



REDDAM
ELS

5th March 2021

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Principal's Message

By Mrs Kath Boyd

"It's important to see the value in routines, actively involve children in them, and look for learning opportunities in everyday experiences." (Karen Winderlich)

Routines are a constant in all our lives, and this is especially true during childhood when there are routines around eating, sleeping, personal hygiene and many daily activities. These rituals often happen at the same time each day and involve the same procedures . . . therefore routines become instructions that guide a child's actions towards a specific goal.

Even the most ordinary routines have extraordinary benefits for young children. The simple action of washing hands after every toilet break or holding hands whenever they cross the road helps children to be healthy and safe, and these kinds of daily rituals are instrumental in teaching physical, social and emotional skills in a child's early years.

Good routines have a positive effect on how children feel and behave, and together, parents and teachers play a part in establishing positive routines and using everyday actions to teach lifelong skills. Families can complement our ELS routines at home to support their little one's learning and development. Routines can be used to achieve many positive outcomes, but 'two of the most important' purposes are:

- Ensuring children are healthy and safe, e.g. by making sure they're clean, well-rested and well-fed, and
- Helping children learn 'positive, responsible behaviour', e.g. how they manage themselves and interact with others.

As well as helping adults to streamline schedules and get essential tasks done, a good routine has a positive influence on how a child thinks, feels, acts and interacts. Routines also provide regular opportunities to:

- Extend a child's thinking, problem-solving skills and language development.
- Build close and respectful relationships with trusted adults and other children.
- Support a child's wellbeing and sense of belonging, e.g. 'knowing what will happen next' helps them feel safe and emotionally secure.
- Encourage a child's independence and autonomy as they learn self-help skills.
- Support a strong sense of identity and make children feel connected.

Routines are a key way to teach under fives physical skills, like doing up their own buttons or filling up their water bottle; and they also teach positive social skills, such as taking turns, sharing, learning to wait, helping others and communicating verbally. Routines also give children a sense of purpose, helping them feel confident, in control and satisfied at what they can attempt and achieve on their own. These efforts and successes can be celebrated at home and in the school environment; and all in all, a lot of important learning and development can take place during routine moments.

What kinds of routines are followed at Reddam ELS Lindfield to achieve positive outcomes for the children? From the moment your child places their bag in their locker and says 'Good morning' to their friends and teachers at drop-off, they're following good child care routines, and our teachers are keenly aware of the importance of these routines throughout the day. Routines are used to stimulate the children's thinking and enrich their learning, just like free play or organised activities do. For example:

- Children learn about **maths & sequencing** by counting plates, learning when a cup is 'full' or 'empty,' and following the same procedure when they help pack toys away.
- Teachers encourage the development of **language skills** by naming each item that's being used to care for plants in the gardens, discussing daily actions one-by-one and talking about what comes next.
- **Self-help skills** are encouraged at school and this could involve children pegging up their painting apron, scraping their own plate at the end of lunch or placing their shoes on the rack before rest time.
- Daily activities like mealtimes and story time are also opportunities for children to practise the **positive social skills** that will benefit them now and when they go to Primary School.

Morning routines are designed to help your child transition from home to school. Young children benefit from predictability and 'knowing what's going to happen next,' but it's also important to know that good child care routines aren't set in stone. Our consistent routines are flexible and responsive to support each child's learning. So, instead of interrupting an 'absorbing play experience' to have the usual 10 o'clock Morning Tea, teachers may allow the experience to play out naturally in the minutes after that time. There's also the option of creating complementary daily rituals (e.g. if your child tends to plants at school, you could get them one for home); and positive social skills (like sharing and waiting) can be practised at home, at the ELS and everywhere. All of our 8 Core Teachers would happily explain some of the good routines that are followed during the school day, and reciprocally, please share home routines that can be carried out at school with your child's teachers.

Enjoy the first weekend of Autumn.

Pictured above: Miss Lauren and Tylor (4E) & Pictured below: Hugo (1E)



Stage 1R: Creative Experiences



Stage 1R: Exploring Colours



“When we can talk about our feelings, they become less overwhelming, less upsetting and less scary.” (Fred Rogers)

The greatest gift we can give to our children is a healthy self-esteem. Children who feel valuable and who have positive outlook are more likely to achieve successes throughout their lifetime. Helping young children develop skills to identify and manage their feelings leads to an increase in confidence, self-esteem, and an optimistic state of mind - creating a healthy emotional foundation. This belief led us to the provocation for this week, a fostering of this practice amongst our children as they identify and learn how to work through different emotions.

Using The Feelings Series by Tracey Moroney, we continued giving importance to promoting children's sense of belonging by building their positive self-esteem. After learning about all the five senses last week, we reflected upon different feelings and emotions. Talking about these feelings teaches children that it is normal to feel sad, angry or scared at times and reminds the children that there are a lot of things to be happy about.

Together, we all demonstrated how to foster kindness and love in the room. Our children were invited for cuddles by their teachers and encouraged to do the same with their peers. We have beautiful snaps of moments where 1E children demonstrated their ability to extend themselves to others through gentle hands, warm cuddles and beautiful friendships. Additionally, we displayed an 'Emotions Chart' for the children to reflect on. With this visual reminder they were able to recognise facial expressions and body language, develop basic emotive vocabulary words which can later be used for more complex emotive words and, most importantly, use the device as an easy way to express themselves in a non-verbal manner.

Our sensory table offered a variety of fine motor, eye-hand coordination and social interaction opportunities for our children. The group were amused with Miss Mia's sensory play using lavender which is widely known as the most common aromatherapy to calm anxiety by impacting the limbic system - the part of the brain that controls emotions. Therefore, Miss Mia mixed purple rice with lavender oil to create a pleasant sensory bin. The children were intrigued by the relaxing smell. They spent a long and enjoyable time scooping, pouring, sweeping and feeling the rice dropping from their little hands. Furthermore, Miss Mia used peppermint green play dough and little branches to arouse our little friends' sense of smell. On top of those natural and man-made materials, Miss Charity left colourful surprising eggs with different emotion icons inside. The children tried to crack the eggs by tapping the middle of the egg on the tray. It is lovely to see how they make sense of the world by observing home activities and bringing them to another context.

Moreover, a sensory pretend-play activity invited 1E to create their own Mood Board. Provoked with 'Today, I feel like..' by using natural loose parts and mouths with distinctive expressions, the group were encouraged to make their own facial expressions demonstrating the varying emotions.



Stage 1E

By Ms Charity Acera

To enhance the children's creativity and staying in context with our theme, we invited them to crumple a piece of paper at the same time pretending an angry face whilst doing so teaching them of things we can do when we are upset and angry. We later let them use watercolour painting tools to paint on their crumpled paper symbolising that everything gets colourful and better after things go wrong. We led them to another creative sensory learning experience where they could reflect different emotions by using pasta as tools to create different facial expressions. This not only improved the children's freedom of expression through art but also revisited their ongoing learning about their five senses as they feel the varying shapes, colours and patterns of the pasta used for the activity.

We are looking forward to exploring the concepts of individuality and uniqueness through learning about **My Family**, our next focus. Please send me your beautiful snaps with your little ones as we strengthen to create the Stage 1E community throughout the year.

Gentle reminder: The children learn about feelings and how to express them appropriately by watching others. Let us all continue to show our young learners how we are feeling about different situations and how we deal with those feelings.

Wishing you all a great weekend!
Charity, Heather, Mia & Suki



Stage 1E: My Emotions (Part 1)



Stage 1E: My Emotions (Part 2)



Stage 1E: Creative Experiences



"Feelings are much like waves, we can't stop them from coming, but we can choose which one to surf." (Jonathan Martensson)

Learning to identify and express feelings in a positive way helps children develop the skills they need to manage them effectively. Talking about feelings and understanding how to name them is also an important step towards developing empathy. As part of our **Who Am I?** provocation we decided to focus on **My Emotions** this week.

Children all ages enjoy creating self-portraits. It's entertaining yet challenging to replicate one's own image in a realistic way. 2R children had a blast using all that nature has to offer to create their very own natural self-portrait! This activity helped them practise their planning skills, provided them with an opportunity to experiment with textures, shapes and colours, and allowed them to tap into their imagination and to express their emotions through natural materials. Children also expressed themselves through rock painting and created beauty through artwork. Painting provides a relaxing, open environment where children feel safe to explore their own creativity and encourages a more optimistic approach to life.

One of our sensory experiences invited the children to use their hands to explore the different emotions flash cards hidden in the rice trays. These encouraged them to then describe the different emotions and feelings while looking at themselves in the mirror. The children enjoyed taking a card at random and trying to copy the face picture and name the emotion with their teacher's encouragement and support. This experience helped the children to recognise, think and talk about emotions which is an important first step in the process of learning to manage emotions in socially acceptable ways.

2R children also enjoyed circle time activities which give them an opportunity for them to socialise and nurture their skills. The more we engage them in learning groups they learn more about themselves as they relate to their peers as well as teachers.

This week we aimed to spend as much as we could in our school's beautiful outdoor environment to help children develop physically, emotionally, cognitively, imaginatively and improve fine and gross motor skills. We are so blessed to have this lush outdoor environment which provides us with endless opportunities to enrich the children's learning holistically and foster their inquiry and discovery. Children were able to interact with each other and it helped them to learn how to take turns, communicate and cooperate with each other. It also offered rich visual stimuli and hands-on sensory experiences which allowed 2R children to use all their senses and to express themselves creatively.

Here comes the weekend again!
Sara, Manoela and Vivian



Stage 2R: Nature Inspired Portraits



Stage 2R: Feelings Sensory Tray



Stage 2R: Outdoor Fun and Rock Painting



“The final form, the finished picture, the beautiful painting is not the goal of art for young children.” (Schwartz & Douglas)

If this is not the goal of art for children then what is? It is a chance for children to express their thinking that they may not have language for yet, to experiment with colour, texture, intensity, control and abandon or to express their feelings or emotions and lastly the satisfaction of creation. Art is an outward expression of an intangible internal existence.

This week in 2E we began our observation cycle offering the medium of oil pastels to the children with the provocation questions “what is in your heart, what makes you happy?” Oil pastels are a wonderful medium for children of this age as the colours are thick, rich and vibrant on the page no matter the fine motor strength of application. From these drawings and conversations during this experience we planned our week with a focus on **My Interests** as we further expand our Term focus **This is Me**. The teachers of 2E were pleasantly surprised with the artistic expressions this experience yielded as we speculated family and pets would be represented. This was not the case at all and what was expressed were ‘Dream Balls,’ ‘Rainbows,’ ‘I like colour,’ ‘The Moon!’ and lots of spiral drawings which we assisted in naming.

Our art and sensory experiences drew from the children's stated interest in these topics. Firstly our art experience used spinning tops dipped in paint, with a fine motor challenge to get a flick between fingers creating enough force to make the top spin. As the top span it mixed and flicked paint outward and created lovely spiral patterns underneath mixing colours as it travelled. The underpinning theory of this experience was also to introduce children to the theory of gravity kinaesthetically as we explore the Moon next week, it's cycle and why it doesn't float off into space.

We used water beads at our sensory table inspired by the ‘Dream Balls’ picture, inviting children to hold the balls to the light to witness how the world was flipped upside down between the walls of the transparent ball. Children could experiment with pipette and tongs, placing the balls in a jar and noticing the optical illusion of the balls disappearing into the water as though they were not there at all . . . fascinating!

During our differentiated learning groups we explored themes of negotiating space, collaborative play and making friends with similar interests. We went to the shops and thought about how to get there, what to buy, how to pay and healthy food choices. We cared for babies and considered their needs, how to express comfort and created a narrative for play to follow. For the children who have already expressed an interest in symbols we used cars to follow the formation of letters in children's names, the meaning of road signs and their corresponding shapes names. We described road rules and why we have them so everyone interested in cars can play together enjoyably creating those vital peer relationships for children's well being.



Stage 2E

By Ms Skye Parker

The artistic provocation also inspired science investigations during our learning groups as we explored and experimented making our own rainbows with sunlight and water, as well as experimenting with mass and velocity using a ramp and cars to discover a physics rule.

Our numeracy focus is using the *Numbers Corner* game for recognition and *Hide and Seek* for rote counting and counting backwards as we prepare children for a session transition. Our literacy focus continues to hold a social and emotional focus as we explore manners, welcoming new siblings to a family or using our imagination to create a narrative or develop cognition to theorise cause and effect within a story.

We have welcomed a number of new friends to 2E and it is lovely having Amelia, Evie, Hannah, Kaylee and Mia and their families with us in our happy room. Please remember to email me any snaps of the weekend you would like to share, as we keep our Belonging Tree photos current and a source of conversation and comfort for children. Please also remember to let us know if you would like anything added on the program and thank you for the wonderful feedback from the individual observations and updates on Tapestry. We appreciate this feedback very much and value your opinions.

We hope you have a lovely weekend.
Skye, Georgia and Tracey



Stage 2E: Rainbow Spirals



Stage 2E: Dream Balls



Stage 2E: Extra Snaps



“The natural environment provides a space where children can play, inquire, practice safe risk taking, build relationships and develop a deeper understanding of diversity.” (Nimmo & Hallett)

As we dive deeper into learning about the environment and the effects it has on our wildlife and insects, the children have shown continued interest and enthusiasm to further extend their knowledge. This week we looked at sustainable practices such as making a compost jar, exploring our pollution jars, the effects of water quality on our environment as well as making a small habitat to encourage minibeast sightings!

In our intentional teaching groups, the teachers encouraged the children to make a group compost jar. The children were curious as to what a compost jar would include, when the components of the compost jar were put out for the children to explore and found out about how these materials are used to break down food scraps and create nutrient filled soil for our plants to grow. The children all have turns filling the jar and adding some of morning tea's food scraps into the jar. This experience was followed with an experiment of the effects water pollution can have with our plants.

With Miss Margaret, the children cut celery so that the bottom part was exposed, they then placed them into two jars - one blue and one red. The children were asked to think of what may happen. Some children knew that the leaves would change colour, while others thought that there would be no change but that the water would keep it alive. Placing the jars on the windowsill, we were able to see the changes happen, with the leaves turning into red and blue and the children being able to observe these changes. This experience encourages *“observing, noticing and responding to changes in the environment.”* (Victorian Government, 2018)

Continuing with our turtle project, the children this week were inspired to create turtle eggs. Using newspaper to scrunch and shape into balls, the children discussed the importance of keeping beaches clean for the turtles to be able to lay their eggs in the sand. The children then painted the eggs a white colour to represent the eggs realistically. Other groups were able to further paper mâché the shell - we are very close now to working on the head, flippers and tail before we paint it.

The previous week we used our 'Morning Meeting' to construct a letter to the turtle Koah, this week, we asked the children to make a card to send to Koah as well. The children loved this idea and began to draw turtles on their cards and make meaningful marks inside which the teachers were able to annotate for them. This experience allowed children to work on their fine motor skills, their pencil grip and beginning to form questions and literacy concepts as they write a note to Koah. The children have been engrossed in the 'Name Game' where children identify beginning letters to recognise their own names and the names of their friends. We hope to extend on this by making another matching game and providing more opportunities for the children to explore letters and print literacies.



Stage 3R

By Ms Grace Nolan

Furthermore, reading the book *Bug Hotel* by Libby Parker, the children were fascinated by the different insects and habitats that they saw. The book itself is filled with information about specific minibeasts and the essentials to make a bug hotel. The children jumped at the idea of making their own bug hotel, and with that, we ventured into the campus grounds to scavenge for twigs, dried leaves, stones and bark. The children enjoyed finding and collecting these which we then used to categorise and sort. The teachers found newspaper and cardboard pieces to add as well. As a group, the children were able to sort the materials so that all the same pieces were together. The children loved making the bug hotel and we hope to extend on this further by writing a sign and finding the perfect spot for it to attract all the minibeasts so that we may observe them. Throughout this experience, the children are showing their curiosity, care and respect for their natural environment as they strive to create a habitat that will encourage insect life to flourish.

Next week we will continue to build our bug hotel and get it up and running as well as working on the finishing touches to our turtle shell. We hope that Koah the turtle will have also replied to our letter as we are waiting patiently for the answers to our questions!

Have a lovely weekend!

Grace, Pa, Margaret and Kai



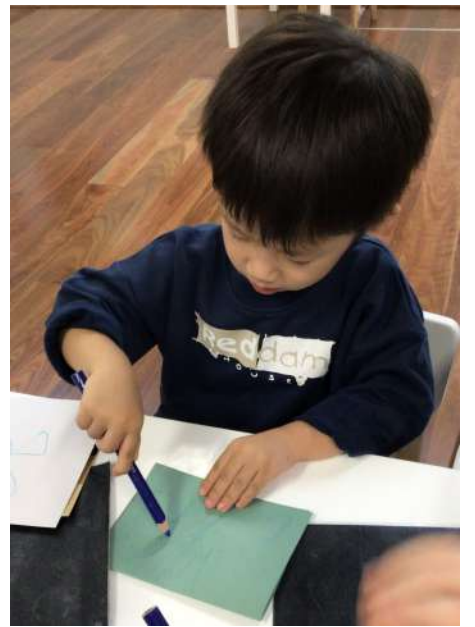
Stage 3R: Celery Experiment



Stage 3R: Making Compost Jars and Ocean Process Art



Stage 3R: Rock Painting and Writing Letters To Turtles



"In play, children create stories about their experiences and their identities." (Jean Piaget)

The 3E children have all settled in really nicely over the past few weeks as they grow more and more confident each day. We have established a flexible yet solid daily routine which is beneficial by helping to integrate children's learning with an organised connection. When children are involved in a good routine, not only do they feel confident and in control but they develop a sense of security and feel safe. This helps to create a thriving learning environment as children can make predictions about their day and the world around them.

Following on from our focus on My Culture, with our provocation **The World Around Me**, we have extended on this learning by exploring 'My Community'. To begin this week, we delved into the world of Emergency Services. At our group times we discussed "What is an emergency? How do we know that there is an emergency? And what to do in an emergency." The children were very interested in this topic, talking about police officers, firefighters and ambulance crew. We noted the sounds a siren makes plus the sound a smoke alarm makes, discussed why they make that sound and why emergency vehicles have red and blue lights.

Our discussions and stories on this topic inspired the children to create many emergency scenarios through dramatic play. From playing doctors treating patients to 'driving' emergency vehicles around the room making siren noises, the children have been very actively participating in this learning. To further aid them in their dramatic play, we invited the children to make their own individual firefighter helmets and provided them with some large cardboard boxes for some open-ended role playing which proved to be very effective. What wonderful imaginations they all have as they draw on their knowledge and exude enthusiasm in their learning.

We incorporated lots of sensory and creative experiences into our educational program over the past few weeks. Sensory learning experiences support cognitive development, mathematical thinking, fine motor skills and foster a love of learning through experimentation. This week we made some 'fire' slime (red slime and yellow slime). The children were encouraged to mix the two & were intrigued to find they made an orange colour as a result. This has inspired a keen interest in colour mixing among the class.

These kinds of learning experiences encourage learning through exploration, curiosity, problem solving and creativity. Modelling clay, sand and loose parts play also contributed to our sensory learning this week. Pre-operational activities encourage hands-on learning with physical objects that change shape. When children play with clay, sand or play dough and an adult talks to them about what they are experiencing while they play, this moves the child towards understanding two-way logic.

We look forward to another exciting week of fun and learning next week!

Have a wonderful weekend!
Deb, Priya and Luan



Stage 3E: Creative Experiences (Part 1)



Stage 3E: Creative Experiences (Part 2)



Stage 3E: Shapes and Construction



“A people without the knowledge of their past history, origins and culture is like a tree without roots.” (Marcus Garvey)

Our travels continued around the world as the children learnt about more countries and cultures, including where the teachers come from. We are so lucky to have a variety of different cultures in our classroom, where we can share our traditions, stories, cuisine and home languages. Learning more than one language can be a rewarding experience for children. Children who use more than one language can understand and relate to a wider range of people in their community and have the ability to express themselves in more than one way.

Tips to help children learn more than one language (Mitchell. B. 2011, *Raising Multicultural Children*):

- Always use your home language when talking with your child (90% of the time).
- By speaking in your home language, you will be providing the best language model for your child. The stronger a first language, the easier it is to learn a second language.
- Expose your child to your own language in many ways – share books, songs and games with your child in your home language.
- Talk with your child in your home language while doing everyday activities, e.g. hanging out the washing and playing at the park.

France: At the beginning of the week, we landed in France and learnt some French greetings with Miss Lauren. “*Bonjour!*” “*Ca va?*” “*Tres bien!*” “*Au Revoir!*” “*S’il vous plait.*” and “*Merci Beaucoup.*” The children continued to practise their French throughout the day, saying please and thank you during meal times, and hello and goodbye as we interacted with the teachers at our campus. Our French story of the week was called *A Book for Escargot* by Dashka Slater. Miss Lauren read the whole story in a French accent and translated the French words. We even learnt to count from 0-10 in French too. Our French snail went on many adventures and the children thoroughly enjoyed his sweet sense of humour. We then looked at the French flag of blue, white and red and learnt the names of some famous landmarks including, the Eiffel Tower, Louvre Museum, Notre Dame, and Arc de Triomphe. To conclude our day of French culture, Miss Lauren invited the children for a Parisian afternoon tea of croissants with raspberry jam. C’est bon!

Canada: Miss Lauren shared her mother’s culture, explaining that Canadians speak both English and French, and that the flag features the iconic maple leaf in the middle. The children enjoyed a story called *Maple Syrup Season* by Ann Purnell, and were amazed at the process that’s involved to make the bronze, sugary goodness. Maple trees are tapped towards the end of a very cold winter, the sap is collected and then heated in a sugar house until it’s just the right colour. The children were invited to taste some maple syrup that came all the way from Ontario. The children also learnt about Canada’s animals including the moose, beaver, raccoon, bears, squirrels, blue jay bird, Arctic wolves and polar bears. Canada’s northern provinces make up a large part of the North Pole and are home to the Inuit People who still fish and hunt on the ice. The tradition of constructing tall “Inukshuk” structures out of rocks helps them mark the best hunting areas across the Arctic. The children also had a turn of stacking wooden blocks to create their own inukshuk towers, now a favourite activity of theirs during our quiet time.

India: The children were captivated by Miss Emily’s Indian culture. She invited them to create their own “Diyas,” which is a small lamp that is lit, especially at Diwali (New Year’s in India). Diyas are typically made of clay with ghee or oil used as the fuel, and cotton wool as the wick. The children were delighted by this idea and used their fine-motor skills to manipulate the clay into a candle holder. The children then painted and decorated them with coloured sequins to make them extra bright - and the results were breathtaking.

During group time Miss Emily explained that her parents were both born in India, and she had a special bag of treasures to show the children. The first item was a jewellery tray with a picture of a man and woman dressed in traditional Indian clothes. The children were interested to see what people wear in India, including a man in a turban. Eight special elephants then made an appearance and one was from the Taj Mahal, which is one of the most famous buildings in India, made out of marble and special stones. Miss Emily then shared one of her favourite books, *Pattan's Pumpkin: A Traditional Flood Story from Southern India* by Chitra Soundar. A man named Pattan lived with many animals at the foothills of the mountains. One day he finds a special plant and decides to put it next to his house where it eventually grows into a pumpkin as big as a mountain. In the afternoon, "Banana the Tiger" (Miss Emily's soft toy) brought in some papadums for the children to try.

Italy: Our home corner was transformed into a pizza restaurant where the children cooked their own wooden pizzas in the oven. To extend on this interest the children created traditional margarita pizzas with tomato sauce, mozzarella and basil. The ingredients reminded us of the colours of the Italian flag - red, white and green, as the children each had a turn of adding the toppings. Our pizzas received a big thumbs up at afternoon tea time. *Delizioso!* We couldn't travel to Italy without hearing the story of *Pinocchio* by Carlo Collodi. We discussed the characters and themes of the story, including the importance of always telling the truth.

South Korea: To conclude our travels, Miss Rebecca brought us back to her home country, inviting us to make some Korean-style sushi. In Korea the ingredients are cooked in a frying pan, whereas Japanese sushi is usually fresh and raw. The children were introduced to a variety of vegetables such as cucumber, carrots, radish, and capsicum to place on their nori sheet with rice. They then rolled it up and were encouraged to try it. Next, Miss Rebecca showed the class how to make Vietnamese rice paper rolls by soaking rice paper and filling it with sliced vegetables. So healthy and tasty!

What a busy week of travelling we've had together. Well done to the children for embracing new cultures and traditions with lots of curiosity and enthusiasm. Next week we will explore what it means to belong to our community with a focus on our emergency services.

Lauren, Emily, Rebecca, Angela, Vivian and Allegra



Stage 4R & 4E: France and Canada



Stage 4R & 4E: Exploring India



Stage 4R & 4E: Making Pizzas



Stage 4R & 4E: Korean Sushi and Asian Cultures



Stage 4R & 4E: Extra Snaps



Playball

By Coach Lauren Giuttman

It is so exciting to be together again!

We started our lesson with the "forwards/backwards" game. Ask your children! When I blew my whistle once, the children walked forwards; when I blew my whistle twice, the children walked backwards, but... I got faster and faster and faster until we were moving like crazy and it looked like we were dancing!

Moving on, I brought some balls with me. The children placed them between their feet and jumped as high as they could. We all had such a good laugh. We then placed it between our knees and tried to walk trying our best not to let the ball slip – we were waddling like little penguins.

Then it was time for soccer... We did some free kicking around the court, always remembering to watch our ball. The children dribbled (little kicks) the ball around the court and when Lauren blew her whistle, we "trapped" the ball with our foot – great **balancing** skill. The children also placed their balls on a ball holder, waited for me to blow my whistle and kicked it off the ball holder as hard as they could.

We even did some "headers" – we stood in a line and I gently "boofed" a soft ball on children's heads to give them an idea of what a "header" is. I taught them that we try our best to first move our head backwards, then forwards to "boof" the ball as hard as we can – with our heads – **not using our hands at all.**

I placed soccer goals on the court and the children all had an opportunity to line up individually, place our ball on a ball holder, keep our eye on the ball as well as the soccer goals and kick it into goals... We know that if the ball doesn't go into goals, we don't get cross or upset – the **"more we practice; the better we get!"**

Then, I placed different coloured ball holders all over the court and instructed us as to which colour to run to. Sometimes we would be at a certain colour, say, yellow and she would instruct us to run "to yellow". The children laughed because I can be such a tricker.

Well done buddies. Have an awesome weekend!



Namaste, parents!

This week in Yoga Class we went on an underwater adventure with our poses!

To start off, we sang our "Namaste" song and bowed to each other while we took a big calming breath.

The children then all pretended to jump into the water and go for a surf with our first pose. We balanced on our surf boards and stretched our arms out as far as they could go to keep us balanced. But then, uh oh! I spotted a wave coming out of the corner of my eye and the children and I had to use arms to stay steady on our boards by moving them up and down and round and round!

After all the waves cleared I spotted a mermaid in the distance! The children didn't want to scare her away so we all got down onto our Yoga mats and pretended to be mermaids too! We made our legs into a "tail" by holding them close together on one side of our body and then twisted around to smile at the mermaid and say "Hello!"

When the mermaid finally spotted us, she dove back into the ocean, so we dived in after her and practiced our swimming poses! The children all lay on their tummies and moved their hands like a turtle's flippers to swim through the ocean.

When we had finished our wild water adventure we tried out some more challenging stretches, attempting to make bridges with our bodies and stand on one leg like a flamingo!

To finish off our lesson we all sang along to the "Om Song" that we learned from Miss Tati last year. It was great to see how many of the children remembered the words and the actions! We then all lay down and closed our eyes to practice our deep breathing to refocus our minds before continuing our learning for the day.

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



This week in Mandarin our focus was all about **Fruit!**

We started the lesson with our "Hello" song and this time we could say it so fast that when we said "Ni hao" it sounded like a police car siren! We all had a big giggle together.

I then got out pictures of tropical fruits including papaya, pineapple, mango and dragon fruit. Many of the children could identify pineapple and mango but only a couple of children could identify a papaya, and no one had seen a dragon fruit before! I explained to the children that Papaya can be mixed with milk to make a delicious drink that is very popular in Asia.

I also told the children that the dragon fruit - or pitaya, is very popular in many Asian countries too, especially in Taiwan where I come from. It has a light sweet taste, a very interesting shape and colour, and has a texture between that of a kiwi and an apple. In addition to being tasty and refreshing, it contains a lot of water and has been found to be very good to eat – some people even call it a superfood! The children then practiced saying the word for each of these fruits in Mandarin before we moved onto our game for the day.

I told the children that we would all pretend going to the shops and we wanted to fill up our baskets with delicious fruit. But we could only put the fruit in our basket if we could find its matching colour in Mandarin. We went around our learning circle and each child had the chance to have a go and play the game. This was a great opportunity for new words and incorporating them into a sentence which went "Wor Shihuan (name of the vegetables)", which means "I like ...". I told the children that instead of vegetable names, we can add other words into the sentence, for example "Wor Shihuan Ni" means "I like you".

To finish the lesson, the children danced to *Head, Shoulder, Knees and Toes* in Mandarin while practicing the words.

Thanks for a great lesson and see you next week!



This week in Drama the children had their third and final lesson on the theme **Bears, Bears, Bears!**

Stages 1 and 2 started the lesson by singing the popular song *Rock-a-bye Your Bear*. They were encouraged to sing along and follow the actions. Stage 2 had a read with me of the book *A Beginner's Guide to Bear Spotting* by Michelle Robinson and David Roberts. The book instructed us to react if we see a black bear or a brown bear. I showed Stage 2 pictures and asked them to either fall asleep or walk backwards. We finished Drama with a visit from the rabbit puppet.

In Stages 3 and 4 we started the lesson reading *A Beginner's Guide to Bear Spotting* by Michelle Robinson and David Roberts. The book explains two different types of bears: black and brown bears, and what to do if you find one in the wild. Last week when we used the popular song *We're Going on a Bear Hunt* as a backing for our hunt, we didn't know what to do when we saw the bear! Luckily, this week we had some tips from the book. We mimed spotting and then going through the mud and through the lake and coming to a cave. When the children got to the cave, I held up a picture of a bear (black or brown) and asked the children what to do. First, was a big black bear... I asked the children what we do when we see a black bear to test their memories. The book told us that when we see a black bear, we need to back away slowly.

Next, oh no! We came across a big brown bear... Again, I asked the children what we should do. The book told us we need to lie down and stay very still if we see a brown bear. Then we saw a brown and black bear at the same time! The children were very excited to spray the bears with pepper spray. We then all pretended to run away!

Stage 4 continued to work on the drama technique called 'Hot Seating'. This is where the children are asked questions about their character and encouraged to come up with creative answers. They are asked to stand and reply in sentences. This week they were either a black or brown bear. Some questions asked were "What is your cave decorated with?" And "What do you like to do in your spare time?"

Thank you for a great time and see you next week!



In this week's music lesson, Mr. Guitar and his friends came back to say "Hello!" He wanted to tell us all about the week he'd been having through song and story!

First, Mr. Guitar sang to us about his friend Bingo, the dog that he likes to help the old farmer take for walks. While singing about Bingo, each time through we added different movements and slowly replaced the singing with claps to jumble up the song. After we had sung along with Mr Guitar and Bingo, I started to tell the story about my walk in the park the other day. While I was walking, I smelt lots of food and heard people laughing so I went to look closer and realised all of the teddy bears were having a picnic at the park!

I then introduced the children to my teddy bears Bella and George who wanted to bring the picnic to us. We listened to an Orchestra playing *The Teddy Bear's Picnic* and pretended to eat some food out of the picnic basket. We made loud crunching noises and slurps while enjoying our picnic with the bears. After this, the bears were very full and tired, so they decided to go off to sleep. While they were asleep a baby bumblebee buzzed over and began to nibble at the bears' food! George woke up just in time to catch the bee and teach us our new song called *Baby Bumble Bee*.

George taught us the movements and I helped us learn to sing along with lots of buzzes from everybody. After telling the story of our bee, we were all still buzzing so we got up to do some dancing about. We stood in a circle and jumped and danced around to our *Having Fun* song with jumps, hops, skips, claps and shakes. We then went around the circle and got everyone to show us their favourite dance moves and we all copied our friends.

To end the lesson, George and Bella came back out to sing *Rock-A-Bye Your Bear* with all of their new friends. The children were really attentive in this week's lesson, listening closely to all the different kinds of music and paying attention to the stories and their details. Well done friends!

Everyone really enjoyed themselves this week and I can't wait to be back next week!



Happy Birthday!

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



04/03 - Bryan (1E)



04/03 - Araiya (4R)