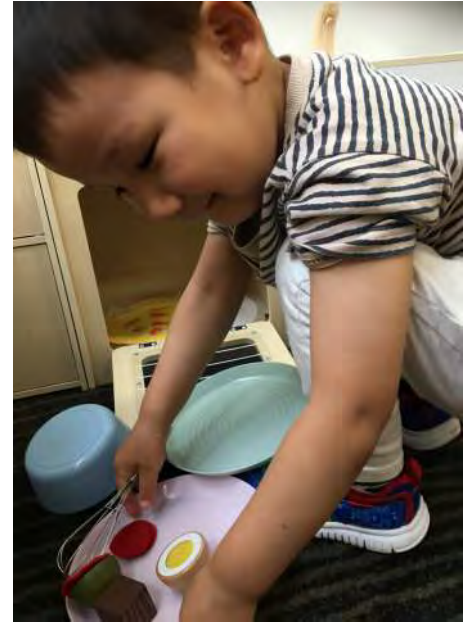
Have a wonderful weekend!
Deb, Luan and Priya



Stage 3E: Cultures From Around the World



Stage 3E: Valentine's Day and Dramatic Play



Stage 3E: Extra Snaps



What a busy week we had in our classroom as we discussed what it means to belong to our homes, and we celebrated the Lunar New Year with much excitement. We hope our families enjoyed their festivities with family and friends, and have a prosperous new year.

Every day, the children and teachers come together for intentional teaching times where we read a storybook and have rich conversations that inspire our learning journey. You will notice on our Weekly Program that there are storybooks programmed for each day that relate to our current provocation and/or the children's interests. Early reading and literacy skills help the children's development in many ways and encourage our children to:

- Become familiar with sounds, words and language
- Enhance their imagination and stimulate their curiosity
- Develop their brain, their ability to focus, concentrate, and enhance communication
- Learn about the world and different cultures
- Learn the difference between 'real' and 'make believe'
- Understand events and emotions that come with them
- Learn to value and appreciate books

Just by looking at books with our children and talking about them, is great modelling for using language and storytelling. Children will learn to respect books by watching their parents and teachers hold a book the right way, see how they move through the book and turn the pages with care. We can discuss the illustrations, plot points, and point to key words to encourage pre-reading skills, letter and word recognition. Reading stories with children also has its benefits for adults too. The special time we spend reading with our children promotes bonding and can strengthen the relationship we have with them. Reading just **one** book a day together will make a huge difference.

"It's the books that you read when you're young that live with you forever." (J. K. Rowling)

We love our storybooks in Stage 4 and this week we read about different types of homes and the people that live in them. *Home is Where the Heart Is* by Lisa Alderson was about a family of mice who lived in a tree trunk. They reminded us that our homes are filled with love because the people we love the most live there. Our other stories of the week included *Our House* by Michael Rosen and *Home* by Carson Ellis, which explored different types of homes all over the world. *Flip Flap Pets* by Alex Scheffler featured cats and dogs, even a snake – oh my! We discussed the features of each pet, shared the ones we have at home, or the ones we would like to own in the future. We then took a poll to see which was the most popular pet as the children placed a token under their favourite one. Guinea pigs, cats, dogs, and rabbits were the front runners, closely followed by goldfish.

The Potato People by Pamela Allen was thoroughly enjoyed by the children. We read how a boy and his grandmother made people out of potatoes on a rainy day to entertain themselves. The children were then invited to make their own potato people using new potatoes, toothpicks and googly eyes. Our provocation wouldn't be complete without revisiting one of our favourite storybooks *Stickman* by Julia Donaldson. We have been reading this story each week and have continued to collect sticks around our playground to add to our Stick Family Tree. Stay tuned to see how our interest project evolves over the coming weeks.

To acknowledge and celebrate Lunar New Year the children explored the Chinese culture and its traditions. We practised saying "Happy New Year" together in Mandarin and learnt that the Ox represents *hard work* and *strength*. After further investigation we learnt that Lunar New Year lasts for 15 days and a full moon appears on the last night. Traditions include cleaning the house to make it fresh for the new year, and preparing and eating fresh fruits and vegetables. Homes are decorated with the colour red, lanterns are hung, and fireworks are lit. Miss Rebecca also facilitated a group time where she taught us about the Lunar Calendar and that the moon has many different phases. She put on her traditional Korean dress and shoes and showed us a special soup that is eaten.

At our investigation table the children filled up red money envelopes with pom poms, star sequins and gold stones. We also learnt what the Chinese flag looks like, the animals of the Chinese Zodiac, and learnt which animal represents the year we were born. The children were also invited to create their own Chinese characters “*Spring*” and “*Good Luck*” as they practised their cutting and gluing skills to create the symbol. They also made lanterns out of cardboard and coloured paper and it was wonderful to observe the children persisting with their cutting and being so proud of themselves when they saw their finished product.

Thank you to all of our families who helped our class celebrate and learn more about the Lunar New Year. Next week, the children will continue to learn about the importance of *belonging to their culture*. We will explore the globe, identify flags, learn to say “*Hello*” in many languages and, of course, read plenty of storybooks to help us understand other countries, their cultures and traditions.

We look forward to travelling around the world together!
Lauren, Emily, Rebecca, Angela and Vivian



Stage 4R & 4E: Lunar New Year (Part 1)



Stage 4R & 4E: Lunar New Year (Part 2)



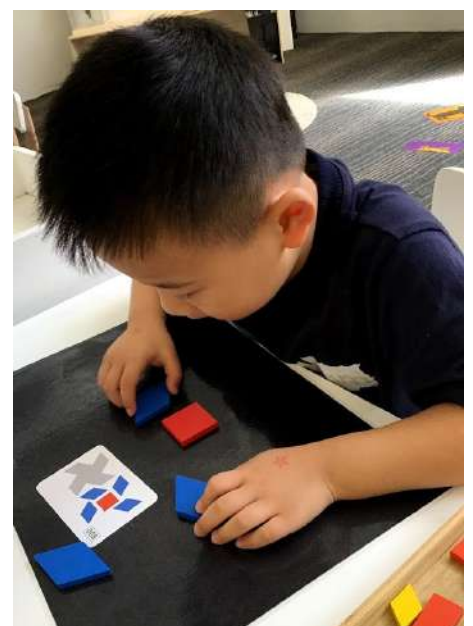
Stage 4R & 4E: Our Homes and Our Pets



Stage 4R & 4E: Potato People and Stick Family



Stage 4R & 4E: Children's Interests: Exploring Shapes



Namaste Families!

This week in Yoga we focused on labelling and stretching each part of our body. Yoga for children not only exercises the body it is great to exercise the mind too!

Many Yoga exercises that I have created or adapted for the children assist them in refining and enhancing their creativity, sensitivity, inquisitiveness as well as their ability to focus. Learning the skill to be able to focus your mind and enhancing the child's cognitive processes (the ability to think about how you're thinking), are foundational skills in having good overall wellbeing.

I started the lesson by asking the children to sit in 'child's pose' and then we sang our 'Hello Song' together. I then spoke to the children about how important our bodies are and how we need to look after them.

We began by labelling each part of our body and what we use it for – we use our hands to play and give hi-5's, we use our legs to run and our mouths to eat! The children and I then went through a range of sequences stretching out each part of our body and counting to ten each time to make sure each body part was getting a good long stretch.

Before, after and while in their poses, I encouraged the children to pay particular attention to their breathing. Having more oxygen in our body has been shown to improve our social emotional development and learn with ease.

I then introduced some more complex Yoga moves to the children as it seemed like they were up for a challenge! The children demonstrated persistence and determination as they attempted each of the new poses. There were a lot of proud, happy faces as the children made great strides with their gross motor skills.

Thank you for a wonderful lesson and see you next week!



Ni Hao!

新年快乐! This week we celebrated Lunar New Year across the school. For our Mandarin lesson this week I brought in a special book which told us about what people do on a traditional Lunar New Year. Throughout the book we learnt that there are a number of ways we can prepare for the new year such as cleaning/ decluttering our homes, decorating our houses/schools with red and gold and creating paper lanterns. The children were particularly mesmerised by the Dragon Dance costume. The children saw that many people come together each year to have traditional meals, participate in dragon dancing, watch fireworks and receive blessings from senior family members.

I then introduced the children to "Hong bao", the traditional red envelopes given out during this time of year. The children were very interested to learn about the red envelopes being a symbol of luck and good wishes for the year ahead. We also learned that there are special rules in giving red envelopes; the money inside needs to be crisp and look new and the amount of money given in red envelopes never has a four in it because it's considered bad luck!

Next, I played a Lunar New Year song to the children. The younger children danced along to the music while the song was playing, and the older children were encouraged to sing along in Mandarin and wish everybody a happy new year! After the song finished, the children loved the song so much they asked for me to play it again!

To finish off the lesson I brought out a very special memory game to play with the children. We got out several lucky red envelopes and I put a special object in each one. Next, we swapped the lucky items and we had to guess which one in which was! It was a very tricky game and a great opportunity for the children to further their cognition. We had so much fun!

Looking forward to seeing you next week!



This week in Drama we started our new 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. 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! The children then had a visit from a turtle puppet.

At the beginning of the drama lesson, **Stage 2, 3 and 4** were told the story of *Goldilocks and the Three Bears*. After 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.

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! 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 jumped on the beds before choosing one to sleep in. **Stage 2** fell asleep and I became the bear coming home from my walk. I chased the kids out of my house! **Stage 3 and 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! The bears then chased Goldilocks from their house!

What a wonderful time we had learning how to be actors!



Today in our music class the children got to meet a new friend, Mr. Ukulele! Together we learnt that he has four strings - G, C, E and A, and he has a similar body and neck to Mr. Guitar, just a bit smaller.

Mr Ukulele travelled to school today on a bus with me! So he wanted to sing us a song about his journey called *The Wheels on the Bus* and we all joined in to help him tell the story.

Before the children sang, I encouraged them to warm up their voices and bodies together so that we could sing big and strong for Mr. Ukulele. The children stood next to their imaginary apple trees and took big bites to move around our mouths. We then reached to the top of the leaves and to the dirt all the way on the ground to stretch out our arms. Some of the children tried a tongue twister that went "My Mummy Makes Me Munch My Mini M&M's on a Monday Morning" which got a couple of us jumbled up! We all had a big laugh together. Try it with your child at home and see how it goes!

After Mr. Ukulele's song, we learnt about his home and where he comes from, Hawaii! He told us about two Volcano friends he has back home and sung us their story called *Lava*. As we were singing along, I brought out some mini ukulele string instruments that I had made so that everybody could learn how to strum along just like playing a real ukulele. Some of our friends who were very gentle even got to strum Mr. Ukulele himself!

After this, we all stood up in a circle as a group to learn a special dance. First, we practiced our moves, one foot in, one hand in and lots of wiggling around. We then played our *Hokey Pokey* song and danced around in a circle singing and moving together. After we danced about it was time to *Shake Our Sillies Out* to finish off the lesson with claps, jumps and shakes.

The children loved interacting with the Ukulele today and had a wonderful time participating in the plucking and makeshift strings. We all waved goodbye to Mr Ukulele and can't wait for next week's lesson.



Happy Birthday!

A very happy birthday to our children who are celebrating their special day this week. We wish you all the best!



19/02—Ayden (2R)



19/02—Tylor (4E)