



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



26th February 2021

Principal's Message

By Mrs Kath Boyd

"Wherever there is a human being, there is an opportunity for kindness."
(Lucius Annaeus Seneca)

Kindness makes people feel good and do good, and at Reddam ELS Lindfield, kindness is something that is **fostered by families, practised by the children** and **actively promoted by the teachers**. Kindness is the *quality of being gentle, caring and helpful*. Teachers in all four Stages present activities and opportunities designed to build the attributes of empathy, gratitude, perspective, honesty, self-compassion, self-acceptance, humility, collaboration, mindfulness, meditation, trust, affiliation and humour.

Kindness can spring from the smallest of actions, such as giving someone a flower or drawing them a picture, and whatever form it takes, these thoughtful moments have sizable benefits for everyone. Being kind can increase feelings of happiness and self-esteem, and it's been linked with better emotional self-regulation. *'Kindness can have a positive effect on peer acceptance, and it's also been described as an 'antidote' to bullying because it encourages children to learn how to get along and empathise with one another.'* (www.careforkids.com.au)

In addition, one of the best things about kindness, is that it's contagious! People feel good when they see others being kind, and this sense of 'moral elevation' makes people want to be kind themselves. *"Once kindness is felt, its power is understood, and it is more likely to be reproduced."* (Kath Koschel)

On a daily basis, the Reddam Teachers promote kindness amongst children at school by helping children understand and navigate the social world. We role-model kind behaviour and provide opportunities for children to:

- Celebrate the achievements of others,
- Cooperate and work together,
- Manage their emotions in ways that reflect the needs and feelings of other people, and
- Gain an awareness of what's fair, and what other people need and deserve.

Beginning in Stage 1, youngsters learn how to take turns, share, listen to others, compromise, and consider their peers. We also encourage the children to think about the wider community by celebrating awareness days such as 'Bushfire Awareness Day' and taking part in intergenerational experiences such as 'Grandparents & Special Friends Day'.

There are lots of fun and meaningful activities that our teachers use to teach and develop kindness, including the following:

- **Storytime:** Empathy, tolerance and friendship are common themes in picture books, and reading sessions are used to prompt conversations about kindness, teach the children new words and feelings, and ignite their curiosity. Songs are also used to encourage positive actions.
- **Role-play:** Socio-dramatic play with props and dress-ups creates opportunities for children to solve problems in kind ways and act out nurturing roles (e.g. when a child pretends to be a vet looking after a sick animal). 'Kindness cards' are also used to teach under-fives how to respond to scenarios with care and compassion. In Stages 3 and 4, cards with different scenarios are drawn out of a hat and acted out by children, with teachers providing praise or constructive feedback afterwards.
- **Games:** Classic games like 'Charades' and 'Simon Says' can be used to teach kindness and manners. For example, children act out 'helping a friend who fell down' in Charades or following an instruction like, 'Simon Says to open the door for your friend').
- **Sharing activities:** A 'kindness list' involves our older children describing the kind acts performed by their peers. Likewise, a 'good things' activity involves children sitting in a circle and sharing positive moments with the child next to them (e.g. they might say, "A good thing in my life are the cookies I bake with Daddy!")

Kindness Projects: Later in the year, the Stage 4 Team will commence the 'Bucket Filling' Project. They will introduce the book *Have you filled a bucket today?* by Carol McCloud which explores how the choices we make can either make ourselves and others happy (and fill their bucket) or feel sad (and dip into their bucket). Children will be encouraged to 'fill their bucket' through small acts of kindness such as: using a quiet voice, using gentle hands, helping friends make their beds, packing-away, bringing a peer their drink bottle and offering cuddles. "Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love." (Lao Tzu)

World Kindness Day celebrates the importance of being kind to oneself, to one another and to the world. It happens on 13th of November each year but if you're looking for ways to make kindness the norm, then head to the [Random Acts of Kindness Foundation website](#) for inspirational quotes and kindness ideas.

Pictured above: Easton, Thomas and Alison (2E) and Pictured below: Miss Emily & Oscar (S4).



Stage 1R

By Ms Natalie Horstman & Ms Doris Chen

Welcome to our Week 6 focus, **The Wheels on the Bus**. Our children hopped onto the bus starting their new learning journey this week! To extend their knowledge and interests, they were offered the opportunity to explore different types of vehicles that have wheels and move just like buses, such as cars, motorcycles and trucks - which can be seen daily on our traffic roads.

To reinforce the song of this week *The Wheels on the Bus*, Miss Natalie showed pictures to the children which vividly demonstrated what a bus looked like - from the wheels that 'go round and round' and the windscreen with the wipers that go 'swish, swish, swish', along with the matched dance movement.

Our Stage 1R children demonstrate a great interest in musical instruments along with the popular nursery rhymes. The children were exposed to different musical instruments in which they were experimenting with the sounds each instrument made and how different they all sounded from each other.

To incorporate the learning of traffic signs - which is very important when driving on our roads to keep us safe, our creative experience invited the children to explore the colours of the traffic lights with pom poms. Each pom pom represented each of three colours of the traffic lights - wherein red means stop, yellow means proceed with caution and green means go.

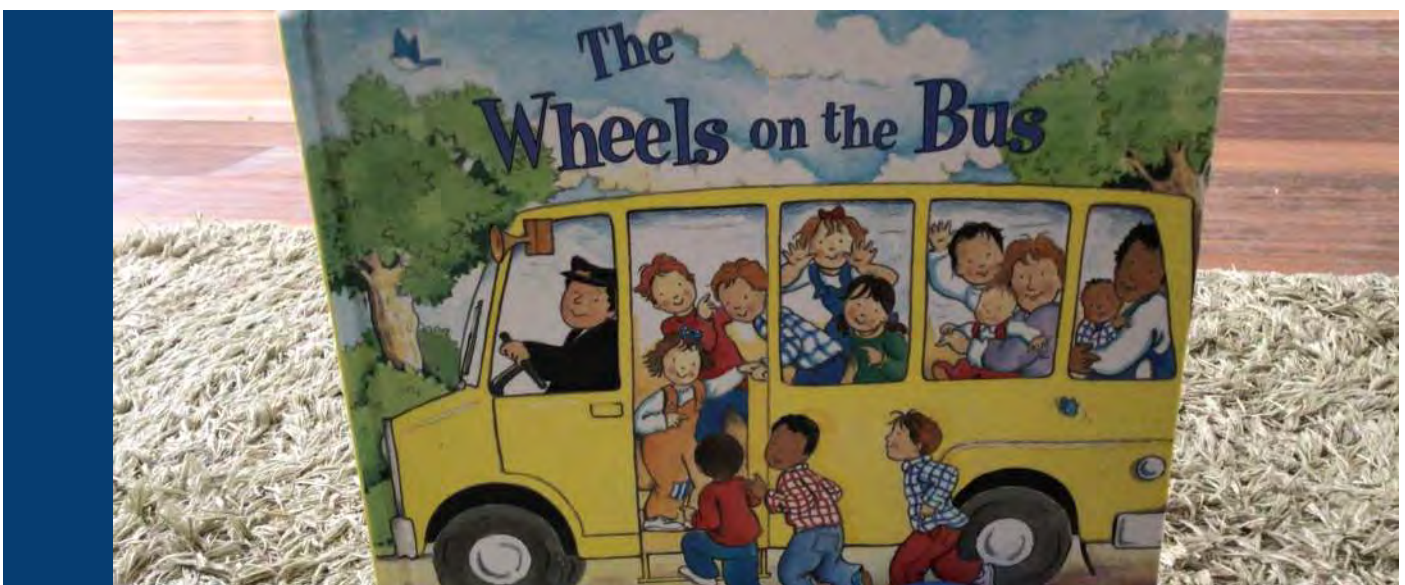
We also did a colour mixing experiment to see what would happen if the colours of red and yellow mixed together. The children were helping mix each colour observing how they turned into a new colour in such a quick time ensuring there is a right consistency. The result of mixing the two colours together was orange. We used this colour as part of our steering wheel creative experience.

Moreover, the children were engaged in exploring a road play carpet which included traffic signs such as a 'stop', 'under construction' and 'turn left'. There were also a few natural loose parts, animal figurines, and toy cars to support children's creative and imaginative play. The children thoroughly enjoyed driving the cars all around the road.

Next week we are exploring the colours of the rainbow, focusing on the nursery rhyme **I Can Sing A Rainbow**.

We hope you have a lovely weekend!

Natalie & Doris



Stage 1R: Wheels That Keep On Moving



Stage 1R: Exploring Colours



"The senses, being explorers of the world, open the way to knowledge. Our apparatus for educating the senses offers the child a key to guide his explorations of the world, they cast a light upon it which makes visible to him more things in greater detail than he could see in the dark, or uneducated state." (M. M. - The Absorbent Mind)

Babies experience life, learn and develop intelligence through the use of touch, taste, smell, sight and sound. These learning journeys of discovering their five senses and using them as their compass enables them to make sense of the world. Studies show that children, even adults, learn best when they engage their senses. This reflection inspired us to delve into learning about *The Five Senses* - encouraging the children to explore, enjoy and learn from their school environment.

The 1E children started the week developing their understanding of their sense of smell by investigating our very own herb garden beds. They were then introduced to a mystery box wherein their sense of touch was tested. Stimulating this important sense, we invited them to explore and guess the hidden items with varying textures — soft, cold, rough, hard, wet. This piqued the children's curiosity and many were so excited to put their tiny hands in the mystery box.

Moving on to exploring our sense of taste, Miss Charity led a taste test with our young learners. She presented an image of the tongue which is responsible for our five main tastes: sweet, salt, sour, bitter and umami. To experience this, she prepared a tasting tray which our children proactively engaged with. They were able to taste sour orange, umami seaweed, sweet honey, and salty salt. Honey came in as the most preferred taste as we observed the excited group eager for more!

We furthered our investigations by focusing on the sense of sight. With our eyes used for seeing, our little learners were keen to participate in a sensory experiment led by Miss Mia. She prepared bicarb soda, coloured vinegar and pipettes and the children were able to enjoy colourful fizzy play. Miss Mia welcomed our friends to smell the sour vinegar and feel the powdery baking soda. Our friends were excited to drop the vinegar into a baking soda tray. How fascinating to witness their curiosity when the vinegar reacted with the bicarb to create bubbles and foam!

Our sensory table stimulated the children's cognitive and fine-motor learning skills. It also helped their brains create stronger connections to sensory information and learn which are useful and which can be filtered out. Here, we provided them with trays filled with a variety of textures - such as silky and squishy shaving foam tray, rough shredded wood wool, slimy water beads and hard uncooked penne pasta. We allowed them to explore their senses using a variety of learning displays. We observed our little friends intently manipulating the resources thus enhancing finger muscles, eye-hand coordination and concentration.



Stage 1E

By Ms Charity Acera

At our creative, sensory experience, we assisted the children to dip jingle bells of various sizes into bright coloured poster paint and roll them onto a tray. We invited them to shake the tray creating interesting sounds while leaving colourful patterns on the paper. Miss Mia also provoked the children's sense of touch, sight and hearing through an abstract artwork activity using common painting tools and everyday reusable objects: jars, sponges, pasta, and strings. These tools offered a unique mark-making opportunity that yielded extraordinary results on the page. It was interesting to see our little adventurers take risks, exploring with their bare hands and use different objects to create uniquely different marks on their piece of art. As our little explorers experimented with these uncomplicated tools, they created the art outside the bounds of the tools' intended use. The art experience enhanced the children's sense of touch, hand muscles and wrist extensions, fine-motor skills, colour identification and vocabulary bank. Through art, children make sense of the world, express and communicate non-verbally.

Next week's focus will be on helping the children identify their different feelings and expressing these emotions through words, pictures and gestures.

Thank you for spending your time reading our newsletter! Wishing you a lovely weekend ahead!

Charity, Heather, Mia and Suki



Stage 1E: Our Five Senses (Part 1)



Stage 1E: Our Five Senses (Part 2)



Stage 1E: Creative Experiences



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

Teaching children about their bodies and how to respect and care for them is one of our priorities. We always take advantage of those teachable moments that can occur throughout the day to help children learn more about the functions of, and ways of caring for, parts of their bodies. This week, we started learning about **My Body**. Identifying body parts and being intentional about using them is a cognitive, physical and language-enriching process for children. In early childhood, we often learn through sensory discovery - which happens by moving through and experiencing the world. With each physical ability we acquire, we become more aware of something else we can do, see, explore. . . our bodies are essentially our toolkit for discovery.

To learn about the bones, the body system responsible for supporting our bodies, giving us our shape and protecting our major organs, children are required to use their imagination because bones cannot be seen. To explore our skeleton, the 2R children manipulated black play dough and cookie cutters to create X-rays of animals. They also placed Q-Tips all over the play dough to represent the bones. This was a great activity to develop children's fine motor skills and their creativity and knowledge about their bodies. Inspired by X-ray images, we painted children's hands & lower arms in white, then they pressed it onto a piece of black paper, creating an X-ray picture.

Our little learners enjoyed injecting food dye into gelatine using pipettes whilst acting as brain surgeons. It was a wild science and art activity for children to explore and experiment what happened when they shot streaks of colour through gelatine and watched as the colours mixed together. They filled the pipettes with food colouring, then inserted them into gelatine and squeezed the ink out into it, watching the magical colour show take place!

Our numeracy focus involved the children learning about shapes and colours by tracing a cardboard body outline with foam pattern blocks in different shapes. While they were decorating and engaging their creativity, the teachers helped them identify the colours and the names of each shape at the same time.

We also discussed oral health, explaining that we should brush our teeth twice a day to remove plaque. To encourage healthy teeth brushing habits, we used white board markers to draw food scraps and germs on big teeth and encouraged the children to clean these marks with a toothbrush. Dental activities for children are great as they begin to learn about proper dental hygiene and habits.



Stage 2R

By Ms Sara Haddadi

We made a digestive system out of cardboard for the children to learn about body parts and how food is broken down. We discussed the process of digestion and they practiced and developed their hand-eye coordination putting toy food into the mouth of the cardboard body and excreting it from the body in the correct order.

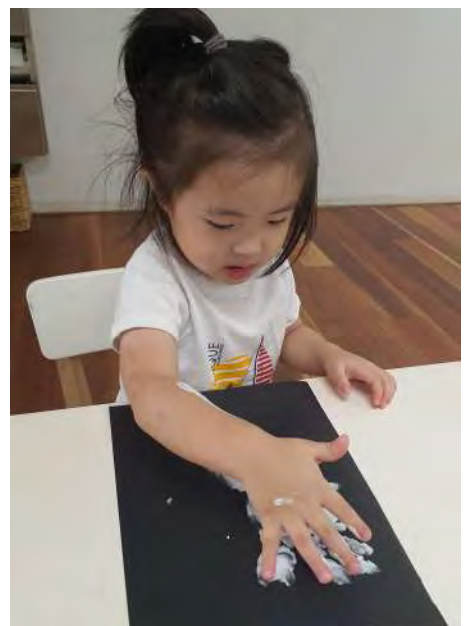
The most powerful messages we can send to children come from modelling good habits, showing an interest in their physical development and supporting them in their self-care efforts. As teachers, we model meeting the physical needs of every living thing, including the provision of snacks and drinks for children and water for plants. We engage children in the sensible caregiving of plants and animals. This way, children learn that respect and kindness play a large role in caring for their own bodies.

Have a healthy and happy weekend everyone!

Sara, Manoela and Vivian



Stage 2R: Exploring X-Rays and Bones



Stage 2R: Digestive System and Learning About Oral Health



Stage 2R: Gelatin Streaking and Exploring Shapes



“One should never count the years, one instead should count one’s interests. I have kept young trying to never lose my childhood sense of wonderment. I’m glad I still have a vivid curiosity about the world I live in.” (Helen Keller)

The inspirational life of Helen Keller underpinned the learning for 2E this week as we explored **Our Senses**. Losing her sight and hearing after an illness, Helen Keller found her own way out of the darkness using the senses she WAS born with. With her mentor, they developed a sign language they used in the palm of each other’s hands to build a bridge between their worlds to form shared understanding. Helen Keller went on to earn a Bachelor of Arts degree and became a powerful inspirational figure for the twentieth century advocating for women’s suffrage, labour rights, animal rights and those with disabilities. She wrote 14 books in her career and received a Presidential proclamation from Jimmy Carter recognising June 27 as Helen Keller Day.

Distilling this broad idea into experiences for our 2E children, we first wanted to explore the human brain and body looking at the inputs for sensory information, eyes, nose, skin, ears and mouth, noting that all of the inputs are on our head and making the connections: why wearing a helmet is so important when we ride our bikes or scooters; why we walk not run across hard floors and why we are always gentle with people’s faces for a practical connection to this learning. We looked at the human brain by diagram and it was quite interesting watching children trying to see their own brain as we described what lay beneath their skull.

Our first sensory experience brought the wonderful smells of the herb garden and essential oils together and children could add lavender, rose, dragon’s blood, jasmin or bergamot via pipette into a lily, noticing the changes in smell with each new fragrance. We discussed how in my garden I use dried Continental Basil to keep away flies and mosquitoes, as they find the smell horrible, while people find the smell very enjoyable and fresh. The class was notably very calm during this experience and we will be incorporating aromatherapy during the day moving forward in reflection of this experience.

We explored sight sensory deprivation using a blind fold, a number of items in the box and our fingers to form a mental picture in our mind to guess what the object was. Our 2E children found this very difficult but enjoyable as their dominant sensory input was removed and the disorienting feeling of relying on the ancillary input of touch was engaged. It made for big smiles, enthusiastic volunteers to this experience and we hope for better understanding and connection for the children to their own body’s function and capacity. The human brain remains the most wondrous piece of technology and this is another step forward in children understanding their own potential.

We hope you all have a lovely weekend.

Skye, Tracey and Georgia



Stage 2E: Light and Colour



Stage 2E: Sense of Smell



Stage 2E: Sense of Sight



“Weaving not only promotes fine motor skills, but helps children learn how to create patterns and work through problems they may encounter while weaving.” (Stewart, 2014)

Through our investigation and provocation on turtles and minibeasts, we have progressed into sustainability and looking after our environment. This was a natural step as we looked at concepts of 'endangered' and environmental factors that affect our turtles. Our 'Morning Meeting' yarn included discussing nets and their positive and negative impacts that they have in the ocean. The children were able to identify that catching turtles with nets would “Be very bad for them” and “They can't lay their eggs in the sand”, however, we then talked about the positive uses of nets - what if they could capture all the rubbish in the ocean? The children were very empathetic about turtles getting sick from eating litter and so, as a class we decided to make a special kind of net, a net that would remove rubbish from the water.

A repeated learning group throughout the week was learning about weaving and creating a net. Using an upside down stool, the children were able to watch, mirror and practise their weaving skills. This experience allowed them to focus on their fine motor skills as well as turn-taking, patience and mindfulness as they sat for extended periods of time to help weave a net. This experience was left out all week for children to visit and revisit and contribute to the net project. Children then used the numbered turtle 'eggs' to test whether or not the net would be able to catch it. This was an unexpected outcome from the group as the children were aware of the criteria of net and found a way to test it, demonstrating problem solving and cognitive skills.

Introducing the children to a Venn diagram, they were asked to find similarities and differences between a butterfly and stick insect - looking at all the components of the minibeasts and placing them in the Venn diagram. This experience proved to be a little tricky for the children, however, with guidance and intentional teaching, the children were able to grasp the simple concept of the experience. Modifying it through the week, the children looked at the life cycle of these minibeasts and were able to see the similarities in the beginning stages of their life and the differences at the end.

To continue learning about sustainable practices, the children made a recycling bin! The children worked to build it and then talk about what is considered 'recycling', the children could then use the recycled materials to place in the correct bin. Over the next few weeks, we will try and make other bins for the children to use in their dramatic play and to consolidate their understanding of recycling.



Stage 3R

By Ms Grace Nolan

To gauge the children's understanding and help to fill the gaps in their knowledge, the teachers used a picture of a turtle and explained that we were pen-pals with the turtle. As a group, we wrote 'Koah, the turtle' a letter to ask it questions that we wanted to find out. The children were keen to ask what it eats, how it sleeps, does it have friends and does it enjoy being underwater. This group experience encouraged the children to think about what they know already and what they wanted to find out through the medium of letter-writing. Miss Grace wrote the letter in front of them, demonstrating how to format a letter, learning concepts of print literacy. We look forward to the reply from 'Koah, the turtle' to help us understand them even more.

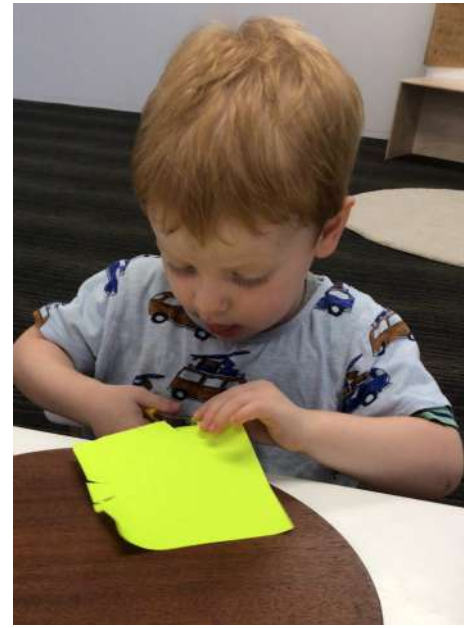
Continuing on our environmental journey, we set up an experience where the children had to determine which sensory jar would be considered 'clean or polluted' and sort them accordingly. The jars had clean/polluted air, land and water. The children loved looking, feeling and smelling the jars to decide where it would go and would order them by placing them on the corresponding card. The children as they sorted them talked about how they would not want to drink the polluted water, smell the polluted air or play on the polluted land. When we asked what we could do to help clean up these jars, the children came up with productive solutions - "Take the rubbish out with a net," "Get the rubbish in the bin" and "Not let the smoke out".

Next week we will continue to look at environmental and sustainable practices that we can do on a micro level as well as develop our weaving.

Grace, Pa, Margaret and Kai



Stage 3R: Making A Recycling Bin



Stage 3R: Learning About Pollution



Stage 3R: Weaving



“Experiencing belonging - knowing where and with whom you belong - is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community.” (The Early Years Learning Framework)

Cultural diversity surrounds us. Diverse cultures in early learning is a tremendous opportunity to help children become aware of how amazing different cultural experiences are. Children listen and learn from the people around them and so it is important to foster an openness to encountering difference in their lives.

This week in Stage 3E, continuing on our cultural journey with our provocation The World Around Me, we turned our focus to India, Africa, Brazil and Ireland as those are some other cultural backgrounds we have within our school community. Educators can inspire cultural diversity, starting by recognising our own culture, the diverse cultures of our families and sharing those aspects of our world.

Mr. Luan & Miss Deb each had a turn to share some traditions from their countries of birth this week. Mr. Luan, having been born in Brazil, spoke of celebrations, such as Carnival and famous landmarks, such as Christ, the Redeemer and the Amazon rainforest. The children created their own Carnival masks and attempted the Samba!

Miss Deb, born in Ireland, shared some Gaelic words, mythical stories, ancient Ogham writing and the children made some shamrock collages before giving Irish dancing a whirl! We all had so much fun with these!

India is a country with a rich and varying culture as vast as it is in area, in terms of language, religion, clothing and food so we focused on some aspects that are regularly seen and celebrated here in Australia. We discussed Diwali (the Festival of Lights) and Holi (the festival of colour). One spiritual and ritual symbol we associate with Indian culture is the Mandala. This represents the universe and the circular pattern symbolises connectedness.

The children were invited to create a Mandala by using marbles dipped in paint which they then swirled around on paper in a tray. This was a beautiful way for the children to create their own unique Mandala and they concentrated very hard to achieve a circular pattern making this a mathematical learning experience too. A lot of Indian culture holds spirituality at its core, therefore our Yoga and meditation lesson this week really tied in with our exploration of India.

With each of our countries this week, we explored maps, locating each one and noted its distance to Australia. This led to discussions on different landscapes and what kinds of animals live in these areas. The children demonstrated their knowledge of various creatures by mimicking their sounds and movements.



Stage 3E

By Ms Deb Walsh

Getting crafty, we created some African Spirit drums with which to dance to some traditional African music and keep to the beat. Drums are integral to African music and the children found great joy in experimenting with the different sounds they could make.

We enjoyed a lot of outdoor play this week when we could, with some obstacle courses for climbing, some time at the playground and a lot of fun in the mud kitchen in the gardens. The children love getting out amongst nature, exploring and discovering.

“Our challenge isn’t so much to teach children about the natural world, but to find ways to sustain the instinctive connections they already carry.” (Terry Krautwurst)

The 3E children continue to be drawn to dramatic play experiences. We hope to further this interest next week as we take a closer look into exploring people in our community. We plan to begin with emergency services, which will give the children a greater understanding of what they represent in our community.

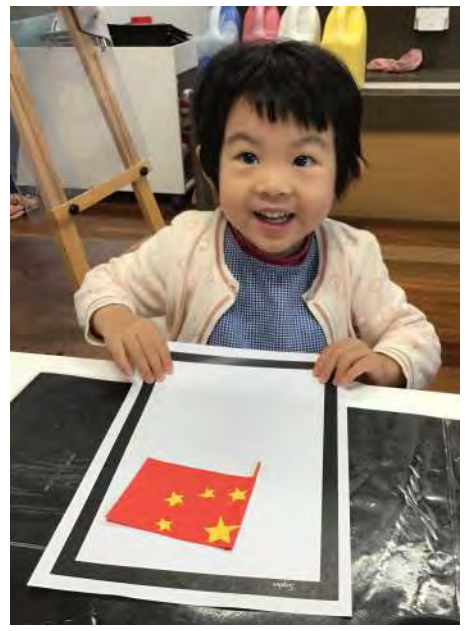
We look forward to seeing where it takes us next!

Have a lovely weekend!

Deb, Luan & Priya



Stage 3E: Creative Experiences



Stage 3E: Cultures From Around The World



Stage 3E: Extra Snaps



“Diversity is not about how we differ. Diversity is about embracing one another’s uniqueness.” (Ola Joseph, author)

Hello, Bonjour, Ni Hao, Konichiwa, Molo, Salam, Ciao, Namaste, Guten Tag, Buenos Dias!

We travelled all around the world this week, embraced each other's cultures and learnt where many countries are located. The children were instantly drawn to the colourful flags that hung from our ceiling, and our figurines of children who wore their traditional dress.

"I can see my Dad's flag!" said Viggo, pointing to the Norwegian flag.

"That's my Mummy's flag!" said Olivia H, indicating the South Korean flag.

"Where is that lady from?" asked Margaux holding the book about India.

"This person looks like Moana!" said Emma, smiling as she played with a figurine from the Pacific Islands.

“Culture is the fundamental building block of identity and the development of a strong cultural identity is essential to children’s healthy sense of who they are and where they belong.” (Educators' Guide to the EYLF, 2010)

As the children engaged with our culturally-themed learning experiences they started to gain an understanding about diversity and the links to various countries that they and their friends belong to. Rich conversations were had and thoughtful questions were asked during our group times. We discussed where each of our families originates from and which languages we speak. We have such a diverse range of cultures in our classroom, including Chinese, Taiwanese, Japanese, Indian, Vietnamese, Indonesian, Korean, Italian, English, Irish, Iranian, Argentinian, Norwegian, South African and Canadian. Each afternoon the children were invited to share their culture and traditions with the class. They brought in family photos, items of clothing and special artefacts, explaining why they were important or symbolic to their country of origin. Following on from our recent Lunar New Year festivities, we were curious to learn about other celebrations from around the world. Our story *Let's Celebrate – Special Days Around the World* by Kate DePalma featured many celebrations including Diwali – the Indian celebration of Light, and Passover – a Jewish holiday that occurs in spring.

We come from all over the world but we all live in Australia now, which led to our first storybook of the week, *I Am Australian Too!* by Mem Fox. Each family shared how their ancestors immigrated to Australia many years ago or fled their wore-torn countries, to have a better life in our beautiful country. Our next story, *Around the World We Go* by Margaret Wise, explored each continent, it's landscape, landmarks and languages. We then decided to conduct some research using Google Earth as many of the children were curious about how big Lindfield is compared to the rest of the world. First, we looked at the whole Earth, then zoomed in to look at Australia, New South Wales, Sydney and then our school's suburb of Lindfield. The children were amazed at how the app worked and that we could have a bird's eye view of our school campus. We are just a tiny part of a huge planet. The children then requested to search for other countries they were familiar with and we learnt that there are 195 countries in total.

We then had a look at some of the most iconic architectural structures from around the world. We looked at pictures of the Statue of Liberty, the Great Wall of China and St. Basil's Cathedral in Russia. Our next story, *Brick – Who Found Herself in Architecture* by Joshua David Stein, followed a lone brick who went on an adventure looking for the perfect building to be a part of. This story inspired many questions among the children including "Why are buildings made?", "What do we use bricks for?" and "What do we want to build?" To extend on this story, wooden bricks were provided for the children to construct with and they explored brick patterns by sponging rectangular shapes onto paper and then creating a cityscape with black markers over the top.

Around our classroom the children engaged with discovery trays that incorporated the Egyptian desert, camels, pyramids and ancient scriptures. The children manipulated the sand with their hands and created a natural environment with the materials. Home Corner was very popular as the children role-played with Yum Cha and sushi sets, interacting as if they were in a real restaurant. The children took turns to manipulate the chopsticks and pour the soy sauce on their food. It was wonderful to see how many of the children were familiar with how to eat these cuisines.

The children voiced that they were interested in Africa and its animals so we read *Handa's Surprise* by Eileen Browne. An African girl called Handa filled up her basket with various fruits to take to her friend Akeyo in the next village. She included a mango, passion fruit, banana, avocado, orange and guava because she wasn't sure which fruit Akeyo would like best. While Handa was walking with the basket on her head, some cheeky African animals snatched their favourite fruits. To bring this story to life, the children were invited to try the fruits that featured in the story.

To conclude our week of cultural learning, Miss Rebecca facilitated another wonderful group time where she shared more about her Korean culture. She showed us the Korean flag and explained that the circle in the middle represents the north and the south. She then brought out her flute and played *Twinkle, Twinkle, Little Star* while the children sang along, and then she played a traditional Korean song for us too. Next, she showed us how to play some Korean games where you could kick a small ball with your foot, throw four wooden sticks on the ground to earn points, and aim long sticks into a basket.

What a rich week of learning in our classroom! Next week, we will continue to share our cultures and traditions as we still have so many to explore.

Miss Lauren, Miss Emily, Miss Rebecca, Miss Angela and Miss Vivian.



Stage 4R & 4E: Sharing Our Cultures



Stage 4R & 4E: Exploring World Flags



Stage 4R & 4E: Countries Around The World (Part 1)



Stage 4R & 4E: Countries Around The World (Part 2)



Stage 4R & 4E: Exploring Bricks



Ni Hao, families!

This week for Mandarin I focused on colours and modes of transport as the basis for our learning.

We started off the lesson with our "Hello Song" as always and this week I asked the children what they thought we should say 'hello' too. There were many suggestions! "A dinosaur!", "A monster truck!", "Unicorns!", "Elsa!". The list went on and the children smiled widely as we practiced saying "Hello to..." in Mandarin.

We then jumped straight into our learning and I brought out my special flash cards for a super fun game of Mandarin charades! The aim of the game was for the children to act out a word or phrase without uttering any words or sounds. The rest of their friends had to guess what they were acting out in the shortest time possible and then we would all say it together in Mandarin!

This is a great way for the children to actively engage in the lesson while learning new vocabulary in Mandarin. The children were encouraged to work together and think of actions that could convey the meaning of the words. Playing charades was also a great way for the children to consolidate their understandings about teamwork and turn taking. It was great to see many of the children working together so well!

We also played a memory game in which the children had to remember which card was where and then say it in Mandarin. The memory game provided children with the opportunity to further develop their problem solving and ability to retain information and transfer their knowledge from one context to the next while having fun! Eventually, the children found all of the pairs and we celebrated together!

To finish off the lesson, we revisited how to say colours in Mandarin. It was wonderful to see how many of the children could remember some of their favourite colours! Well done, friends!

Looking forward to seeing you next week!



This week in drama we continued on with our theme **Bears, Bears, Bears!**

Stages 1 and 2 explored the theme of bears with help from Bella Bear and the popular nursery rhyme *Teddy Bear's Picnic*. Extending on our ideas from last week, we used our imagination to walk/jump/skip through the woods and arrive at our picnic (on the parachute). The children lined up the toys so that they were sitting like an audience. We were reminded of the skills we had learnt a couple of weeks ago and discussed **"What makes a good audience?"** We made sure the audience was facing the front and sitting nicely. We then showed the toys how good we are at balancing on one leg up high to our knees, and out behind us. We finished by shaking the parachute. Stage 2 practiced their bows for the toys and then helped to pack away.

Stages 3 and 4 explored the theme of bears by going on a bear hunt with our friend Bella Bear! Bella was lonely and she wanted to find a bear friend. Before going on our bear hunt, we needed to pack an imaginary bag. The children came up with ideas on what we might need. Some suggestions included hats, sunscreen, food and water. We used the popular song *We're Going on a Bear Hunt* as a backing for our hunt.

I always try to encourage the kids to say the words with me and as we progressed through the song, I started to leave out words for example *"We can't go ____ it, we can't go ____ it, we have to go ____ it!"* and see if the kids could fill in the blanks. Lastly, we came to a cave/tunnel. We used tippy-toes to sneak through. Oh no! We came across a big bear... I asked the children what we do when we see a bear and took their suggestions. Some suggestions included run away, hide, leave Bella to talk to the bears, standstill, or fight the bear. We then had to run away! I tested the children's memories by asking them to remember how we got to the cave and asked them to guide me back through the lake, grass, and mud!

After getting back from our bear hunt, Stage 3 enjoyed a lovely picnic. Bella Bear was there to enjoy the picnic with us. We pantomimed eating some food and sang *Teddy Bear's Picnic*. The children each came up with something that they could share at the picnic: something to drink, something to eat, or something to do.

Thanks for a great lesson! See you next week!



Music

By Ms Allegra Wallace-Wells

In this week's music lesson, one of my friends called Lulu decided to come and help us sing good morning to everyone. When I pulled out Lulu, the children were instantly mesmerised by her beautiful green (almost tennis ball looking) skin! Lulu helped us open our mouths nice and wide as we began to warm up. I then asked if any of the children remembered our warm ups and stretches from the previous weeks in order to get our bodies moving. Many of the children remembered that we needed to warm up our voices first, so we got ready to sing!

We then practiced our singing notes and Ooh's so that we could sing along to a brand-new song called *The Pirate Song*! The children were so excited as Lulu helped me teach the children special actions as we counted to five with the pirates and 'ran away to sea!' After learning and practicing our song, we sang along all together and went on a journey on our brand new pirate ship.

By the end of the song, almost everybody was joining in and keeping up with Lulu and I so we decided to bring out some special instruments for the children. We passed around and played with drums, rain sticks, shakers, xylophones and bells! Everybody loved shaking their instruments around while we joined in with *You're Welcome* from Moana and *Just Can't Wait to be King* from The Lion King. The children really enjoyed playing at the same time as their friends and repeating the rhythms they had come across in our lessons.

After this, to get the children to re-centre, we all stood in a circle and danced along to the song *Morning Matters* by Yazemin Lacey. We stretched our bodies and got all of our yawns out before sitting back on the mat.

It was lovely to see how engaged the children were in our songs and to be able to teach them a couple of new ones. Being able to play along with all of their friends really excited some of them and I can't wait to bring more fun experiences in my next lessons.

Have a great weekend!

