



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

7th May 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Even though the Winter winds have reared their chilly heads, the children have been kept warm over the past week with engaging activities based on the Term 2 Provocations. The common thread linking all our current provocation themes is **creativity**. At our ELS we believe that **time, materials and space to be creative** are very important. As children between the ages of one to five like to be spontaneous in their creative play, we recognise the importance of following their lead. There are also times when a child wants a teacher or parent to be more involved in their creative activities. By being actively involved, parents and teachers can develop a child's skills and understanding.

"Happiness lies in the joy of achievement and the thrill of creative effort." (Franklin Roosevelt)

It's good to show a child that there's more than one way to do something. For example, there's more than one way to draw a rainbow, build a sandcastle or play a tambourine. This lets children know they can develop their own ideas. You don't need to give a child new or expensive play materials. Homemade, recycled and natural materials are all low-cost ways to stimulate play and imagination. *'Whatever artworks a child comes up with, it is always beneficial to offer descriptive praise. For example, 'I love the picture you drew. You really know how to put colours together'. This boosts confidence and encourages children to keep playing creatively. Create a home art gallery for your child's artwork. You could ask your child to choose one special painting each week to frame in the centre of the gallery. This shows that you value your child's creations.'* (raisingchildren.net.au) At Reddam, we also strive to include 'art appreciation' in your child's life. Whether it is music, drama or pictures, we encourage the children to talk about what they like and which parts are their favourite.

Mums, Grandmothers & Significant Women

"Motherhood is a sharing of space - both the biological level and also in the metaphorical sense of the word, where motherhood means accepting the other into the wider space of the body of a family, of society, and of the whole universe." (Mother Maria Skobtsova & H el ene Cixous)

Thank you to everyone who joined us for our masked **Mother's Day Celebration** this morning. It is always wonderful to have the important people in our lives join us at school. Thank you also to the teachers for organising such joyous activities and Jasmine & Jennifer for the delicious morning tea . . . what a team! Congratulations to all the **Mother's Day Raffle Winners!** Carolina, Chiara & Christine spent many hours collating the prizes, counting the money and ensuring all tickets went into the draw! Thank you to these wonderful women, to their support crew on the **Reddam Parent Committee** AND to all those generous families + Local Businesses who donated prizes for this event.

Principal's Message Continued...

By Mrs Kath Boyd

The prize winners were:

Stage 1: Kelly Wu (Jasper Lin 1E) & Shan Wu (Ethan Lin 1E)

Stage 2: Yenny Cho (Aiden Lam 2R) & Merrin Hodge (Ellia Jones 2E)

Stage 3: Helen Besgrove (Murphy Besgrove 3R) & Emma Downes (Jasper Downes 3E)

Stage 4: Cheryl You (Vance Huang 4R) & Connie Ma (Christabelle Ruan 4E)

Staff: Miss Natalie (1R)

First Prize: Merrin Hodge (Ellia Jones 2E)

Second Prize: Kimia Kaynama (Emma Kaynama 4E)

Third Prize: Tracy Zhang (Luka Yang 2R)

Traditionally, on Mother's Day we celebrate our own mother or mother-figure, but the original meaning of Mother's Day was to acknowledge and support disadvantaged mothers with no current family to support them. I will catch up with my mother Kerri on Sunday. She is a wonderful, inspirational woman. Professionally she was a High School English and French Teacher. Later in her career she obtained a PhD in Psychology. Whilst working, Mum also raised four children in NSW Country Towns, at times without any assistance from my father, who travelled in his role as a Cluster Director with the Department of Education. Mum always stressed the importance of family, being compassionate, respectful, resourceful and resilient. We were never allowed to stay home from school or miss a shift of our part-time jobs. Mum nurtured our creative talents, ensured that we always ate dinner together and encouraged us to see failure as an essential stepping stone in life. She also would not hesitate to reprimand us if we stepped over the line! She is equally comfortable with her own company and in a roomful of people. She is generous, loving and calm . . . and a fabulous Grandma to eight. I am very thankful to Mum for all values that she instilled in me and the support she has offered to me throughout my life.

Wishing you all a warm and joyful weekend, and look forward to hearing how you celebrated Mother's Day.

Pictured page 1: Tylor (4R). Pictured below: Harvey (1E).



“‘Belonging’ to the environment; ‘Being’ in the moment; ‘Becoming’ me.”
(Early Years Learning Framework)

Welcome to Term 2! Our provocation this term is **Discovering My World**. We started with exploring families and friendships within Stage 1R. In a suiting manner, we have welcomed a few new friends to our class, Owen, Brianne, Eugenia, Lucas and Olivia!

The relationships we have play an essential role in our everyday lives. Having a feeling of being connected with others and experiencing close relationships with relatives and friends instil a sense of belonging and provide a base for how we maintain relationships with others. Our family photos display highlights the importance we put on consolidating the relationships our children have. It also creates a sense of belonging. It is wonderful to see the children's reaction looking at their family photo throughout the day. We also created a handprint artwork with each child's hands to transpire our theme of collectiveness.

Our provocation table was set up each day with baby dolls which allowed children to develop skills such as caring and nurture. In doing this and extending on each child's curiosity, they were encouraged to learn how to take care of a baby by patting the dolls to sleep and feeding them milk. We incorporated pet figurines as well as they lovingly form part of our family! This helped reinforce children's knowledge of animal names.

During group time we sang about family using our fingers - one by one and incorporating family members such as 'mummy,' 'daddy,' 'brother,' 'sister' and 'baby'. We read *Our New Baby* by Catherine Mackenzie and *Cuddle!* by Beth Shoshone.

Our creative experience was to create mini people with a range of craft materials such as paddle pop sticks, googly eyes, cotton balls and felt. Another activity invited the children to manipulate loose parts, like leaves, sticks and gum nuts, to create facial expressions (eyes, mouth and nose).

Next week we will be exploring our **Emotions**. Hope you have a lovely weekend.
Natalie & Doris



Stage 1R: Caring and Nurturing



Stage 1R: Handprints



“Every child is born blessed with a vivid imagination. But just as a muscle grows flabby with disuse, so the bright imagination of a child pales in later years if he ceases to exercise it.” (Walt Disney)

Welcome back to Term 2, 1E families! It was such a successful first term of this exciting school year with your adorable children. The Stage 1E team are very grateful for your continuous support and cooperation in regards to providing positive early learning experiences to our young learners. Continuing this service of quality learning, we are now looking forward to building on one of the most important concepts of the Early Years Learning Framework which is the 'Sense of Being'. It will be a term focused on exploring the magnificent world of **'Imagination'** wherein we aim to support children's individuality, celebrate their differences and provide them with experiences that will spark curiosity and allow them to freely express themselves at the same time celebrating their achievements.

To start with, we led our children to learn more about the oceans and the thrilling roles of pirates. Engaging them in sensory experiences, we had them manipulate varying textures from jelly and shaving foam play to kinetic sand play including some pirate elements sparking their imagination and increasing their fine motor skills. Also, we prepared displays for them to stimulate their investigative skills with the 'sink or float' provocation. We brought in pom poms, leaves, sticks, stones, toy sea animals and pirate toy jewels for them to explore which items would sink or float in the water. Furthermore, the group were also challenged to balance on a wooden plank just like pirates, making sure not to fall into the shark infested waters. This was such a hit with the children as they all tried their best to walk through the plank and find a safe place away from the vicious sharks.

Tapping into our children's creative side, we engaged in two process art experiences. First, we allowed them to freely use their fingers as tools in making an abstract ocean painting using aluminium foil as their canvass. Additionally, we projected an image of a storm at sea which they reflected upon. Their artworks represented their own versions of a stormy sea occurrence.

We noticed how engaged the children were in squishing the floating pom poms and just happily participating in all the activities provided for them. They were amazing at sharing the play space as well as demonstrating interdependence and autonomy within their learning journey.

Ahh, what fun we have had this week! The children have embraced the idea of a pirate's treasure chest and have been sneaking special treasures out of the chest all week. The most favoured item were the gold necklaces, the children enjoyed wearing them so much, it made the teachers follow their style.

Next week's focus will be on learning about 'What Makes a Rainbow?' This provocation question will spark children's curiosity in exploring the world around them.

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

Charity, Heather, Suki and May



Stage 1E: Pirates (Part 1)



Stage 1E: Pirates (Part 2)



Stage 1E: Creative Experiences



"Nature will bear the closest inspection. She invites us to lay our eye level with her smallest leaf, and take an insect view of its plain." (Henry David Thoreau)

We started term two with the provocation **What's Out There?** and this week we focused on the curious and fascinating world of creepy crawlies and winged wonders that we collectively refer to as **Minibeasts** - a favourite of almost all young children.

The possibilities for learning in all areas are endless for our little learners; we considered the mathematical opportunities in investigating the patterns and colours of minibeasts, as well as the counting of legs, spots and stripes.

Children were offered a variety of meaningful and play-based learning experiences to discover and gain more knowledge about different kinds of insects. Exploring these sensory experiences helped children develop their expressive language & communication skills as they had to take on the language of the role they were playing. They began to understand the world around them as they explored an imaginary situation. They also played independently, developing confidence & self-esteem.

Our artwork of the week invited children to use a potato masher to create spiders. We had no predetermined outcome for this art project, just the opportunity to allow the children create, imagine, and explore.

Children enhanced their appreciation and care for natural environments through our bug hunt. There was no better way for our explorers to learn about insects than by finding them themselves. Inspired by our bug hunt, children decided to make a bug hotel for all the bugs that they collected. Building a place for these critters to live, using recycled materials and all that nature could offer, introduced children to the nature that we live with side by side with.

Our insect matching game involved children identifying and matching a variety of familiar and unfamiliar bugs and insects. This experience developed 2R children's matching and memory skills and encouraged their observational skills.

Hopefully the teachers helped the children value and appreciate nature and all the living creatures even the tiniest ones! Teaching children to love insects is the first step towards ensuring that we look after these ever-so-important tiny gardeners for generations to come.

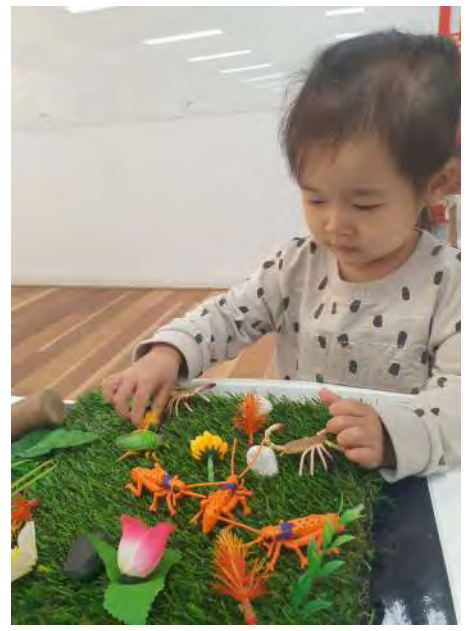
Have a fabulous weekend everyone!
Sara, Vivian and Manoela



Stage 2R: Bug Hunt, Bug Bingo and Bug Hotel



Stage 2R: Exploring Insects & Minibeasts



Stage 2R: Creative Experiences



“Never think that animals suffer less than humans. Pain is the same for them that it is for us. Even worse because they cannot help themselves.” (Louis J. Kamuti)

Welcome everyone back to the first newsletter of Term 2! Time is flying by this year and we were keen to get started back in our regular learning program in 2E.

We observed last term children were incredibly interested in everyone's jobs, from Sam the Garbageman, to Sam the Food Delivery Driver, to Sam (I'm not kidding) the Tree Arborist. Children also expressed an interest in your days, dear parents, and what you do after dropping them off at school. As a result of this interest we are focusing on **Community Helpers** as our term provocation. This offers many opportunities of exploration, role play and learning. We began our week looking at the noble profession of **Veterinarians** as 2E children have demonstrated a wonderful care and appreciation for their pets.

At our dramatic play area children tended to animals' needs such as water, feeding and exercise as well as exploring the office reception environment of an animal hospital using our wooden rainbow as an imaginary telephone. This was a wonderful opportunity for collaborative play and children to explore different emotions and roles in a group dynamic. 2E are becoming proficient conversationalists and the narratives they imagined were exciting and inclusive.

Our art experiences invited children to imagine owning their own pet snake matching eyes and tongue to the correct location as well as using bubble wrap stamping to create the scaled patterns of a snake. We made lovely birds using feathers and paper with some beautiful colour arrangements occurring as children develop their own sense of style and aesthetic expression. We've explored x-rays and what lies beneath feather, fur or scales and tended to injuries with a bandage and splint.

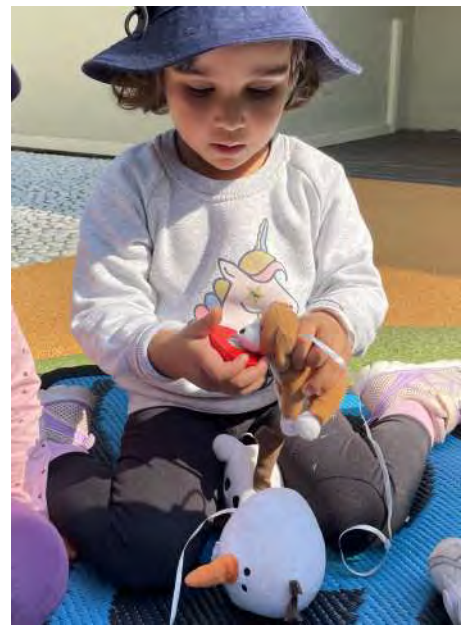
Our sensory tables invited children to immerse themselves as a pet groomer washing and tending to pets or a wilder animal making tracks or ripples in different mediums such as sand or water. Lastly, our mathematical focus was concentrating on comparative concepts such as littlest or biggest and sequencing items in between. We also used a wonderful scales resource to explore the concept of balancing cause and effect.

Next week we will be venturing into the heroic world of firefighters!

Have a great weekend from all of the 2E Team!
Skye, Tracey, Georgia, Connie & Indi



Stage 2E: Animal Hospital



Stage 2E: Numeracy



Stage 2E: Creative Experiences



“Preschoolers’ emotional knowledge is increasingly identified as an important predictor of their skill at navigating social and academic worlds of early schooling.” (Denham, Bassett and Brown, 2013)

Term 2’s provocation is all about **Emotional Intelligence** as we learn as a cohort the importance of labelling our emotions, learning productive and adaptive ways to deal with emotions regarding ourselves and others and further developing our social skills. Through this term and beyond, we are hoping to create building blocks for regulating emotions, as Harrington, Trevino, Lopez and Giuliani (2020) state *“The ability to regulate emotions develops rapidly in the early years of life and improves slowly into adulthood.”*

During our ‘Morning Meeting’ we explored the ‘Feeling’ soft plushies, each with unique and different emotions on them. The children were asked to make the face and think of a time when they felt like the ‘Feeling’ plushie. Through these discussions, children are able to add to their vocabulary and begin to label emotions externally and internally.

As we start the terms’ provocation, the children were invited to draw self-portraits, using different coloured paints and a mirror, the children were asked to look at themselves and draw their own face. The children made ‘happy’ and ‘sad’ faces depending on what they wanted, the children then gave examples of times where they felt these emotions.

In our small groups, children were invited to explore different emotions and adaptive strategies for when we are feeling a certain way. The children were asked to talk about their emotions by using “I feel.... When...” this was a great way to model these sentences starters and to see how the children recognise their own emotions.

Next week we will be starting to use the **Kimochi Program** which focuses on creating a safe environment to learn to identify and express feelings, work through conflict, and build foundations for social and emotional intelligence.

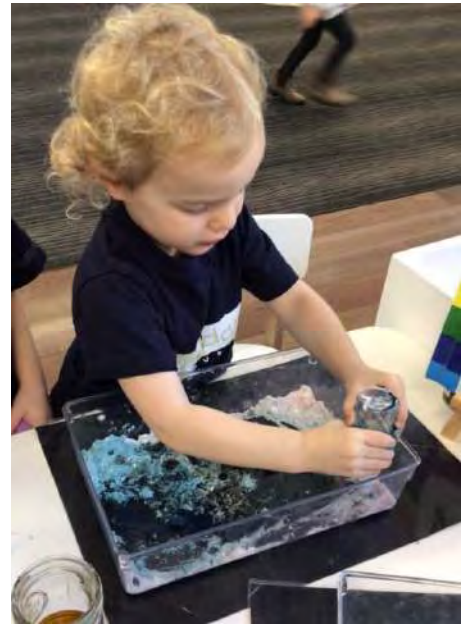
Grace, Pa, Margaret & Carina



Stage 3R: Self Portraits



Stage 3R: Hidden Colours Experiment



Stage 3R: Sensory Experiences



“All children begin their journey with no expectations and have a sense of wonder about their world.” (Doe & Walsh, 1998)

Welcome back to Term 2 everyone! In Term one, we had a lot of fun learning about the world around us, focusing on the sense of *Belonging*, who we are and also acknowledging the people around us. This has led us to this Term's provocation for 3E, **Connecting to the World Around Me** - switching our focus to *Being*. To begin, we focused on feelings and social emotional development. Helping a child to express their feelings and to understand why they are feeling the way they are, will enhance their emotional, mental and physical well-being and in turn help them to feel connected to their world.

This week, we embarked on our learning journey of feelings with the aid of books from *The Feelings Series* by Trace Moroney. This collection of books help children develop skills to identify and manage their emotions and feelings. It leads to an increase in confidence, self-esteem and an optimistic and hopeful state of mind creating a healthy emotional foundation.

Children often use art experiences to help them process and make sense of their thoughts and to deal with overwhelming emotions, so we had lots of free drawing and painting opportunities readily available to the children this week. This allowed them freedom of expression with no rules or boundaries and space for creativity.

Following discussions at our group times about emotions and how to cope with them, the children were asked to make faces that expressed different types of feelings. For example, how we express happiness, sadness, anger and how we might recognise those emotions in someone else. This led us to creating emotion collages with each child, where they showed us their facial expressions for various emotions that they feel regularly, demonstrating their understanding of each one. Capturing these images gives the children a visual to identify different feelings on their own faces. In addition to this, for a fun and crafty learning experience, we made 'emotion masks' from halved paper plates using the lower half of the children's faces and had a guessing game to see whose mouth was whose and what emotion each one portrayed.

Next week, we will continue to focus on social/emotional skills to allow the children time to explore this very important life skill further. We also plan to encourage the children to practise writing their names, introducing the concept of print, after spending Term One focusing on name recognition. Language development and literacy is a critical part of children's overall development, supporting their ability to communicate, express and understand feelings.

Thank you for spending the time to read our newsletter! Have a wonderful weekend!

Deb, Luan & Priya



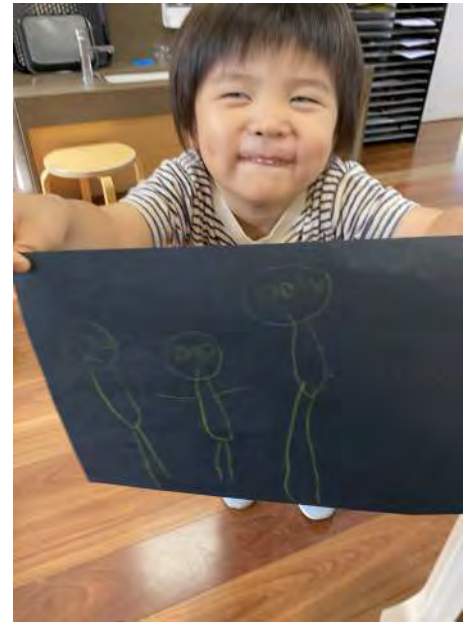
Stage 3E: Expressing Our Emotions (Part 1)



Stage 3E: Expressing Our Emotions (Part 2)



Stage 3E: Extra Snaps



**"We do not inherit the Earth from our ancestors:
we borrow it from our children."** (Native American Proverb)

Welcome to Term 2 everyone! We are so glad to embrace the beautiful group of children that have become 4R. This term our provocation will be **Being - Exploring Planet Earth**, with an emphasis on sustainability. During our 'Morning Meetings' this week we unpacked the question: 'What do we know about Earth?' There were some wonderful responses, and as a group, the children demonstrated an interest in dinosaurs. We also had discussions about the importance of keeping our planet rubbish free for our animals.

One of our books of the week was *Have you Filled a Bucket Today?* by Carol Cloud. This book focuses on the importance of kindness. After the story we had a group discussion on how we can fill each other's invisible buckets and how we can dip into them:

Alex: "When we push, it (the bucket) gets empty."

Tylor: "You can give someone a present when you go to their house."

Mia: "You can share with your friends!"

Araiya: "You can love your brother."

We decided that we would make a class bucket and fill it together throughout the term to help remind us all to be 'bucket fillers' throughout our day.

The children also participated in a number of science experiences this week. On Tuesday, the class created their own volcano using sand and a bottle. We took turns making it explode by adding food colouring, vinegar and bicarb. Miss Emily explained that the rock inside the planet we live on can melt to form molten rock called magma. This magma is lighter than the rocks around it and so it rises upwards. Where the magma eventually reaches the surface, we get an eruption and volcanoes form. Wow!

On Thursday, we extended on this and studied what forms the Earth's crust by looking at igneous and sedimentary rocks before creating our very own edible rocks using chocolate. We added three different layers to mimic how the earth creates sedimentary rocks and then put them in the microwave to stimulate the pressure that changes the rocks from three to one. After they cooled, the children got to try them. What a delicious science experiment!

Next week we will be delving into the delightful world of dinosaurs! Looking forward to seeing you then!

Miss Emily & Miss Allegra



Stage 4R: Volcano Experiment and Earth Rocks



Stage 4R:Rainbow Art



Stage 4R: Extra Snaps



“Teaching children about the natural world should be seen as one of the most important events in their lives.” (Thomas Berry)

We are so excited to begin our provocation for Term 2, **Being - Exploring Our Earth**. We will be exploring the land, oceans, animals, weather and the history of our planet, as well as incorporating some sustainable practices that we can implement to care for the Earth.

This week our learning experiences included manipulating blue and green plasticine and stones to represent the Earth, using pipettes and coloured water to melt frozen leaves and flowers, and the children constructed trees out of wooden branches and leaves. We also categorised land and ocean animals into groups, discussing the environments they live in. The children discovered that some ocean animals live in colder waters at each pole, while others live in deeper waters and near the shorelines. Some land animals live in dry deserts, while others live high up in trees in the rainforest. Natural gemstones and seashells were also provided for the children to observe with magnifying glasses and to manipulate in their hands.

Our first story of the week was called *Thank You Earth* by April Pulley Sayre. This book was a ‘thank you letter’ to our planet, filled with beautiful photographs of our land, sky, oceans, seasons and animals. We discussed how important it is to keep our Earth blue and green, and to be sustainable so it remains this way for future generations.

George - *“Little plants grow on Earth and make it green.”*

Olivia H. - *“Earth has a North and South Pole.”*

Penelope F. - *“The cold parts are starting to melt and the polar bears don’t have anywhere to live or sleep.”*

Ryunosuke - *“If we make our Earth dirty, we will get sad.”*

Xavian - *“The Earth spins because of its orbit.”*

Our provocation led to the class exploring the layers of the Earth. We filled a glass box with coloured sand, bark and soil so we could see each distinct layer. Yellow sand was used for the core, then we used red sand for the outer core. Bark represented the mantle and we topped it off with soil for the crust and surface. On top of the surface, we placed trees, animals, stones and the ocean, to represent all of the things that exist on our Earth. Our planet is so fascinating!

It was lovely to see how the children have transferred and adapted their knowledge from what they have learned about our Earth through our learning experiences. Next week we will travel back in time to hundreds of millions of years ago and find out what existed on our planet.

Miss Lauren, Miss Rebecca and Miss Carina



Stage 4E: Exploring Nature (Part 1)



Stage 4E: Exploring Nature (Part 2)



Stage 4E: Representing Our Earth



Playball

By Coach Lauren Guttman

It was so exciting to be together again! We had the best lesson planned our first week back!

We started the lesson today with the *Forwards/Backwards Game*. Ask your children! When I blew my whistle once, the children needed to walk forwards; when I blew my whistle twice, the children all walked backwards, but... I am a tricky coach and I got faster and faster and faster until the children were moving like crazy and it looked like we were dancing!

I also brought balls to our class today. The children were super excited as we placed the ball between our feet and jumped as high as we could. We all had such a good laugh. We then placed the ball between our knees and tried to walk trying our best not to let the ball slip – we were waddling like little penguins.

Time for soccer...

We did some free kicking around the court, always remembering to watch our ball. We dribbled (little kicks) the ball around the court and when Lauren blew her whistle, we “trapped” the ball with our foot – great balancing skill. We placed our ball on a ball holder, waited for Lauren to blow her whistle and kicked the ball off the ball holder as hard as we could.

We even did some “headers” – we stood in a line and Lauren gently “boofed” the soft ball on our heads to give us an idea of what a “header” is. I taught the children 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 then placed soccer goals on the court and we 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 into goals. We know that if the ball doesn't go into goals, we don't get cross or upset – the “*more we practise, the better we get!*”

Well done, Champs! Have an awesome week.



Yoga

By Connie Ko

Namaste and welcome back to Yoga class. The children were very excited for their first Yoga class for the term and were eager to show off all the poses they remembered from Term 1.

We started the lesson by taking some deep cleansing breaths with our legs crossed to calm and ready our body to move. I then asked the children to move from child's pose into a 'mermaid pose'. This pose assists children in developing a more flexible and stronger lower back, quad muscles, and hip flexors. It also supports their ability to balance.

After we had stretched out both sides of our lower backs we continued into a sequence of poses including *Upward Facing Dog*, *Rainbow*, *Lion* and *Dolphin*. We held each pose for around ten seconds and the children helped me count up to ten for each side of our bodies. I reminded the children to take some deep breaths while doing these poses as breathing helps us maintain positions for longer.

Some of the poses were a bit tricky but the children know that the more they practise the better they will be able to get! A few children from Stage 4 told me that they had been practising their balancing and their stretching at their extra-curricular classes. This was wonderful to hear!

The children then finished the sequence with the *Tree Pose*. This pose is the most recognised pose in Yoga and has been identified in Indian relics dating back to the seventh century. When practised properly, the *Tree Pose* can create a wonderful sense of inner peace. As well as this, the *Tree Pose* metaphorically teaches children to be both strong and flexible, to be rooted without being rigid. A tree must be able to sway in the wind - or risk having its branches or trunk snap - so the key is to feel rooted in your feet.

Thank you for a wonderful Yoga lesson and see you next week.



Drama

By Xanthe Wills

This week in Drama our focus was on **Merpeople** and **Under the Sea**. We began the lesson, as always, with our parachute. This week's question was "What's your favourite under the sea creature/animal?" After answering the question, the children warmed up their voices by singing *A Sailor Went to Sea* with actions to follow. We tried singing very fast and very slow.

I brought 4 hoops to the ELS that turned into 'Islands'. I asked the children to name the islands. Henry T. in Stage 4 suggested one be called 'Seafood Island', and Xavier suggested 'Transformers Island'. The children were asked to dance like underwater creatures when the music was playing (*Under the Sea* from *The Little Mermaid*), but when the music stopped, they needed to get to safety on an island. We danced like crabs, jellyfish, turtles, mermaids, and sharks.

Next, we all came and sat in a circle. I told the children that while we were swimming and dancing in the water, a mermaid came and dropped me some magical mermaid sparkles. They were in a container that we could see through and shake. I put on a song (*Mahoney's Debut* from *Mr Magorium's Wonder Emporium*) and we passed the sparkles around the circle. If the music stopped while they were holding the container of sparkles, they had to make a face. We practised all types of faces: angry, happy, sad, silly. Everyone got a turn and there were some great faces!

After we finished with the sparkles, I showed the children a magical mermaid stone. We played *Who's Got the Stone?* One person was sent out of the circle and told to close their eyes (with the help of teachers!) Then, one child in the circle was selected to hide the stone in their hands behind their back. Everyone then put their hands behind their backs and pretended they had the stone when the guesser came back. The guesser then had 3 chances to try to guess who was holding the stone. It was a challenge for the children to try and not give away who was holding the stone!

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



Today was our first Music Lesson of the Term! To start us off we began with some warm ups to get us back into the music mood! We stretched our bodies up to the sky, down to the floor and moved our mouths around so we could warm up our face. We checked that our voices were still working by singing some 'Oohs' and Aahs' then got ready to sing the action song *5 Little Ducks*.

We readied five fingers and both arms so that we could follow along with the actions and count down. I asked the children to hide their ducks behind their backs and searched around with our mother duck as only four of her ducklings came back and so on. We even had some felt ducks to play with for some of our younger friends. Everybody was really engaged throughout this song and loved contributing with the actions and 'quacking' sounds!

After we had sung with our ducklings, I asked our friends if they knew any other bird sounds. We heard some 'tweet's', some 'whistles' and some 'chirps'. I then introduced a bird (a Robin) for our next song *Rockin' Robin*. The children 'grew' some bird wings and flapped our way into some groovy dance moves along with a melody we learnt along with the tweets . . . "*twiddly diddly deet . . . tweet tweet tweet.*"

Now that we knew we were all good dancers I had a challenge for everybody. I brought two friends with me and needed some help in teaching them how to dance so I asked some of our friends who were listening nicely to come and teach my teddy bears. One at a time, some of the children stood with us and showed us their own unique dance move that the teddy could watch and try to copy. Once some brave volunteers had shown us their moves we got back into our circle and all danced together to *I Like to Sing/Dance*. We wiggled our hips, pointed our toes like some beautiful ballerinas in our classes and stomped like a dinosaur - all while making up our own special moves.

Thank you for a wonderful lesson! All the children were very engaged with all of our action learning songs today and loved making up their own whacky dances.

See you next week!



Happy Birthday!

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



03/05 - Farida (3R)



05/05 - Shihan (1E)



08/05 - Evie (2E)

Mother's Day Celebration

A Happy Mother's Day to all the incredible women who are a part of our Reddam community!



Mother's Day Celebration



Mother's Day Celebration



Mother's Day Raffle Sponsors




ECOLE
BALLET & DANCE THEATRE



(Potts Point)

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