



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

12 March 2021

Principal's Message

By Mrs Kath Boyd

"A challenged world is an alert world. Individually, we're all responsible for our own thoughts and actions - all day, every day. We can all choose to challenge and call out gender bias and inequality. Collectively, we can all help create an inclusive world."
(www.internationalwomensday.com)

We are blessed to have a very powerful, passionate team of Early Childhood Educators at our school. As magnificent as Luan and Kai (our two male teachers) are . . . this week I'd like to acknowledge and thank the fabulous women - staff, teachers, mums and grandmothers - who enrich our ELS Community. **International Women's Day (IWD)** is celebrated each year on the 8th of March, and the theme this year was #ChooseToChallenge. IWD was established to inspire everyone to help forge a better, more inclusive gender-equal world, by raising awareness and organising concrete action. We aim at Reddam ELS Lindfield to support families by promoting gender equality in our children's world, and build a future that is more balanced than today.

By teaching our children to respect others, and by leading by example – ensuring our own rhetoric and our treatment of others is respectful and positive – we (teachers and parents) can still keep consistent messaging in their own community and children will see that as the norm. The Stage 3 Team and I were touched with the following message we received from a mum when asked what she would like to see incorporated into the classroom's program:

"It is healthy and helpful to introduce children to the idea that gender is a construct and they are more than the stereotyped boy or girl construct society thrusts upon them. My son loves to dress up, play Barbies, dance, be a princess. He also loves to build, create Lego masterpieces, rough play, be a loud lion/dinosaur! We have taught him from a young age that there are no girl/boy colours or clothes or activities. We are very mindful to choose books that implicitly and explicitly encourage him to think beyond gender stereotypes. I think there are many teachable moments in a child's day where we can expand their understanding of gender and different types of families and help them move beyond rigid categories of gender. Supporting and accepting others and having empathy is also an important part of this." (3E Parent - 2021)

In this digital world, where people live out their lives via Instagram posts and status updates, body image and gender stereotypes seem to now invade life from an early age. Again, as teachers and parents, we can shift the way girls are spoken to and how boys treat girls by challenging stereotypes and ensuring everyone is treated equally. As Hillary Clinton said: ' . . . to all little girls . . . never doubt that you are valuable and powerful and deserving of every chance and opportunity in the world to pursue and achieve your own dreams.'

Principal's Message Continued...

By Mrs Kath Boyd

There is plenty we can do, both at school and home, to address these differences:

- Challenge stereotypes when using examples, such as female firefighter and male nurse.
- Treat children equally – girls can carry things; boys can cook.
- Aim to use gender-neutral language – girls are strong and deserving, not pretty and sensitive.
- Encourage gender-challenging activities – boys could try gymnastics, girls could try soccer.
- Encourage mixed gender play dates and play groups.
- Avoid phrases such as 'you run like a girl', or 'she's only a girl'. If these comments do arise, question and challenge their reasoning, using examples of successful women.

In such an information-driven environment, children today need more information, not less. Discuss what they hear, maintain open conversation and reassure and empower them with education and knowledge. Encourage your children to ask questions, and help them seek the answers. They will be the next generation that continues the campaign for equality. Whether and how they do that is up to those that care for them and guide them today. We can teach them to check facts, question statements, seek their own opinion, and know the values of right and wrong. With these skills they will be able to work towards a society that values the rights of everyone equally.

On this note, our 2021 **Mother's Day Celebrations** will be held at the ELS (in each classroom) on **Friday 7th May**. Mums, get ready to be pampered and adored! Join us from **8.30 to 9.30am** to enjoy activities, a delicious treat and gifts that the children have lovingly created. Please mark this date in your diary!

Enjoy your weekend celebrating the wonderful women in your life.

Pictured above (L– R): Inspirational Women - Manoela (2R Teacher)& Vivienne (2R), Chiara & Avivah (4E), Carolina & Mila Rose (4E). Pictured below: 1E 'Families' Provocation Display.



***"When spider webs are wet with dew, that soon dries,
expect a fine day."*** (Folklore Saying)

Welcome to Week 8! To extend on our provocation **Storytelling, Songs & Nursery Rhymes**, this week we started exploring the popular nursery rhyme, **Incy Wincy Spider**. Throughout the week the children were a bit puzzled about what was hidden in the tray covered with cling wrap presented at the beginning of this week - a real 'Huntsman' found by Miss Heather! Thanks to Miss Heather, the children had a realistic opportunity to have a closer look at a live spider.

A variety of sensory experiences were incorporated into our daily program. The children took initiative to involve their hands exploring creepy crawly spiders who were weaving and hiding in the cotton webs. The hidden spiders evoked children's curiosity and interest to take them out from the webs which stimulated children's new wonder in the elasticity of the cotton webs by pulling and stretching them. We also incorporated a spider web on the wall using cotton yarn and added spiders for the children to investigate. Additionally, the children extended their learning and knowledge of using magnifying glasses, which they know can magically make small things become bigger and clearer. The sensory learning experiences have inspired the children to be curious and involved learners to confidently explore, respond and deepen their understanding of the world around them.

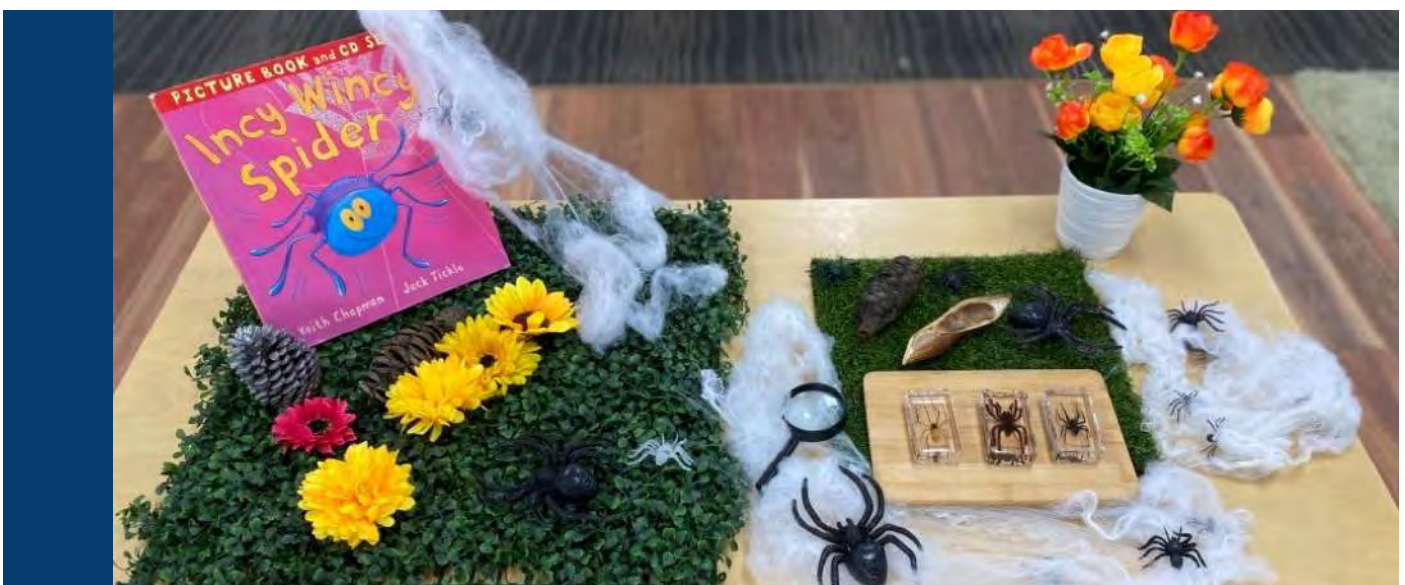
On display at our provocation table, the children were able to see pictures of different types of spiders that we have in Australia and we discussed that many species can be harmful to us and although there are others that are not poisonous, we should always keep our distance.

Our creative experiences were reflecting this week's focus as well as based on children's interests. We used spider figurines to make 'spider prints' and used the colour black to represent a wide range of Australian spiders. The reason behind spiders creating a web is to catch their prey. To extend on this, the children were given the opportunity to create their own web with yarn. The teaching technique of modelling was applied.

As the nursery rhyme mentions rain, the children were invited to a science experiment of creating a rain cloud in a jar. We sprayed shaving foam on the top of the water that filled the jar, and then blue food colouring was poured at the top. The experiment stimulated the children's curiosity as they were all engaged in the experiment observing the food dye flowing through the shaving cream and finally merging into the water!

Next week we are focusing on **Baa Baa Black Sheep**.

Natalie, Doris and Suki



Stage 1R: Investigating Spiders



Stage 1R: Extra Snaps



“Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges the children’s interdependence with others and the basis of relationships in defining identities.” (The Early Years Framework for Australia)

It is heart-warming to see the growing community that we have built in 1E. The children, old and new, are now confident in playing alongside each other and as well as opening up to their teachers both verbally and non-verbally at times of distress and in need of comfort. These secure attachments we have observed are reflections of how the children are now working towards developing their strong sense of self-identity and connection to their world. In addition to this, I am grateful for the parents continuing to support in creating secure and trusting relationships with the 1E community. Their prompt response in creating our Stage 1E Family Photos Display Corner was just commendable.

Following on promoting this sense of belonging and community in 1E, we invited the children to engage in hands-on activities that stimulate their cognitive development, social interaction skills and most importantly build their strong sense of self. Our sensory table promotes our children’s imagination and fine motor skills development through manipulating our laminated visual aids on family members as well as photos of diverse families around the world to promote a strong sense of community and diversity awareness amongst our little children. Promoting their vocabulary and language development skills, Miss Charity used their actual family photos to identify their loved ones. At this point, we observed sustained focus amongst the children as we showed them familiar faces in the photos.

More so, Miss Mia included a sensory experience using natural flowers, leaves and sticks, inviting the children to stick these resources onto a contact paper creating a beautiful garden collage relating to the lovely garden spaces we have at our grandparents’ homes. This was after when we were inspired by the book written by Trace Moroney called *The Things I Love About My Grandparents*. Spending time with grandparents helps us all feel happy, secure and loved.

We also explored the topic by engaging them with their favourite nursery rhymes such as *Five Little Ducklings* and *Baby Shark*. These songs not only enhance the children’s early numeracy learning but also supports their imaginative play of the concept of mummy duck and little ducklings out to play and the thrilling family of sharks ready to hunt. Significantly, the use of blue and white water beads, shells, rubber ducklings and a magnifying glass reinforces their fine motor and eye-hand coordination skills. We continued enriching our learning about family using our ‘Family Face Playdough Mats’, play dough and natural loose parts to express themselves in putting out facial features to the identified family member. We have daddy, mummy, brother, sister and baby mats for them to be creative in the experience. Our eager friends were keen on identifying parts of the face verbally naming ‘eyes, mouth and hair’ whilst others tried to copy their teacher as she identified it with them.



Stage 1E

By Ms Charity Acera

Pets have also become vital members of a family. The joy and love they bring is priceless thus we invited the children to a floorboard activity of matching the body parts of our favourite pets inspired by the book *Flip Flap Pets* by Axel Scheffler. Strengthening this cognitive learning, Miss Heather also showed three animal families, The Giraffe Family, the Elephant Family and the Hippopotamus Family. Here, we observed the children's prolonged interactions with their teacher as she introduced their kind, their sizes and as well as engage in a pretend play of choosing which is daddy, mum and baby and which animals belong to which family as an enhancement for their visual discrimination skills.

For our art activity, we encouraged the children to make handprints for self-awareness, sensory learning and fine motor enhancement. Here we guided them to create their own family tree handprint artwork, as well as, learn colours green and brown for more cognitive and vocabulary skills development.

It was indeed an exciting week learning about families. Next week we will bring the fun things we do at home with our family to school. Expect going for nature walks, baking and even doing the household chores such as doing the laundry and washing the plates!

Wishing you all have a lovely weekend!
Charity, Heather, Mia and Suki



Stage 1E: All About Family (Part 1)



Stage 1E: All About Family (Part 2)



Stage 1E: Creative Experiences



"Our sight is the most perfect and most delightful of all our senses." (Joseph Addison)

As part of our *Who Am I?* provocation, this week our focus was **My Sense of Sight**. Each week we will focus on stimulating one sense at a time. Senses allow us to observe and understand the world around us.

The 2R children have demonstrated a keen interest in science-based experiences where they can work together in a hands-on manner. One of our experiences involved children experimenting a STEAM activity to observe the reaction between ice and salt. Our little scientists observed that when we poured salt onto ice, we could hear the ice cracking as the salt began to create tiny craters. Children noticed that the colour sat on the salt vibrantly before soaking down through the craters. We also experimented with water and realised the more water we added, we could create even bigger craters!

We also introduced colour mixing and absorption by creating a walking rainbow experiment. We placed different coloured water into glasses and connected each of them using paper towels. The children could watch the paper towel absorb the colours and merge with one another creating new colours. Our little ones were amazed as coloured water seemed to travel along the paper towels and into the empty pots like magic!

Our art activity involved the children creating tie-dye tissue papers. We folded the paper in as many pieces as we could, then 2R engaged their fine motor skills using pipettes and dripped different food colouring on a folded towel. At the end, we unfolded the paper to reveal magical patterned designs. This activity was all about science, arts and math. We discussed with our children that the paper towels are made from trees and trees absorb the water through a process called capillary action. As we dripped coloured water onto the paper towel, it quickly spread out through the capillary action.

The children also observed some beautiful symmetrical patterns. Each fold of the towel crests a new axis. When we dropped colours on these axes, we made symmetrical patterns. So we used reflective thinking for this simple activity to consider why things happen and what can be learnt from these experiences. This activity also helped children with their understanding of colours. Purposefully, we used primary colours including blue, yellow and red colours and the children noticed that as the primary colours merged, they created some new colours which we call secondary colours.

Furthermore, our little scientists enjoyed a fizzy experiment. Children poured coloured vinegar in a tray filled with baking soda and watched how the two reacted and eventually it bubbled over the top and they saw chemical reactions happening in front of their eyes. As children conducted this experiment, they also developed a greater understanding of colours while building on their fine motor skills.



Stage 2R

By Ms Sara Haddadi

As responsible teachers, we realised that incorporating STEAM activities make the learning explicit and it significantly boosts children's engagement and outcomes. When it's play-based, this learning will have a natural and positive impact on children's social, physical, emotional and cognitive development. The best learning happens when children play.

Parents also have an important role to play in helping their young children develop STEAM skills. We can simply start with the precise language we use when children are playing which can make a big difference in their life. For example, when children are building we can make comments like: "Wow, when you put those two things together it was very stable," or "Notice when you go up higher, it looks wobbly." That helps the child sit back and think about what's happening and by doing that we are empowering them to become a part of the teaching process because we believe they are all capable and competent learners.

Have a beautiful weekend everyone!
Sara, Manoela and Vivian



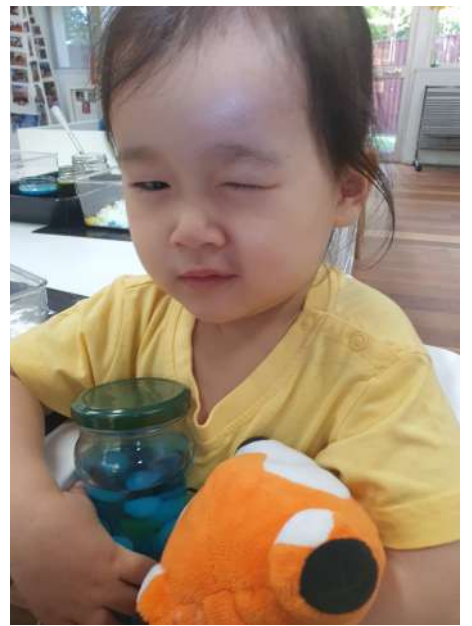
Stage 2R: STEM Experiments (Part 1)



Stage 2R: STEM Experiments (Part 2)



Stage 2R: Little Investigators



“Children gain deep satisfaction and knowledge from following their own interests” (Unknown)

Week Eight in the 2E room has been a joyous celebration of curiosity, determination, creativity and cooperation. We have continued our exploration of children's observations programming specifically for our focus this week, **My Interests**. We have enjoyed a cross section of experiences as a result, finding something for everyone.

For those among us who enjoy artistic expression, 2E created their own nature piece using a foraged branch and a collective group sit down dedicated to extending children's interest in rainbows representing all the major colours. Hopefully we will be able to hang the piece in our room fostering a sense of ownership and belonging in our room. Furthermore, we used *The Rainbow Fish* book as a provocation seeing colour used in wildlife and offering children to explore their creativity with shimmering stones and the pliable medium of play dough to create their own underwater creatures.

Children demonstrated an interest in the natural sciences, in particular the Moon as it shone full in the daylight. We used a torch, a globe and a silver orb to explain the concept of the Moon reflecting light from the Sun for illumination or sitting in Earth's shadow to explain its disappearance or changing shape. We also explored the concept of reactions and used bicarbonate soda and vinegar to expand a balloon while catching the gas produced from this reaction.

We have encouraged children with their emergent literacy using the process of stamping to create intentional forms on the page and discussing its sound as we stamped. Our literacy focus with text has centred around the themes of making friends, working cooperatively and collaboratively. Children have been using their language to negotiate space, turn taking as well as holding up their five fingers to signify the concept of waiting a period of time until their turn is available. We have been working with children to share their interests with others and finding similar interests as other children to make the connections that can influence a day so deeply.

Next week we are investigating **Our Bodies** and we welcome any suggestions you may have for the week.

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



Stage 2E: Letter Stamping



Stage 2E: Chemical Reactions



Stage 2E: Astronomical Two's

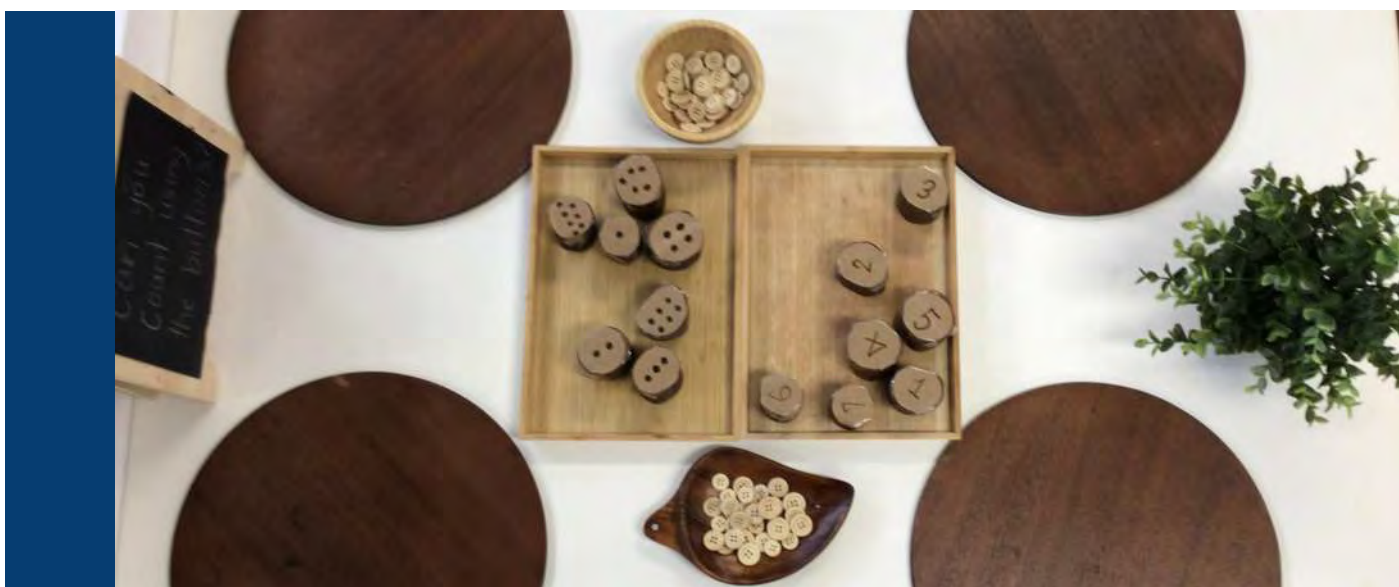


“Play influences development through facilitating the separation of thought from actions and objects, as well as facilitating the development of self-regulation.” (Scharer 2017)

Continuing our theme of environmental and sustainability, this week we decided to demonstrate to the children how to filter and clean polluted water. In our small groups, the children had the opportunity to extract rubbish from an ocean sea tray, then, using a filter and a jug they were able to cleanse the water. When removing the pollutants from the water, the children talked about how they wouldn't want to swim in that kind of water, and expressed worry for the turtles trying to swim and see in an ocean like the one in front of them. The children's empathy and understanding of environmental issues has developed over the past few weeks, with comments similar to these being voiced when exploring our intentional experiences and during our yarn sessions.

At our 'Morning Meeting' we received the much anticipated letter from Koah the turtle, as a group we read the letter aloud, referring to the letter we wrote and the answers that were given by the turtle. The children were surprised to find out that Koah is a leatherback turtle and though we assumed that they would eat fruit and vegetables, leatherback turtles eat jellyfish and sea squirts. An ongoing question throughout the past two weeks was whether or not Koah the turtle would be scared of sharks - Koah informed us that sharks keep to themselves, but plastics and plastic straws are far more frightening. This was a great discussion point, looking at alternatives to plastic straws and drawing on the children's senses when exploring bamboo and metal straws, being that they are both hard. Koah the turtle also reminded us that leatherback turtles are endangered, some children were able to draw upon previous knowledge and experiences to be able to explain to the class what 'endangered' means. Koah also asked 3R some questions also which we will be able to respond back to in another letter. These letters are a great way in demonstrating print concepts such as formatting a letter, letter recognition and creating environmental literacy as we proudly display the letter on our provocation board.

An extension of an observation from previous weeks saw children pretending to fish. This week we made our very own fishing rods using sticks, string and masking tape. The children were able to measure out the string, tape it to the stick and cut the string themselves. The children thoroughly enjoyed using their fishing rods to pretend to fish, learning new fishing related vocabulary such as 'reeling' and 'casting', the children set off to catch whatever they could. Wright (2016) comments that *“Preschool teachers can facilitate and scaffold literacy skills as children interact with their peers and expand their learning through play with the props.”* Once the fishing rods were introduced, the children then began attempting to attach leaves to the end to represent fish, the children related their knowledge of turtles and sea creatures and sustainable practices as they 'caught' them, throwing back the turtles and sharks and pretending to keep only the 'big' fish.



Stage 3R

By Ms Grace Nolan

Continuing to explore alphabet knowledge, the children were also challenged to use fishing rods to catch lower case letters and match them to their uppercase counterparts using a magnet. The children are demonstrating growth in their ability to recognise and sound out letters. A spontaneous literacy based experience that was played by the children was 'Kaboom', children pick a paddle pop out of a bucket and are invited to identify the letter, the letter sound and a word associated. The game can be played at the level of the child and with the support of a teacher.

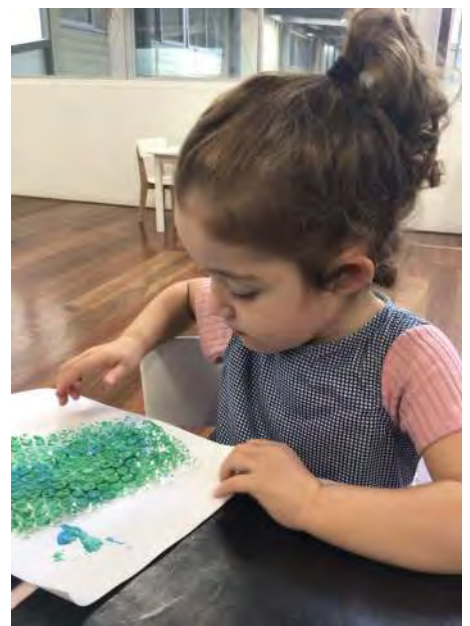
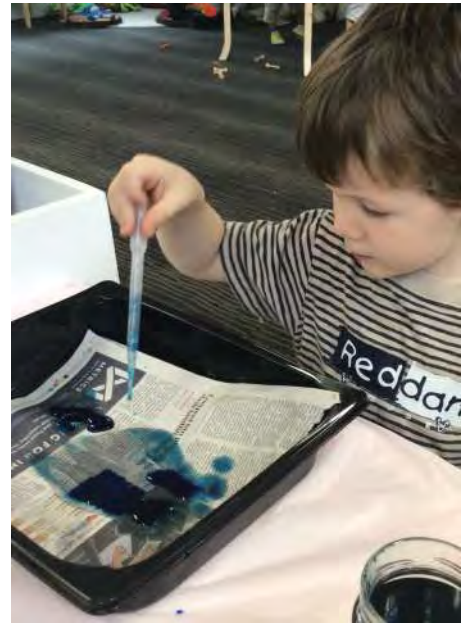
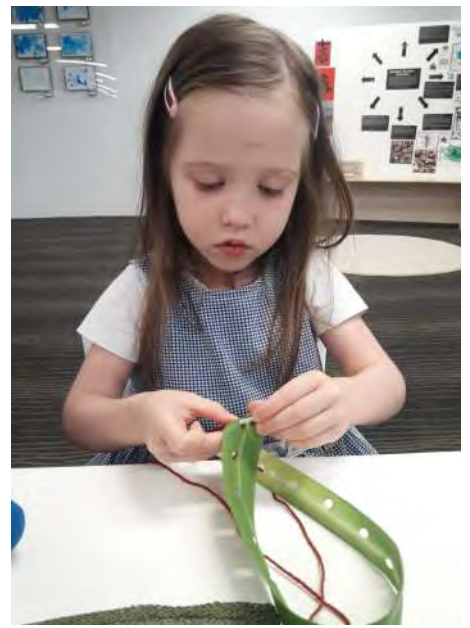
Two weeks ago we began learning how to weave, this week, we used a small wooden star to weave turtles. The children showed great concentration and enthusiasm in creating their own turtles, working on their fine motor and hand eye coordination skills as they did so. Weaving is a great opportunity to strengthen cognitive abilities and work on mindfulness as they sit and weave.

Next week we will be planting Woolworths' discovery pods to create a flower patch to attract bees as a part of our minibeast inquiry project!

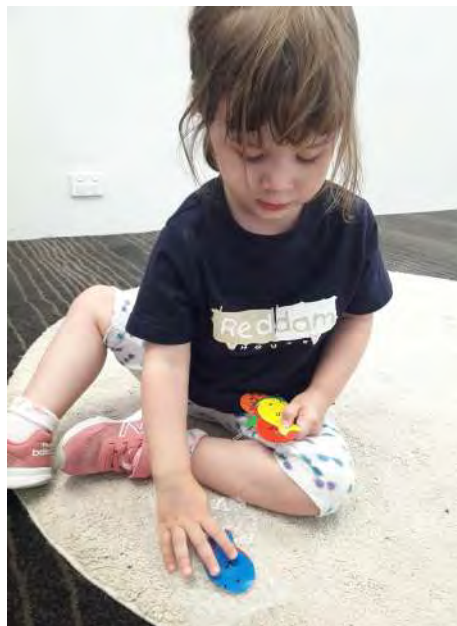
Grace, Pa, Margaret and Kai



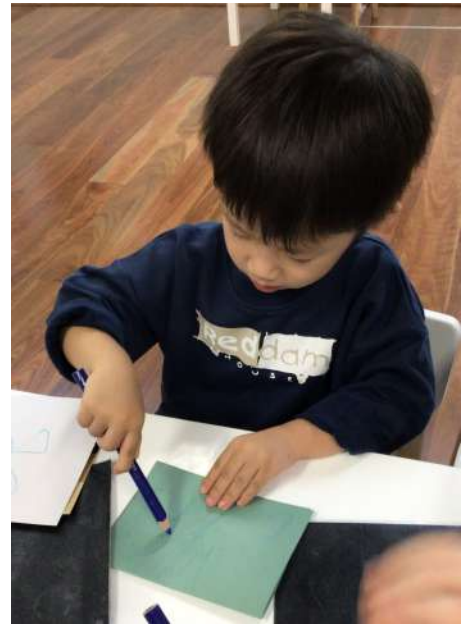
Stage 3R: Ocean Process Art and Leaves Threading



Stage 3R: Turtle Weaving, Letters Matching and Making Fishing Rods



Stage 3R: Rock Painting and Writing Letters To Turtles



“In play, a child is always above their average age, above their daily behaviour. In play, it is as though they were a head taller than themselves.” (Lev Vygotsky)

Play is what pulls together the logical and creative parts of the brain. Children learn so much through play as it allows them to explore, discover, negotiate, take risks, create meaning and solve problems—all the important foundations for developing literacy, numeracy and social skills. In the 3E classroom, we strive to foster a love of learning among the children and thus aim to create an environment rich in a variety of play-based learning experiences.

This week, our provocation **The World Around Me** led us to explore further into a focus on *My Community*. As the interest in ‘Emergency Services’ last week was so strong, we decided to extend that interest further and take a look at ‘Health Care Settings’ in our community. As always, dramatic play featured prominently in our week. In the dramatic play area, we had a ‘Doctor’s Surgery’ where many of the children tended to ‘sick’ patients, demonstrating their knowledge by pretending to administer injections, medicine and take temperatures. It was interesting to see the children’s understanding of the medical professions and incidences of illness or injury. Through dramatic play experiences, the children actively experiment with the social and emotional roles of life while nurturing their imaginations.

During our group times we discussed the various health care settings with a large focus on Doctors, Nurses, Dentists and Vets. We spoke about what each of these health care professionals do and why we may need to visit them. Reading books such as *Doctor Ted* by Herve Tullet and *Going to the Hospital* by Anne Civardi created a great opportunity to introduce the children to medical setting scenarios that they may experience for themselves. They then shared their own knowledge and experiences of such settings.

Implementing this thought process into our art/craft and STEM learning areas, the children were invited to create their own X-ray craft, using q-tips to represent bones, glued on with the children’s faces on top of their body. With this activity, the children had to think about the shape of a body and think about where their bones are. They also had the opportunity to manipulate some toothpaste slime. Here, they had to feel through the blue toothpaste to find the teeth that were hidden in it and count how many they could find. We then gave them the opportunity to practice their teeth brushing using teeth moulds and toothbrushes. This sparked lots of conversation about our teeth, what we use them for, how we look after them and why we might need to go to the dentist. Learning experiences such as this incorporate mathematics and fine motor skills, in addition to vocabulary development.

This week, we had some friends do ‘Show and Tell’. Two children brought in pictures and props to tell the class about an adventure they had with their family at the weekend. This further enhances the sense of belonging among the children, encourages vocabulary and gives the children a sense of pride and confidence. We can’t wait to have more Show and Tell over the coming weeks!



Stage 3E

By Ms Deb Walsh

Our interest in colour mixing continued this week with a sensory foam experience. The children were encouraged to drop the different colours onto the foam and note how they mixed together to create other colours. We discussed primary colours and secondary colours and allowed the children to experiment with blending colours using spray bottles. They enjoyed guessing which colours could be made. Some children explored this concept with the 3D shapes by looking through one piece at a different colour piece and identifying its colour.

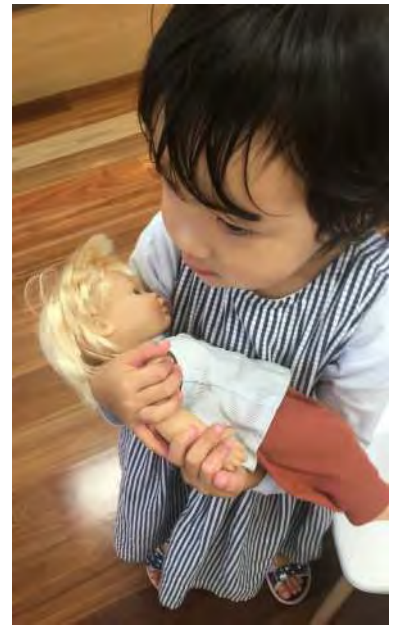
We had lots of outdoor play this week, giving the children lots of opportunity to explore nature while promoting gross motor skills. For young children, play is often a full body activity that helps them develop skills they will need throughout their lives. Running, dancing, climbing, activities such as these all foster muscle development and help fine-tune motor skills.

As we touched on some name recognition activities this week, the children's reaction has led us to continue this type of learning next week. We plan to create multiple opportunities to enhance literacy and numeracy skills throughout our educational program. We will also continue to encourage independence and self-help skills through everyday routines and predicted transitions while encouraging individual artistic expression in various ways.

Have a wonderful weekend!
Deb, Luan and Priya



Stage 3E: Health Care Settings



Stage 3E: Colour Mixing and Name Recognition



Stage 3E: Extra Snaps



"The greatness of a community is most accurately measured by the compassionate actions of its members." (Corretta Scott King)

This week we are extending on our provocation and learning about the community we belong to. Community is essential to children's learning and development. A community provides an important relationship environment, a sense of identity and belonging, supports active participation in the world, and connects children and families to supportive resources and networks.

Our weekly provocation began with exploring *Community Helpers*, with an emphasis on our emergency services. The children identified police, firefighters and paramedics and their vehicles, and we had a rich discussion about how they help us in the event of an emergency and keep our community safe.

- **Police** can help us when we are lost, protect our community from criminals, and keep our roads safe.

- **Firefighters** not only put out fires but can also help save people from car accidents, fight bushfires, and use their ladders to rescue cats out of trees.

- **Paramedics** administer life-saving treatment at the scene of an accident and transport people to the hospital for further treatment.

The children practised dialling 000 throughout the week whilst assuming the roles of each community helper during dramatic play. They each worked together in their learning groups to take care of the community, demonstrating their increasing ability to work cooperatively and as a team. Fires were extinguished, baddies were caught and the ambulance delivered all of the sick and injured to the hospital in time. Well done, Stage 4!

Our story books also featured our emergency services, providing more insight into how they can help. The children enjoyed reading the *What the Ladybird Heard* series by Julia Donaldson, where the police arrested burglars Hefty Hugh and Lanky Len. Firefighters appeared in *Fire* and *Fire Wombat* by Jackie French, and *Tippy and Jelly Bean* by Sophie Cunningham, where we saw how brave our firefighters and SES workers are and how they saved Australian animals. *Ambulance! Ambulance!* by Sally Sutton illustrated a day in the life of paramedics and how they treated a young boy after a bicycle accident on the road. Many of the children shared that they had been to hospital before and they were very brave. We all agreed that while going to the doctor or hospital can be a bit scary, these community helpers are here to help us and keep us safe.



Margaux: "We went to the hospital when my Mum was sick but she got better."

Mia: "My Mum and Dad work in a hospital but we're not sick - they help people feel better."

Oliver: "My brother went to the hospital because he had a broken arm and I went to get my tonsils out and I got lemonade ice blocks!"

Ryunosuke: "My Mum and Dad went to the hospital and my Dad was a doctor and then they had my baby."

To extend on the children's interest in firefighters, Miss Rebecca facilitated an engaging group time where she explained the 'Fire Triangle.' Fire requires oxygen, fuel and heat to stay alight. She then lit a candle to show us its flame and then extinguished it by placing a glass jar on top. We watched the flame go out and leave smoke in the jar because it no longer had oxygen, flue or heat. Next, Miss Rebecca had a tray of items that she asked us to categorise into things that burn easily and things that don't. We discovered that paper, leaves and wood burn very easily in a fire, and gas or spray bottles need to be kept right away from a flame. Lastly, we learnt the importance of leaving power points alone. We must never touch a power point or plug in a device without our parents' permission first, and we must never touch them with wet hands as they are connected to electricity.

What a busy week we've had in our classroom. We certainly have more respect and appreciation for our emergency service heroes. Next week the children will assume the roles of doctors, nurses, dentists, and construction workers, and we will explore the human body and how to keep ourselves healthy.

Stay safe!

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



Stage 4R & 4E: Assuming The Roles of Community Helpers (Part 1)



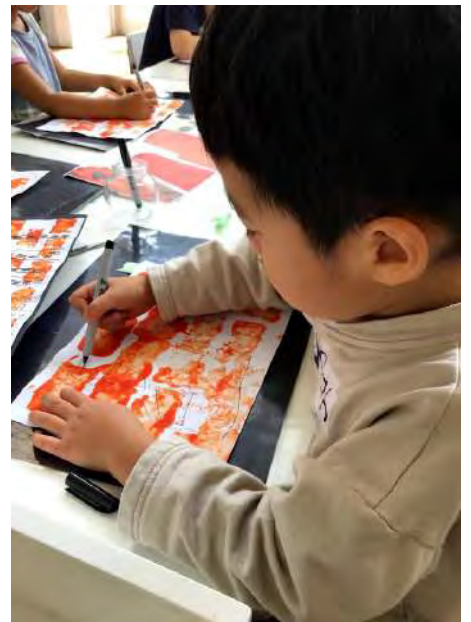
Stage 4R & 4E: Assuming The Roles of Community Helpers (Part 2)



Stage 4R & 4E: Manipulation Experiences



Stage 4R & 4E: Art Experiences



Playball

By Coach Lauren Giuttman

Hi everyone,

We warmed up today with “**funny runs**” – I placed cones on one side of the court and the children stood on the opposite side. We all did “funny runs” to the cones... running around it with hands on our knees; hopping on one foot; galloping; skipping and the list goes on....

I then placed the cones in a straight line and we **zig-zagged** the cones; going in and out, in and out – wonderful activity for **crossing the midline**.

The cones were then placed in the shape of a circle. We marched around it; at one point, we even danced around the circle. When I blew my whistle, the children balanced one foot on the cone, remembering to keep our arms stretched out so as to help us **balance**. We know that if we fall, “we pick ourselves up, brush ourselves off and give it another go!”

Next, we played the “shadow game.” The children pretended to be my “shadows” and they copied everything I did – I was certainly doing some crazy actions! I placed a hoop in front of them and we practiced throwing a beanbag THROUGH the hoop – I kept moving further and further away from everyone.

To finish off the lesson, we crossed the “Playball river” on “lily pads” (beanbags) and cheered so nicely for our fellow teammates.

Next, I placed the children in partners and we played the “best game” where we stand opposite our partner with our legs apart and try to roll a ball through our partner’s legs. We mustn’t forget to try and “trap” the ball with our hands and stop it from going through our legs. We had so much fun!

Well done champs!



Yoga

By Mrs Connie Ko

Namaste Families,

I hope you are feeling whole and well this week.

This week in Yoga class we continued our adventure on and under the sea.

We focused on drawing breath into our solar plexus and pushing the breath all the way out. This was a great way to start the lesson and it helped the children focus and re-centre their bodies before we began our yoga sequences for the day.

As soon as we had steadied our breathing, I waved my magic wand and the children all turned into mermaids and mermen! The children all pretended that their legs were stuck together to make them into beautiful merpeople tails. We then all basked on the rocks and stretched our bodies from side to side to see what we could find in the rock pools.

I waved my magic wand again and the children turned into long sea snakes. I encouraged them to stretch out their abdominal muscles by lying flat on the ground and then raising our head to look above the water.

We then all practiced our swimming arms and legs as we dove into the water and practiced the "doggy paddle" on our tummies. While doing our "Yoga Swim" many of the children said that they do swimming lessons for real! This was a great prompt for a discussion about water safety which was continued in the classrooms after our Yoga lesson. It was really great to hear that all of the children already know about how important it is to be safe by the water.

We finished off the lesson by singing one of our favourite songs *Baby Shark* and ending our water adventure by swimming safely to shore.

Have an enlightened week and see you next time!



This week in Mandarin we started the lesson with our special *Hello/Ni Hao* song and as usual I invited the children to suggest what they would like to say "Hello" to in Mandarin. This week I was very impressed that some of the children were able to recall some of the animals and characters we acknowledged in our song from last week in Mandarin! Well done children!

I then invited the children to play a pretend game through a Mandarin nursery song called *Liang Zhi Lao Hu*. We pretended to be "lao hu" (tigers) which ran really fast but in the song, we discovered that one tiger had no ear, and another had no tail. Our friends were excited to find out which tiger was missing each part and to see which one was the fastest while we practised singing the song. This was a great opportunity for the children to actively engage in their learning of Mandarin by acting out what was happening as they sang.

Next, I brought out a special clock with different coloured numbers all the way around it and we practised saying each number and colour in a circle. The children did a wonderful job of remembering their numbers and colours and it was great to see that many of the children in the older Stages could count all the way up to 10 in Mandarin.

I then brought out flashcards of various fruits that we learnt last week to see what the children were able to remember. This week, the first fruit that they wanted to talk about was the dragon fruit. I had a couple of interesting questions about said fruit with one child asking "Can only dragons have that fruit?"

I told the children that we were going to play our "Matching Shopping Game" from last week and that we needed to get ready to go to the shops because our fruit bowl had run out of fruit! Again, 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.

Thanks for a great lesson and see you next week!



Drama

By Ms Xanthe Wills

This week in Drama, we had our first lesson of focusing on *Adventuring with a Treasure Map*. I began the day by telling the children that I had found something at my grandma's house. I gave them 3 clues: it's old, it's made of paper, and we follow it. No one could guess it, so I pulled out the treasure map from my bag.

I asked each Stage "Do you want to come with me to explore the map?" The answer was a resounding "Yes!", so we all got busy packing a bag to take with us. I asked some prompt questions for what we might need like "What about if we get hungry?" or "What happens when it gets cold?" The kids compiled a bag full of yummy treats, hats, sun cream, jackets, tents, life jackets, and sleeping bags. We were ready to go!

First, we had to get to the Island. How could we get there? I suggested swimming, but of course the island was too far away, and all of our stuff would get wet. We also thought we could fly, but there wasn't an airport close by. On the map there was a picture of a boat. Perfect! I brought in some hula hoops and asked the children to use their bodies and the hoops to make a boat. The children gathered around the hoops and held on to the edges. This boat travelled in circles!

When we arrived on the island, we had to think of a name. Some suggestions were "Candy Island," "Police Man Island," "Rainbow Island," and "Playground Island."

It took us a long time to get to the island and it was getting dark, so we made a big fire to keep us warm by finding some sticks and rubbing them together. We used our new fire to warm our hands and toast some marshmallows!

I asked the children to pretend to fall asleep. I then made a hooting noise like an owl. The children awoke to a (puppet) owl flying above them. The owl had been flying over the mountains when he heard a cry for help! Who could it be? We ended the lesson on this cliff hanger. We looked at the map and saw mountains, valleys, and a lake. I wonder if the scream came from there and what lives in that lake... The children were very excited to find out but it's a surprise!

See you next week!



Hello Reddam Families!

This week in Music we enjoyed a jolly seafaring-themed lesson!

I started the lesson by introducing the children to the classic song *Deep Blue Sea* where I asked the children to match different hand actions to the same lyrics each round and then the last round we put all the actions together. It was very tricky but a great opportunity for the children to further their hand-eye coordination as well as their awareness and understanding of beat and rhythm.

I then asked the children to turn on their imagination, get out their telescopes and look around. You'd never guess it, but it was raining *inside* the classrooms. It wasn't so bad though; the rain felt soft and cool on our skin and it made us feel happy. So happy, in fact that we wanted to sing! We all joined in singing *I'm Singing in the Rain* while using our bodies as percussion.

The weather cleared just in time for our next song called *North, South, East and West* about a child who had had enough of this civilian life and decided to become a pirate. The children were utterly mesmerised by this song and asked for me to sing it again and again. While listening and learning the song, the children had demonstrated that they were able to actively use, engage with and share the enjoyment of language.

We then all put on our sailors hats and got ready to sail out to sea for another song called *A Sailor Went to Sea* and made actions with our hands for each verse of the song. We did this fast, slow and with high voices and low voices. The children did a fabulous job of keeping time with the music and we all had a giggle when the sailor in the song went to funny places.

To conclude the music lesson, the children used bells and shakers whilst moving their bodies to *The Hokey Pokey*.

Thanks for a great lesson and see you next week!



Happy Birthday!

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



08/03—Olivia (4R)



11/03—James (3R)



14/03—Eleanor (3R)