



REDDAM
ELS

19th March 2021

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Principal's Message

By Mrs Kath Boyd

Dear Families,

As we near the end of Term 1, it is heart-warming to witness calm, happy children in every class engaging in the excellent learning experiences prepared by our dedicated teachers. In addition to the weekly newsletter and daily journals, teachers have begun to email **Group & Individual Observations** via Tapestry to parents. These detailed observations offer insight into a moment of time at school that we deem to be significant. Often, in these instants, the children's voice and evidence of their **vocabulary** is recorded . . . for example – here's a recent Stage 2R Group Observation written by Sara their Core Teacher:

As Persian New Year approached, Miss Sara set up a Haft-sin, which is a traditional table setting, consisting of seven items that all start with the Farsi 's', or 'sin'. Zachary gravitated to the Haft-sin setting. Instantly the decorative, painted eggs caught his eye and he sat on the floor to study them. He selected one egg at the time, looked at the patterns on each and placed them back in the silver bowl. He seemed fascinated by the patterns and evidently noticed that the patterns were all different.

He excitedly shouted "Too many eggs!"

"How different are they, Zachary?" Miss Sara asked. Zachary stated "Too many colours!"

"I wonder how many eggs would fit in the bowl?" Miss Sara challenged Zachary's numeracy skills.

"Let's count," Zachary said with a smile. He started counting them "One, two, three, four!"

Other children joined him and they counted 12 painted eggs all together. "Wow! 12 eggs can fit in that bowl, what can we do with them?" asked Miss Sara.

Tarik responded "Tap . . . Tap!" as he took two eggs and started tapping them. Some children joined him tapping the eggs. Miss Sara encouraged the group to sing 'Five Little Eggs'.

"Vocabulary is the glue that holds stories, ideas and content together - making comprehension accessible for children." (Rupley, Logan & Nichols)

Children learn words at a phenomenal rate in their early years. They learn when adults talk to them and listen to them, from conversations they hear, through interactions and from books read to them. The more extensive a young child's vocabulary the better, and research has proven that this is because:

- A child's vocabulary growth is directly linked to his or her overall school achievement
- The size of a child's vocabulary in kindergarten predicts his or her ability to learn to read
- The more words a child knows, the more information the child has access to
- Having a large vocabulary helps children think and learn about the world

Pictured above: Sara (Teacher), Olivia, Zachary, Aiden and Tarik (2R). Pictured overleaf: Charlie (3R).

At Reddam ELS Lindfield we create a 'language rich' environment where children are surrounded by talking, singing, and reading and have opportunities throughout their day, across all activities, to communicate with others and engage in back-and-forth conversations. Our teachers also recognise that each child is different and there are variations in the rate a child's vocabulary develops.

Parents possess the ability to grow their child's vocabulary and this power is embedded in the **act of talking**. Teaching tactics for parents include:

- Speaking clearly and at a reasonable pace
- Repeating what the child has said, and expanding on it, e.g. 'Yes, it's a big RED car.'
- Using simple language which is appropriate to the child's level
- Introducing a range of new words and explore alternative words with the same meaning
- Asking open-ended questions
- Commenting on and describing what you are doing during activities

Parents can use **everyday activities as opportunities for rich conversational talk** such as when shopping, playing or reading. Conversation tips include:

- Take it slow, encourage a back-and-forth exchange
- Gain your child's attention before speaking, and get down to their level before starting a conversation
- Listen patiently when your child speaks, giving them time to find the right words and make opinions known
- If your child does not speak yet, tune into what they are doing or pointing to and use these moments to talk with them
- Talk about what your child is doing, looking at or interested in
- Add words or questions to what your child says or does and model new language

The benefits of reading to children cannot be overstated and parents should be encouraged to read to their children every day (1 book per day is OK . . . 5 books is optimal). Whilst reading with your child:

- Be enthusiastic, fun and interactive – point out illustrations, ask questions and answer questions
- Repeat words, multiple exposures to words improves word learning
- Keep favourite stories in rotation as it can help increase your child's ability to remember and retain words
- Point at the words while reading and explain new words
- Read with them not to them

Wishing you all a peaceful weekend.



“Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials, sounds and colours.” (Loris Malaguzzi)

Welcome to our Week 9 focus, **Baa, Baa, Black Sheep**. Our provocation table has incorporated figurines of the sheep family (rams, ewes and lambs) and other farm animals to reflect our focus. The children were engaged in manipulating the objects freely while they practised their positive prosocial behaviour as they were sharing the learning space with their peers respectfully and beautifully.

The most fascinating sensory experience for the children was the *Sheep Shearing* wherein they saw a large picture of a sheep attached to the wall that was then covered with shaving cream. This evoked the children's interest and engaged them in the sensory activity and pretend play. The children were busy using paintbrushes to 'shear sheep' like real farmers! It also offered them an opportunity to develop their hand-eye coordination, and enhance their fine motor skills.

In our group time we mixed it up a bit with some dancing, especially to the song *Baby Shark*. We also read a *Baa, Baa Black Sheep* puppet book. Miss Natalie engaged the children in listening to the sound of real sheep and observing what they look like. Additionally, to extend the children's knowledge and develop their understanding of the world, Miss Doris presented a piece of sweater, a pair of socks and yarn to the children to show them what can happen to sheep's fleece - they can become pieces of clothing!

Our creative experiences encouraged the children to manipulate a toy lamb and explore where children's creativity would take them. A sensory stimulation experience with bubble wrap enabled the children to challenge their fine motor skills when attempting to pop the bubbles. Additionally, we introduced two colours in one of our art experiences, black and white, and invited the children to dab the white colour paint over black paper using wool pom poms. To continue our colour recognition experience, we incorporated the book *Where is the Green Sheep?* by Mem Fox. A sensory mixing experience was placed for the children to mix green paint and shaving cream and also black paint and shaving cream.

To extend their interest and enthusiasm in STEAM, we did another science experiment, a volcano eruption. Ingredients included baking soda and vinegar. They loved watching the chemical reaction between both elements in which they experimented with cause & effect.

Next week our focus is **All Aboard the Train**. *Choo Choo!*

Hope you have a lovely weekend.
Natalie, Doris and May



Stage 1R: Baa Baa Black Sheep



Stage 1R: Extra Snaps



"Alone we can do little; together we can do so much." (Helen Keller)

Helen Keller truly knew what it was like to work together in a team. She championed over her disability and accomplished so many things, but she could not have done it alone without the help of her many teachers and family. As powerful as the meaning of the quote mentioned above, research shows that young children flourish when the adults caring for them work well together. When children see positive communication between their parents and teachers, they begin to learn it is important to build healthy relationships. We are very lucky that we have built such a positive collaboration with our 1E families. The past week we have mentioned the supportive and respectful partnerships we have established in our 1E community, significantly making favourable impacts amongst the children as they see the friendly interactions with their parents and educators building trust and confidence in return.

Strengthening these relationships, we focused on connecting home learning experiences to school learning programs as we discuss, share and experience **The Things We Love to Do at Home**. We invited parents to share heart warming stories about their children's interests and fun activities at home. We also encourage them to bring their favourite items to school for a show and share segment during our group meetings. The following are a few of the responses we have received from families:

"Jasper is fond of all the activities related to cars because he is a big fan of cars. He enjoys constructing magnetic tiles recently, especially to build up a car park for sheltering his favourite cars. And he likes to dance along with the song 'The Wheels on the Bus'. These are what we love to do at home, thank you and have a good week." (Joyce - Jasper's Mum)

"For Hugo, every day is a little bit different, but one thing he loves doing when he wakes up is to make coffee with Papà. He brings coffee to Mum in bed too :) He helps make his breakfast by cracking and whisking eggs, cutting fruit, and measuring smoothie ingredients. Hugo has a little vegetable/herb garden outside and when we have time in the morning we check on and water his plants." (Katie - Hugo's Mum)

"Ethan will help daddy and mummy to feed our cats after his own breakfast and also helps to pass dishes to me for the dishwasher. He loves reading books and dancing while listening to music. His favourite dancing song is "Rock-a-bye your bear". He will follow the lyric to turn around and rock a bear. After dinner, he will FaceTime with family in China and show off his new dancing skills. After bathing, we will read bed stories together, and he will fall asleep with his best buddy 'ZhuZhu'." (Kim/Shan Wu - Ethan Lin's Dad)



Stage 1E

By Ms Charity Acera

The children had a terrific week in our interactive learning environment. We prepared our welcoming spaces reflecting our daily life and based on their interests and needs. In our sensory washing experience, our children explored and investigated the sponges, bowls, towels and bibs in the laundry detergent. They squeezed the sponges and engaged in pretend play washing dishes, which developed their creativity and imagination. They also engaged in a mini excursion to the school's laundry room to have a little background on how these amazing machines work. Followed by a tricky activity of folding clean laundry which definitely challenged our little helper's following instructions skills. We also gave them the opportunity to enhance their fine motor and imagination skills during their baking session and in the construction site dramatic play.

Illustrating more of these successes, the children were also great at group times, more than ready to initiate the morning greetings and weather reports. We also read three books brought in by Jasper, Ethan and Clara, namely *Thomas the Train Book Series*, *Plant a Kiss* and *Rock a bye a Bear*. Bryan also shared his remote control flip truck with his friends. What beautiful sharing skills and at the same time collaborative play observed from our children.

During our art experiences, our children engaged in a range of painting activities using different mediums from cardboard boxes, dishwashing sponges to painting on ice - all common household items that children can relate to. The reuse of cardboard boxes as an art resource can offer our children opportunities to engage in sustained, shared interactions and collaborative learning. It also improved their awareness of sustainability and enhanced their responsibility to take care of their environment.

Learning these interesting things about our 1E friends, sharing and practising it with their peers and teachers in school creates a sense of inclusion and community. The experience of sharing and connecting home practices to our daily routines in school boosts self-confidence, promotes a strong sense of belonging and strengthens connectedness to the world around them. Being reinforced and modelled by their teachers, the avid learners become eager participants of their home and school learning.

Thank you dear 1E families for your continuing support in your child's learning and development!

Expanding their knowledge on the world around them, next week will be all about 'My Community' focusing on Local Community Gardens, Pet Shops and Post Offices.

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



Stage 1E: The Things We Love to Do at Home (Part 1)



Stage 1E: The Things We Love to Do at Home (Part 2)



Stage 1E: Creative Experiences



"Touch has a memory." (John Keats)

This week we focused on our **Sense of Touch**, which is essential to children's growth of physical abilities, language and cognitive skills and social-emotional competency.

As our sense of touch provides information to our brain about temperature, texture, pressure, and more, we decided to incorporate science into our program by doing a *Water Temperature Science Experiment* for children to observe thermal energy in action and explore this concept hands-on. Children were able to perceive molecular concepts, particularly their movement and their relationship to temperature.

2R children's sense of touch was challenged with our spaghetti painting where they used their hands to explore the texture of spaghetti and express their creativity and imagination. Once all the paint was mixed together, it created such a delightful colour of brown and purple but the learning benefits and fun outweighed the beauty of this activity.

Another sensory experience provoked our little learners to paint ice using paint brushes to create one awesomely cold artistic sensory bin. Children observed that if the paint was thin enough, it would freeze as it hit the ice. If it was thick though, it would drip and move with the water. Inspired by this activity, we invited children to use frozen paint-brushes to paint. This art offered the children the opportunity to explore colour mixing, patterns and feel the texture of the slippery, cold, wet paint.

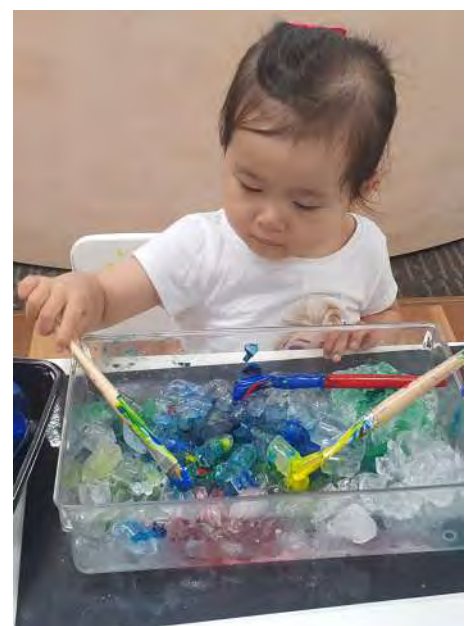
Children also enhanced their fine-motor skills and sense of touch as they manipulated 'blue slime'. As they used their fingers, they experimented with how far they could stretch it by pulling it between their fingers and hands. Furthermore, they engaged their sense of touch once more while being engaged with our pom pom and water beads sensory experience. This activity encouraged children to develop their colour recognition, language and vocabulary development, hand-eye coordination, fine motor skills, problem solving, visual perception and imaginative play. The best part of this experience was feeling the soft, squishy and smooth water beads. The act of touching stimulates sensors within our muscles and joints, sending messages back and forth from the skin to the brain.

Essentially, each time children touch something, the brain receives a message and makes a decision, this is why we offer a variety of sensory opportunities for children to support their learning and cognitive development.

Have a great weekend!
Sara, Manoela and Vivian



Stage 2R: Ice and Spaghetti Painting



Stage 2R: Waterbeads Soup



Stage 2R: Sticky Slime and Water Temperature Science Experiment



“The human body is a masterpiece of engineering and a work of art.” (Leonardo Da Vinci)

It is always a joy sharing the secrets of the human body with children. Seeing their little faces light up in wonder as they imagine what lies beneath their skin, see where their food goes, understand why their chest rises and falls, or the beating they feel in their body after a big run. We began this week learning all about **Our Bodies** and the response was very enthusiastic from our 2E children.

We have enjoyed differentiated learning groups, sensory process art and trays exploring the concepts, parts and function of our body. At our sensory trays we used blue, red and white water beads to represent blood cells in the arteries, veins and immunity cells. Children needed to experiment and work together using a transparent hose to move the cells from one tray to another representing how blood travels around the body.

Our process art this week used cotton buds to represent the skeletal system and then we painted around this form to represent the muscular system. 2E is becoming quite clever in being able to draw shapes to represent their learning and their teachers were very impressed during this part of the experience as children drew skulls for their skeletons!

We have had so much fun in our differentiated learning groups this week using anatomical models to better understand what lies beneath our skin. We have used these models like jigsaw puzzles learning how everything fits together and works together. In another group we used removable pieces to navigate facial features noticing how different faces convey different emotions. We have also explored the concept of good foods for our body and why we have to eat and drink water for it to work effectively.

2E continues to use songs for our learning and we are making wonderful progress with *Days of the Week* and *Months of the Year* which we hope to perform later this year at our concert for you all. We are focusing on our literacy with a social emotional focus narrative and embedding counting in our games.

Next week we move to one to one correspondence for our 2E children. We are looking forward to Easter very much and are planning lots of fun for our little people to enjoy this year.

We wish everyone a wonderful weekend.
Skye, Georgia and Tracey.



Stage 2E: What Lies Beneath Our Skin



Stage 2E: Applying Our Learning of the Body



Stage 2E: Art and Sensory Experiences Exploring Our Body



“Children are born curious. They love to learn about new concepts and approach the natural world with wonder and awe. Allowing them space in your home to garden, care for plants, learn about sustainability and take on new projects will both tap into this natural sense of wonder and instil in them the importance of caring for their environment.” (Sustainable Gardening Australia, 2017)

Immersing ourselves in the garden this week, the children and families brought in the Woolworth Discovery Pods for us to begin making our wildflower garden. As we finished making our 'Bug Hotel' and reading *Bug Hotel* by Libby Walden, the children noticed that there were many flowers in the book for the bees. This sparked discussions on bees and their importance. Putting out a call to families, we were inundated with flower pods to begin potting! The children loved getting involved and planting the seeds. The children were mesmerized by the coconut husk peat absorbing the water, growing larger and becoming moist soil to plant the seeds. The children then planted around 15 different flower pots, each day observing the changes and taking responsibility to water them.

After our gardening, the children have been using their insect bingo sheet to identify the different insects in the garden and around the campus. One particular tree seemed to be crawling with all the different kinds of insects that the children love best - ladybugs, caterpillars, a butterfly and even a stick insect! The children show great respect for the insects, observing from a distance and being very gentle when handling them. Over the next few weeks, we will extend on our bingo sheet to transform it into a sheet in which we record and count how many of each we can find.

Our 'Morning Meeting' this week focused on deciding which fish we should get in the classroom. Pets in the class create an opportunity for children to take responsibility for their welfare, make observations, and become experts on them. Miss Grace did the research and found four different types of fish that we could have in the classroom. Placing their picture and name on the jar, we explained to the groups over the week that they were to vote for their favourite fish by placing a pom pom in the jar of the one they wanted. The children were very excited to see the different kinds and were happy to vote! This process provides a realistic opportunity to vote and have their opinions heard, letting them know that their ideas and opinions are valued. Next week we reveal which fish won and work on finding out more about the fish so that we can prepare.

Extending on our knowledge from the letter written by Koah the turtle, the children were very curious about the kind of food that leatherback turtles eat - jellyfish! This week we incorporated jellyfish into our learning groups and art experiences. For our art, the children were asked to paint a jellyfish and embellish it using colourful paper and glitter. Once dried, the children threaded pipe cleaners to represent tentacles and added eyes. Another learning experience had children picking a number out of a jar to identify and then count out plankton to place on a jellyfish tentacle. This experience included both emergent numeracy and creating an understanding of jellyfish.

Next week we focus more on bees and their role in our ecosystem and getting creative to make our garden inviting to all insects and people too!

Grace, Pa, Margaret, Priya and Kai



Stage 3R: Planting Seeds and Class Fish Voting



Stage 3R: Jellyfish Art



Stage 3R: Sensory Jelly and Slime and Numeracy Play



“Children are not things to be molded, but are people to be unfolded.” (Jess Lair)

Children learn through first hand experience, in activities they have chosen. For this reason, the 3E children are exposed to a rich variety of learning experiences in which they are encouraged to explore as the leaders of their own learning. Our provocations in our educational programs aim to ‘provoke’ thought and motivate thinking or investigation to facilitate this learning.

Our provocation this week, The **Human Body**, was inspired by last week’s provocation in Health Care Settings. The children displayed such a keen interest in this area that we decided to extend on this learning into this week and see where it takes us.

We began our learning each day with a discussion about our bodies, the names of body parts and internal organs, what they are responsible for and how we keep them healthy. The children were asked what our brains, hearts and lungs are for and how do we know that they are functioning. We began with our hearts, how they are responsible for pumping blood throughout our bodies carrying oxygen and other things our body needs. We each then felt for our pulses and heartbeats, some children noting they could feel it on their wrist or chest, others found they could hear it when they put their fingers in their ears. To test how their lungs work, the children were guided to place a hand on their chest and on their tummy, feeling the rise and fall of their breathing as they took deep breaths in and out. We spoke about our brain being the function centre of our bodies and how it sends messages all around in order for us to move, speak, look, think etc.

We discussed the five senses, what they are and how they help us to function and to learn about our world. Throughout the week, the children were invited to take part in various sensory and STEM experiences where their senses were either challenged or singled out. We did some blindfold taste and smell tests, plus blindfold building where the children used their senses of touch and hearing in order to build a structure with blocks. The temptation to peek was evident as the children are accustomed to using their sight as a prominent tool in this type of play. We made a big textural nature collage and had some sensory playdough in which we added coloured vegetable powder, sand for textural contrast and cinnamon powder for smell. Some children commented that it smelled “like cakes” and felt “sandy”.

One of our books this week, *As We Grow: The Journey of Life* by Libby Walden and Richard Jones inspired thoughts about who we are, celebrating similarities and differences between us, the human journey and the amazing transformation that happens as we grow and how our body changes . It sparked lots of discussions about how the world around us contributes to our growth and how it helps to shape who we are. The book *Think Big* by Kes Gray encouraged the children to consider what they would like to be when they are older as they were introduced to even more ideas of how they contribute to the world around them.



Stage 3E

By Ms Deb Walsh

To further our colour learning journey, we attempted to conduct some experiments such as making a spectroscope so that we could see the rainbow of colours in the light and the celery experiment, where celery stalks in coloured water begin to soak up and turn the colour of the water. The children have enjoyed checking the progress of the celery daily and can see some colour changes in the leaves which also gives us insight into the internal patterns of the leaf and how it absorbs water to stay alive. We will take a look at this further next week and see what changes we encounter.

This week's learning has given rise to our next week's provocation *My Community: The Grocer*, where we can explore what we do at the grocers, what we see there in addition to healthy eating options. Here, we plan to introduce the food pyramid and explore where food comes from. We planted some plants this week out on the Stage 3 verandah and plan to do more gardening over the coming weeks as the children broaden their understanding of the world around them. We will continue to encourage independence and self-help skills through everyday routines and predicted transitions. We also aim to promote numeracy and literacy skills throughout our program daily as we encourage vocabulary, name/letter recognition and mathematical thinking in all of our learning experiences.

Have a wonderful weekend!
Deb, Luan & Priya



Stage 3E: My Body and Sense of Smell



Stage 3E: Exploring Our Senses



Stage 3E: Extra Snaps



“Health is the greatest gift.” (Buddha)

Is there a doctor in the house? This week Stage 4 is focusing on various medical professions as an extension on our *Emergency Services* provocation. The children have learnt that there are many types of doctors and specialists who treat different parts of our body, including general practitioners, paediatricians, obstetricians, neurosurgeons, dermatologists, cardiologists, and orthopaedists. In our dramatic play area, the children explored the roles of dentists, doctors and nurses, taking care of each other and treating our baby dolls. The children also worked in teams to operate on Mr. Insides, learning how his internal organs fit together inside of his body. We are happy to report that he pulled through many times!

Throughout the week we read many stories that featured doctors and patients. The children thoroughly enjoyed reading *The Hospital Dog* by Julia Donaldson, about a dalmatian called 'Dot' and her owner Rose. Every week they visited the local hospital to offer comfort and support to the patients, and they felt a lot better after a stroke and a cuddle with 'The Hospital Dog'. Our next book, *Doctor Dog* by Babette Cole was about a dog who diagnosed each of his family members with lice, an ear ache, worms and terrible gas. This story helped the children realise the importance of good hygiene, especially when it comes to hand washing.

Our class was very lucky to have many visits from our parents who are medical professionals. Araiya's Dad, Bill, who is a General Practitioner (GP) explained that he takes care of families to make sure they are healthy and happy. Doctor Bill then showed us his stethoscope and torch, and then we played 'Guess the Body Parts' while looking at some scans and x-rays. We saw a rib cage, heart, hand, foot, knee, pelvis, shoulder, kidneys and brain. Doctor Bill explained that prevention is always best to stay healthy rather than having to be prescribed medicine, and if we exercise, our whole body will be healthy, especially our muscles and our heart. Finally, Doctor Bill said that being a GP or a Family Doctor is rewarding because he gets to see families grow from babies into young adults. In the middle of the week Emma's Dad, Kaveh visited us too. He is an emergency doctor at a hospital and bought so many amazing things for all of us to look at. Kaveh had teddies who were feeling a bit sick, he showed us his stethoscope, an oxygen mask, and asked the children to volunteer as his patients to demonstrate the various ways he administers treatment.

The children have asked a lot of questions about their teeth so we read *I Want My Tooth* by Tony Ross, about a little princess who loved brushing her teeth. She discovered that she had a wobbly tooth and then it just disappeared. Where did it go? Our next toothy story, *Rosie's Lost Tooth* by Jennifer Mann, was about Rosie who was the last child in her class to lose a tooth. She tried everything to make her first wobbly tooth come out until one day she tripped over and it popped out. There was much discussion about the Tooth Fairy as well, and whether she leaves presents or gold coins in exchange for our teeth.



Later in the week, Rohan's parents Doctor Dominic and Doctor Melanie spoke to us about what it's like to be dentists. They also had another friend to introduce us to, 'Maggie the Dragon'. With the help of Maggie, the dentists explained that we all should have 20 baby teeth and then 32 adult teeth. It's important that we brush our teeth in the morning after breakfast and before we go to bed for at least 2 minutes. The children were invited to brush Maggie's dragon teeth, brushing the ones at the top, bottom, back front, inside and outside. We then played a game called *Always and Sometimes Food* where the children categorised foods that are healthy and unhealthy for our teeth. Fruits, vegetables, water and dairy are good for strengthening our teeth, while soft drinks, candy, chocolate and salty treats can cause tooth decay. Next week we will continue to learn about the importance of healthy eating and making good food choices.

There's also been a huge interest in construction workers. In our block area, the children role-played with the diggers, manipulated nuts and bolts, and built train tracks. At our learning tables the children manipulated sand and rocks with mini diggers and excavators in our discovery trays, and hammers and nails were used to "tap-tap" some shapes into cork boards. Our story books included *Construction Mission: Demolition!* and *Good Night, Good Night, Construction Site* by Sherri Rinker. The children were so excited to read these books and learn the names of different types of vehicles that are used to build, dig and construct. *Construction, Demolition* and *Roadworks* by Sally Sutton, were also firm favourites with the children.

Social and emotional learning was incorporated into our program for the children to explore various interactions they may encounter at preschool or during play dates. *The Rainbow Fish* by Marcus Pfister helped the children understand the importance of sharing and kindness. Miss Emily and Miss Lauren then role-played several scenarios to demonstrate how we might react to one another when we snatch, play roughly and don't say we're sorry. The children helped to think of ways we could diffuse each situation so that everyone was happy, and we referred back to our Core Values to help us understand the importance of treating each other with respect.

A huge thank you to all of our parents who contributed to our weekly program. Your time is much appreciated and the children (and teachers) learnt so much from you. To extend on our discussions about keeping our bodies healthy, we will explore the Five Food Groups next week, and the role that farmers, supermarkets and restaurants play in our community.

Stay healthy!

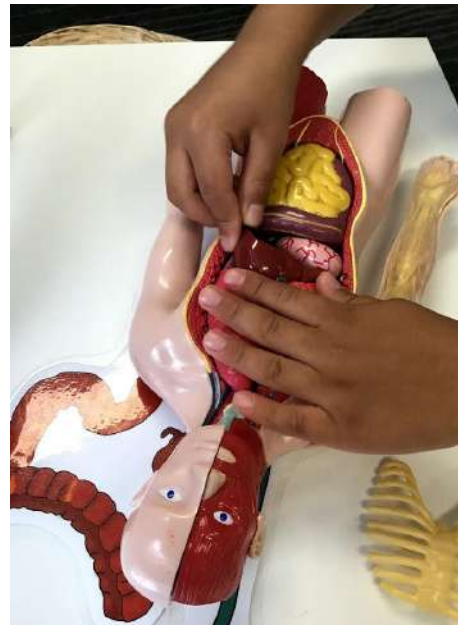
Miss Lauren, Miss Emily, Miss Rebecca, Miss Angela, Miss Vivian and Miss Allegra



Stage 4R & 4E: Visits From Our Medical Professionals



Stage 4R & 4E: Dramatic Play: Doctors and Nurses (Part 1)



Stage 4R & 4E: Dramatic Play: Doctors and Nurses (Part 2)



Stage 4R & 4E: We Can Be Construction Workers



Stage 4R & 4E: Fire Engine Craft



Playball

By Coach Lauren Giuttman

Hi champs!

This week we warmed up with the "Playball crane" game where we sat upright with our hands behind our back and a ball between our feet. Every time I blew my whistle, the children lifted the ball up to the sky – our tummy muscles got such a workout!

Guess what I brought to Playball today... AFL balls – the children were so excited they could hardly believe it! The children bounced the balls and noticed that they bounce all over the place. We then threw the balls gently to the sky and tried our best to catch it.

Next, we placed the balls above our heads and learnt how to do "overhead" passes. We then split into pairs and practised throwing and catching our AFL ball. We know that if we are standing **close** to our partner, we throw the ball **gently**; if we are standing **far** from our partner, we throw the ball a little **harder**.

The children placed the ball on a ball holder and gave them a big kick. These AFL balls are certainly very different to the usual ones we play with at Playball. They went everywhere!

To finish up the lesson, the children practised "throw-ins" and drop kicks. I positioned the children in a circle and I stood in the middle of the circle. I threw the AFL ball to each child one at a time, so we had to stay focused and concentrate at all times. We then stayed in our circle and passed the ball from one friend to another – going faster and faster and faster.

We placed our AFL ball on a "flip and catch" and stepped on it... the ball "boofed" right up to the sky. We had such a good laugh! Some of the balls flew all over the place.

Such cool AFL players!

You're the best!!



Ni Hao, Families!

This week in Mandarin we learnt all about families and how to take responsibility for our overall well being.

We started the lesson as we always do with our "Hello" song and this time I let the children sing by themselves. It is great to see how well they are doing remembering all the words in both English and Mandarin.

I then asked the children who they lived with at home. Some children said "Mum," some said "grandpa" and others replied "my baby!" We talked about how all families are different. Traditionally, an ideal Chinese family home would have three generations from the same family living together! Some of the children shared with me that their grandparents live with them and other children said that their grandparents live in "their own house."

I then told the children that we were going to learn how to address family members in Mandarin. Together we learnt Grandma is "Naenae," Dad is "Papa," and Mum is "Mama." Many of the children had lots of different names to address their family members and a couple of the children in the older Stages taught me how to address family members in their own languages.

It was then time to switch on our imaginations and I handed out some "magic balls." These balls would turn into different objects as we sang the song *This Is The Way We Brush Our Teeth* in Mandarin and discussed different ways of getting dressed before going to school in the morning.

To finish up the lesson, we learnt some big numbers in Mandarin - 20, 30, 40, 50... 100. The children enjoyed forming the numbers using Chinese character numbers and were very proud of themselves for knowing such "grown up" numbers.

Thanks for a great lesson and see you next week!



This week in Drama we continued on with our Treasure Map Adventure!

Last week we ended in a cliff-hanger - the owl came and told us that there was a cry for help coming from the mountains by the lake. All the children were keen to know who made the cry. I was impressed by everyone's memories! When prompted, the children recalled the owl, the cry, and where we needed to go. We packed up our camp site and bags and followed the sound. To get to the lake we had to march over the mountains. We sang *The Ants Go Marching* to help us march.

When we got to the lake, we saw a mermaid who had been washed up with a broken tail. She explained that she was swimming and something big bit her. She didn't know what it was but saw it was green. We helped her and some of the children guessed what could have bitten her.

The mermaid told us that a troll was living under the bridge. We saw on the treasure map that the bridge was the next obstacle to pass. We used our bodies to swim over to the bridge from the lake. In Stage 3, Marcus H warned us to be careful of crocodiles! When we got to the bridge, we saw the big troll guarding the bridge! Everyone knew that the troll loved to eat goats, and we were wondering what the troll would do to us.

In the older Stages, we discussed the characters in the story of the *Three Billy Goats Gruff*. What is different about each of the goats? What do the goats do in the story to cross the bridge? I told the children that I would pretend to be the troll. The troll wanted the children to do a challenge each. Some of the challenges were: jump 3 times, spin around and touch the floor, name something green, name something starting with the letter G...

Once everyone completed their challenge and made it to the other side of the bridge, I told them that I had found some beans on the bridge when I was crossing. Maybe they were the troll's food. I asked the children to pretend to taste the beans with me. Yuck! They didn't taste nice. We decided that the beans were useless and tossed them over our shoulders. I wonder if the beans will grow into anything... I'm sure we will find out next week!

Thanks for joining me on this fun adventure, everyone!



In this week's music lesson, Mr. Guitar came back to tell us a story. While he was waiting in my room for the next lesson, a bunch of ants marched inside of his belly! In order to get them out, we needed to sing them a song called *The Ants Go Marching*. Mr. Guitar showed us how to sing this song in two different ways. He sang it with just one string playing a 'melody' and then with all of his strings playing 'chords.' We practiced our singing voices very softly and loudly using different 'dynamics.'

After all of the ants left Mr. Guitar's body, we realised the reason they were in there at all was because I left some fruit and veggies inside him! Mr. Beet and Miss Cherry came out of his tummy to tell us about a fun game they like to play. The game is called "Sweet Beets"; we clapped once for Mr. Beet and twice for Miss Cherry. We practised some patterns such as "beet (clap), beet (clap), che-rry (tap-tap), beet (clap)."

Once we got the hang of some different rhythms, we listened to the song and clapped and tapped along with Mr. Beet and Miss Cherry. It was a little tricky, but it was great to see all the children having a great try!

After this, we all listened very closely as we introduced our next song. I wanted to see how many people had their listening ears on, so I whistled the main melody from *Don't Worry, Be Happy!* and some children guessed the song and hummed along. After I taught some of the melody to the other children, we agreed to listen out very carefully for all of the humming, tapping, clicking, clapping and whistling in the song. I encouraged all of the children to make any noises they could to fit along with the song.

We then listened to *Don't Worry, Be Happy* once more and ended our lesson with a lovely dance and lots of smiles. I can't wait to see if we can try to play along with Mr. Beet and Miss Cherry next time. Overall, the children were very involved and loved hearing the stories about my musical friends!

See you next week!



Happy Birthday!

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



15/03—Marcus (3R)



15/03—Margaux (4E)



16/03—Vivienne (2R)