



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS
14TH MAY 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Every day, I respectfully observe the loving, genuine interactions between our teachers and children. During these connections, the teachers are providing support, encouragement and motivation, as well as information, resources and guidance to their young friends. Likewise, when I read through the Daily Journals, individual student and group observations on Tapestry, I gain a deeper understanding of the experiences the children are being offered and an appreciation of the learning that is taking place. Children throughout all four stages are being encouraged to investigate and solve problems with each other and with their teachers, and as a result their thinking and learning is becoming deeper, richer and more complex.

"Quality adult-child verbal interactions are a critical component in effective early childhood programs." (Sammons & Taggart)

The Early Years Learning Framework firmly endorses play-based learning. It also strongly recognises the significant role that teachers play in helping to ensure that children's play and learning is effective and meaningful for them. One of the most important things that we do is to **engage in conversations with children**, based on our relationships with them. Sustained, shared thinking involves children and teachers working together in conversations which provide opportunities to discuss and think about problems or challenges in a serious, extended way.

In everyday reality, many of the conversations that adults have with children are superficial (a passing comment) or directive (telling them what to do or how to do it). There is a time and a place for both of these 'passing conversations'. But, if that is the limit of our interactions with children, then we have little opportunity to thoughtfully connect with their learning and thinking. We must, teachers and parents, make time for open-ended and exploratory conversations. *"What will your children remember? Moments spent listening, talking, playing and sharing together may be the most important times of all."* (Gloria Gaither)

The aim should be to not just be involved in children's play, but using this shared experience to take advantage of opportunities to extend and enhance children's thinking. By engaging children in deep conversations about what they are doing; by asking open-ended questions to encourage their thinking; and by supporting them to reflect on and evaluate the success or otherwise of their efforts, we can help children to begin to think in more sophisticated and abstract ways. As children talk through ideas and questions, new ideas and creative solutions have the chance to emerge.

Principal's Message Continued...

By Mrs Kath Boyd

In the process, children not only broaden and extend their understanding of the problem at hand but they also begin to learn the value of collaborative approaches to problem solving. Stopping with your child for five minutes and investigating the experiences displayed on the wooden Provocation Table (upon arrival or departure if time permits) allows for these deep conversations to occur.

Some **good questions for encouraging and extending conversation** include:

- What do you think might happen next?
- What is happening here?
- Why do you think that happened?
- How can I help you solve this problem?
- How do you think they might be feeling?
- What would you do if ...?
- How did you do that?
- What do you like most about your...?
- Can you tell me about what you're doing?
- Can you tell me more about that?
- 'I wonder why ...?'

"When adults take the time to involve themselves in children's learning in a collaborative way - helping to extend, support and guide children's thinking rather than simply providing immediate answers to children's questions - they enable children's thinking and learning to become deeper, richer and more complex." (Touhill – 2012)

Grandparents & Special Friends Events: 9am – 10:30am

Earlier this week you would have received a Q & A email from me with an e-invite attached.

- **Stages 3 & 4:** Next Friday 28th May 2021
- **Stages 1 & 2:** Wednesday 2nd June 2021

Thank you to those parents who forwarded the e-invite to your child's guest/s & also RSVP-ed on their behalf to your child's Core Teacher. We are very much looking forward to these 2 events.

Pictured above: Rohan, Grace, Xavi & Adison (4E) chillin' with Kath (c/- our School photographers: www.photopfinishphotography.com.au). Pictured below: Ethan & Vance (4R) discussing a book about themselves!



"Being a family means you are a part of something very wonderful. It means you will love and be loved for the rest of your life." (Lisa Weed)

This week our program focused on **Emotions**. Each day we asked the children 'How are you feeling today?' Emotional intelligence offers children the opportunity to explore and express their own feelings and it also helps them to practise managing their feelings and learn strategies to cope with them.

Our literacy group times included the *When I'm Feeling...* book series written by Trace Moroney. We started by reading *When I'm Feeling Happy* which conveyed various situations in which the Bunny, the main character, felt happy and it also shared with us things we can do to take us to a joyful state. Similarly, the Bunny also described feelings of anger, fear, sadness and shyness.

To reinforce the children's learning, we used a whiteboard that displayed different facial expressions and matched them with magnetic words representing the depicted feelings. We also introduced an experience where the children were given the opportunity to look at themselves from the reflection of a mirror and practise 'making faces' at it.

To incorporate the books we've read this week, we had a sensory experience with shaving foam and poster paint, red to represent anger and yellow for happiness. The children had lots of fun during this messy play! They were also invited for an art activity decorating a tree with a variety of emotion icons and made stress balls to help relieve levels of anxiety, calm their bodies and aid the development of stronger hand grips (fine motor skills).

To continue to evoke children's curiosity and interest in science and the world around them, we had a water and oil experiment. They observed what happens when both elements are mixed together. It was fun watching the oil floating on top of the water and then noticing the transition in colour when we added blue dye to the mix.

Next week we are exploring **Kindness and Love**.

We hope you enjoy your weekend!
Natalie, Doris, Sharon & Suki



Stage 1R: Our Emotions (Part 1)



Stage 1R: Our Emotions (Part 2)



"Inside every child is a rainbow waiting to shine." (Anonymous)

I think we can all agree that rainbows are amazing! They bring us so much excitement and joy even as adults. As rare and magical as they are, rainbows have always been fascinating to children. The burst of colours always intrigues them and leads them to engage in meaningful learning experiences about the world around them.

This week's provocation topic - **What Makes a Rainbow?** gave the children opportunities to build their cognitive skills through investigation, experimentation and exploration. We provided the 1E children with resources that supported their investigations and created enjoyment. These experiences included: making a rainbow cloud jar, investigating torchlight against a CD for a burst of rainbow colours and watching rainbow coloured water travel from one paper towel to another.

The children were also encouraged to explore their sense of touch and collaborative learning processes during a creative sensory experience named *The Rainbow Run*. Using mini trucks and cars, they were invited to use these favoured toys as their tool for painting, thus creating a mixture of colourful patterns on their blank canvas. Additionally, we extended their knowledge of colours and challenged their eye-hand coordination & colour discrimination skills by asking the children to balance colourful synthetic balls on top of hygienic cardboard rolls. During this activity, we observed the children taking autonomy of their own learning as they interpreted the rolls as telescopes/megaphones and used the balls for catching and throwing alongside their friends. They displayed their confidence and built more meaningful learning experiences.

The rainbow coloured rice also stimulated the children's sensory skills as they manipulated the resource, running it all through their fingers, scooping and pouring it into containers. Not only did we observe the children becoming confident and involved learners, the topic for this week also gave them the chance to express their opinions with their peers and teachers.

Thank you once again for your constant appreciation of our weekly program, next week will be focused on castles, dragons, and the fairy tales that our children adored! Everyone is invited to wear their beautiful fairy tale outfits and bring magical books and toys for a show and tell!

Wishing everyone a restful weekend!
Charity, Heather, Suki, May and Lizzie



Stage 1E: I Can See a Rainbow (Part 1)



Stage 1E: I Can See a Rainbow (Part 2)



Stage 1E: Creative Experiences



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

Last week 2R children's passion about minibeasts awakened wonder and interest in them. This week we delved more deeply into the world of these fascinating creatures and helped children to understand that insects are an incredibly important part of our planet.

Children are naturally curious to explore nature and experience its immense beauty, which is often found in butterflies. Taking that into consideration, we learnt butterfly life's cycle by retelling the story of *The Very Hungry Caterpillar*. This story introduced sound educational themes such as counting, the days of the week, healthy eating habits and the evolution of animal life - as when a caterpillar eventually transforms into a butterfly.

Our creative artworks involved children using fly swatters for painting and printing bubble wrap onto paper, therefore creating beehive paintings inspired by honey bees.

2R were offered various meaningful and play-based sensory experiences to enhance their knowledge of minibeasts. They dug for spaghetti worms in sand, being encouraged to catch all the slippery and slimy spaghetti worms with tweezers. This helped them with early mathematical skills as they counted out loud as each worm was caught and measured the different lengths of the spaghetti worms. Moreover, they created insect imprints on playdough. Once again they were encouraged to count the legs on each animal and notice the different shapes, imprints and patterns they made.

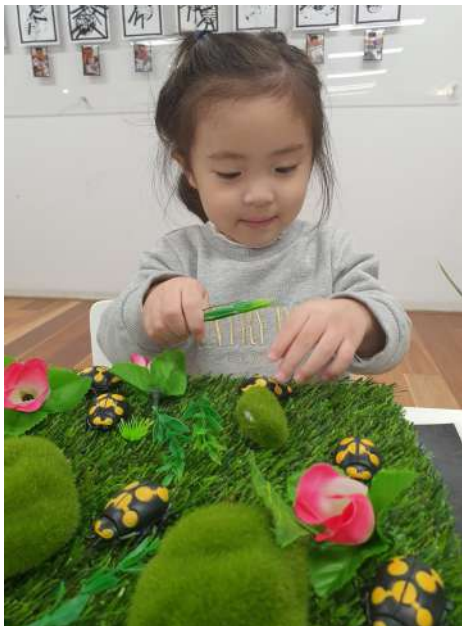
Other experiences included a yellow rice and bumblebees sensory tray, red/black sand and ladybugs, water beads frog ponds, and ladybirds small world play. Children were encouraged to use all their senses to explore whilst practising fine motor skills, hand-eye coordination, early mathematical skills and more in a play-based environment.

Children are naturally curious about nature. We as adults often err on the side of caution, discouraging this curiosity by suggesting that certain animals are dangerous. They then often grow to lose that interest and, as a consequence, valuable knowledge and important contact with nature. A better practice is to channel this curiosity into learning opportunities and help them learn the differences between what's safe and what's dangerous and find the answers to their treasurable questions.

Have a great weekend!
Sara, Vivian and Manoela



Stage 2R: Investigating Insects



Stage 2R: Exploring Minibeasts



Stage 2R: Buzzing Bees



"To do more for the world than the world does for you - that is success." (Henry Ford)

After investigating 'veterinarians' last week, we continued our **Community Helpers** provocation exploring **Firefighters**. We were inspired by the noticeable bad smell of smoke in the air from back burning. That lead us to discuss how the smoke can affect the air quality and our lungs. However, having small fires in the cooler months helps to prevent wildfires from happening in the hotter months - which can cause even more damage to wildlife, humankind, several communities and homes alike. We then looked at a map of NSW and noticed all the bushland that surrounds Sydney.

Looking into the profession, we learnt about the clothes they need to wear, the equipment and tools they often use when in action, what's in a fire truck and how to respond in case of a fire emergency. If we find ourselves in said situation, we should try to remain calm, avoid breathing smoke and "Get down low and go, go, go!" since smoke rises. We also practised what to do if we hear the alarm going on at school. Outside, we had a look at the fire hose reel and back indoors, we observed the fire extinguisher in our class. We were reminded that these are not toys and should only be operated by qualified professionals.

In our dramatic corner, we wore appropriate dress ups, created fire buildings and built our own campfire. A sensory tray filled with yellow, red and orange rice had fire trucks and house toys for the children to save from imaginary fires. Another experience invited them to pass coloured water beads through plastic hoses. Our art experiences included making fire collages using red and yellow tissue paper and creating fire collages manipulating a variety of medium. Another craft involved us painting a cardboard red and then making it into a fire station - that we later used for roleplaying.

Next week we will focus on **Police Officers**, rehearse our evacuation procedures, practise how to remain calm in those stressful scenarios and start to learn our addresses (for emergency education purposes).

We hope you have a wonderful weekend!
Skye, Tracey, Georgia, Connie & Indi



Stage 2E: Fire Collage (Part 1)



Stage 2E: Fire Collage (Part 2)



"Developing emotional intelligence enables us to manage emotions effectively and avoid being derailed, for example, by a flash of anger." (Tominey, O'Bryon, Rivers & Shapses, 2017)

Starting with our **Kimochi Program**, this week we looked at *key communication skills* and ways to *start interactions*. This program uses character toys, 'feeling' plushies and social stories for children to become immersed in - using them both in free play and intentional teaching groups.

In our small groups we focussed on saying "Hello" to each other, making eye contact and using people's names. By doing this, the children are encouraged to use their words to gain the attention of others. As a group, we also practised using our 'talking voice' over our 'fighting voice' - children had fun switching between the two to distinguish the differences in sound and facial expressions. This in particular was a useful skill in helping regulate emotions, especially when unpredictable situations occur.

From there, the children then learned about the 'communication tap' - a gentle two finger tap on the shoulder to gain the attention of a friend. The children took turns in the circle to pass **Huggtopus** from friend to friend by using the 'communication tap' and eye contact. By practising this skill, it adds another tool for children to use when wanting to initiate an interaction in a friendly and kind manner.

During our 'Morning Meetings' we have been using the 'feeling' plushies to talk about the emotion represented. By choosing random feelings, the children show engagement and enthusiasm by trying to replicate the emotions through facial expressions and body language. As a group, we went around the circle to ask the children a time that they felt that way. The children are learning to use "I feel ____ when ____" statements, encouraging them to label the emotion and think of time when they felt that way. Afterwards, we asked the children different strategies to help them express these feelings adaptively. The children came up with strategies such as "Getting a hug from Mum and Dad" - Charlotte, "Take a breath" - Alexander, "Going to a teacher" - Ruby and "Eating ice cream" - Michael. During our **Kimochi** lead experiences, we came across a very helpful phrase of "You can be mad but not mean!" The children's interpretation of this was that we are able to be angry but not to others.

Curating the room to make calm and contemplative areas allow the children the ability to take a break and space when needed. Our table top experiences are focused on identifying different emotions through finger painting portraits, play dough faces, transient loose part faces and feeling detectives.

As we continue to learn more about emotional intelligence and emotions in general, we are placing more responsibility on the children to take ownership of their emotions and belonging in the class. To further this, the children have been making special beaded necklaces that will represent specific roles in the room that help children to become more independent. Roles such as bed helpers, lunch helper, feeling helper and fish helper will encourage the children to become active members of their room.

Grace, Pa, Margaret & Carina



Stage 3R: Kimochis



Stage 3R: Learning To Communicate



"Educating the mind without educating the heart is no education at all" (Aristotle)

This week we continued our learning journey on **Emotions and Feelings**. Two important areas of learning in early childhood are *emotion knowledge* and *emotional regulation skills*. Emotion knowledge involves the ability to perceive and label emotions, which is a crucial foundation for more complex skills such as empathy. Young children often experience intense emotions. At first, they reflect and come to understand those feelings according to the meaning attributed to them within their social and cultural contexts, before generalising these understandings to the emotions of others. Learning about emotions and feelings through various mediums can help children express what they are feeling in a multidimensional way, even if they lack the vocabulary to describe it.

Art is a great means for self expression. It is also a way of exploring, discovering and representing the world around us. We incorporated a lot of opportunities for the children to take part in meaningful hands-on art experiences in addition to free painting. They engaged in activities such as 'Find the Face' where they needed to guess what emotion is represented in each image and match it to the corresponding card and colour.

To further support this learning, we read a book called *Tricky's Bad Day* by Alison Lester. In this story, Tricky was having a bad day which made him angry and frustrated. This made him behave badly towards his family but when his Dad took him for a walk to his favourite spot, he calmed down and realised it wasn't such a bad day after all. Tricky felt many different emotions over the course of the day and his Dad helped him to understand that it was ok to feel all those things but there are ways you can help yourself feel better. This story reinforces the idea that all feelings are valid and important, even the bad ones.

To demonstrate feelings of anger and frustration, we did a volcano experiment. The bubbling effect was a representation of feelings bubbling under the surface and how when this bubbles over, it can affect the people around us.

Improved levels of emotion knowledge support children to better understand their emotional experiences, and communicate, discuss and reflect on feelings, as well as to better understand the causes and consequences of particular feelings. Emotion knowledge helps children to develop skills in self-regulation with increased awareness of their own emotions, and engage in more successful interactions with peers, inhibit aggression and increase prosocial behaviours and empathy.

Have a wonderful weekend!
Deb, Luan & Priya



Stage 3E: Rainbow Finger Painting



Stage 3E: Name Recognition and Outdoor Play



"The goal of early childhood education should be to activate the child's own natural desire to learn." (M. M.)

This week in Stage 4R we delved into the world of dinosaurs as the rulers of the Mesozoic Era! As soon as the children entered the classroom in the morning, they were very excited to see lots of prehistoric provocations around the classroom.

To introduce said topic to the children, we read a book called *Stomp, Dinosaur, Stomp!* by Margaret May. Together we began to learn the names of different kinds of dinosaurs; the teachers observed that many of the children already knew plenty including T-Rex, Stegosaurus, Pterodactyl and Triceratops. While reading the book we drew comparisons between the dinosaurs and the animals that are alive today. We noticed that Pteranodons look like birds and the Plesiosaurus looked a bit like whales! This began an interesting discussion about evolution which we will continue exploring next week.

One of the children's favourite experiences of the week was the frozen dinosaurs in the discovery trays. They were instantly interested and curious. *"What do you think is in there?"* asked Ethan. *"Let's find out!"* replied Vance. A number of the children spent a very long time at this experience working on their fine motor skills. During their engagement with this activity they also demonstrated their ability to hypothesise why and how they could get dinosaurs out of the ice.

Another memorable part of the week was the dinosaur egg! Miss Emily introduced this special experience with a book that was hers from when she was a little girl called *The Smallest Dinosaur in the World* by Michael Salmon. This story introduced the children to the Compsognathus (COMP-SOG-NAY-THUS) which is the smallest dinosaur ever discovered. We also learnt some other fun dinosaur facts including:

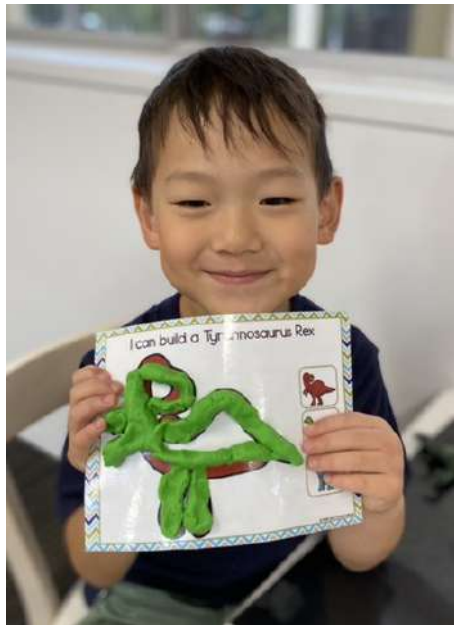
- Diplodocus was the longest dinosaur in the world;
- Triceratops was the biggest horned dinosaur in the world; and
- Ultrasaurus was one of the largest and tallest dinosaur in the world.

Miss Emily then pulled out a big jar filled with water and showed the children a special dinosaur egg that she found at the shops. *"I've had one of those at my house before!"* said Ethan. *"Me too! You put in the water and then a toy dinosaur comes out!"* responded Tylor. The children all took guesses of what dinosaur might hatch out of the egg. Some of the guesses included a stegosaurus, a T- Rex and a Triceratops. We are all very excited for this moment!

Next week we will continue to learn about dinosaurs and evolution.
Emily, Allegra & Linda



Stage 4R: Dinosaur Discovery (Part 1)



Stage 4R: Dinosaur Discovery (Part 2)



**"Dinosaurs may be extinct from the face of the planet,
but they are alive and well in our imaginations." (Steve Miller)**

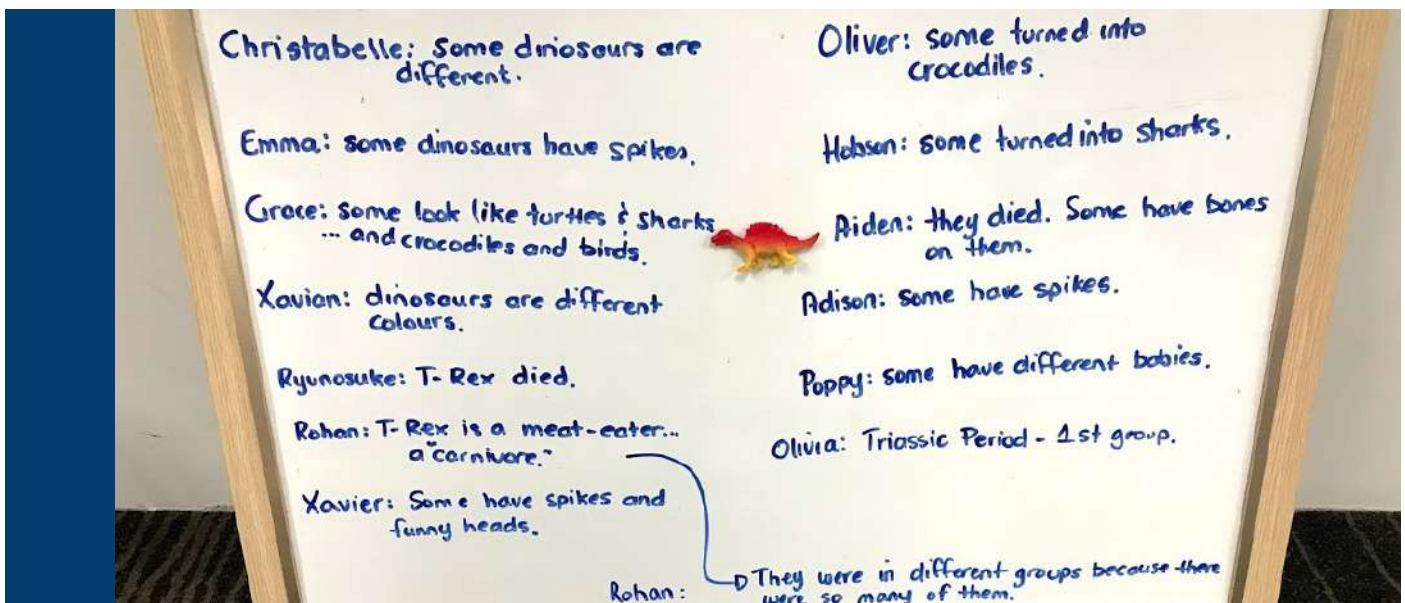
This week Stage 4E travelled back in time to learn about our prehistoric planet. Many of the children have expressed their fascination with dinosaurs throughout the year, so this was the perfect time to incorporate this interest with our Earth provocation. Our inquiry began with a history lesson, starting around 540 million years ago when the first organisms and fish inhabited our planet. These creatures evolved into large-jawed fish, amphibians, reptiles, even giant insects. As we studied the diagrams of these creatures, the children made suggestions about what they may have eventually become including sharks, crabs, turtles, frogs, crocodiles and the lizards that exist today.

We then learnt that the dinosaurs arrived on our Earth approximately 225 million years ago in the Triassic Period. Next came the Jurassic Period, and finally the Cretaceous Period, before the dinosaurs became extinct 65 million years ago. The children were surprised that not all of the dinosaurs lived together at the same time, but during these three different periods. The Tyrannosaurus Rex for example was one of the youngest dinosaurs to emerge during the late Cretaceous period and 'only' lived for 4 million years. We then discussed the Ice Age when the woolly mammoths and sabre-toothed tigers roamed the planet. Eventually more mammals arrived before cave people started to evolve 2.5 million years ago.

Both our story books and fact books had a wealth of information in them. *Flip Flap Dinosaurs* by Axel Scheffler explained the unique features that each dinosaur had, including horns, plates, claws, spikes, and sharp teeth to defend themselves. As we learnt each of the dinosaurs' names, we also categorised them into various groups such as herbivores and carnivores, and ones that looked the same in size, shape and had similar features. Out on our veranda we created a 20-metre ruler to grasp just how long and tall some of these prehistoric giants were.

Throughout the week the children engaged with a variety of dinosaur-themed experiences. Our small world area was transformed into Jurassic Park, using plants, rocks, loose parts, and even the train track set for the cars to move along. The children's imagination was wonderful to observe as they roleplayed with such enthusiasm. They also enjoyed creating fizzy volcanic eruptions with vinegar and bicarbonate soda, and melting ice to reveal dinosaur fossils that had been frozen in time. In our atelier, the children were invited to construct and paint their own three-dimensional dinosaurs out of cardboard. They then glued features onto them using felt, wood chips and matchsticks. We finalised this project with the children creating prehistoric environments for their dinosaurs out of mixed materials.

What an immensely rich week of learning we had together. Our interest in dinosaurs will continue next week, and we'll also explore weather, the four seasons and natural disasters.
Miss Lauren, Miss Rebecca and Miss Carina



Stage 4E: 3D Dinosaurs



Stage 4E: Dinosaur Small World Creations



Stage 4E: We Love Dinosaurs



Namaste Families!

This week in the Yoga lessons, I started the class by asking the children to help me organise the mats. The children chose either purple or black and then positioned their mats where they pleased. Each child was asked to find a spot that they could stretch without bumping into any of their friends and to stand on it when they were ready. By giving children a choice, we aim to develop their sense of agency and respect their right to choose.

This week we mainly focused on 'Music & Movement' as a way to express ourselves through our bodies. We then jumped right into it by singing *Row, row, row your Boat* with our legs stretched out straight. The children used their arms to act as if they were rowing. It was great to see the smiles on the children's faces as they engaged in dramatic play.

Our next song was *Heads, Shoulders, Knees and Toes*. The children stretched their legs and arms as they followed the actions of the song. The children's ability to follow actions and remember words was definitely demonstrated as they sang along and followed the actions.

We then stood up to sing the fun *Hokey Pokey* song. The children demonstrated their developing motor skills as they moved around the class and followed the song's actions, starting with their arms and then their legs.

I then put on one of the children's favourite songs to see if they could guess what it was before I told them. As soon as the music started, quiet fell for a few moments as the children focused in to guess what it could be. "*Tooty Ta!*" the class called out together. They were right, and we enjoyed our last song with lots of smiles and giggles.

As always, we finished off the class with some deep breathing to re-centre us for the learning ahead.

Thanks for a great lesson!



This week we had our first Mandarin class for Term 2. I was so excited to be back with the children and continue guiding their learning journey! After we sang our *Hello, Ni Hao* song, I taught the children how to say common expressions in Mandarin. For example, 'Hello' (Ni Hao), 'Goodbye' (Zai Jian), 'Thank you' (Xie Xie) and 'You're welcome' (Bu Keqi). The children that already speak Mandarin fluently helped me teach their friends the proper pronunciation for these words - it was a lovely collaboration.

We then revisited some of the words and songs we learnt in Term 1 and extended on their knowledge by giving the children the opportunity to take more autonomy with the lesson. They each had a turn to use the board to ask their friends which object they liked the most out of the sun, moon, clouds and stars.

I also provided the children with the opportunity to extend their Mandarin vocabulary by asking them "What is this?" in Mandarin. After, we practised colours. They did a wonderful job remembering their favourite colour and even some of their friends' favourite colours too!

Next, I taught them a Mandarin song that involved wiggling their thumbs, nodding their heads and stamping their feet. This was a really engaging exercise that reinforced learning through song and dance. Puppets were also used to assist in teaching the children names of some of their favourite animals in Mandarin.

We then had music and interpreted hand actions to the song *Two Tigers*. Learning Mandarin is a great way to stimulate cognitive growth and activate development in children's brain and as a result, children gain proficiency in logical and creative thinking.

To finish off the lesson, we revisited family members' names and sang *Daddy Finger, Daddy Finger* in Mandarin! It was exciting to see the children connect the familiar English version of the song with the Mandarin one!

Thanks for a great first lesson back and see you next week!



This week in Drama we continued exploring **The Magic Carpet**. We began the lesson, as always, by sitting on the parachute and singing our *Hello Song*. Each week we go around the circle and ask the children to name the colour that they are sitting on and another question. This week we asked them "What's your favourite dinosaur?"

To start our adventure, we pulled our magic carpet out of our backpacks, rolled it out and shook off the dust. I told the children that I knew a fantastic place to fly to: a dinosaur museum!

We flew around the room with our arms outstretched until we landed at the museum. In Stages 2 and 3, there was a special treasure hunt waiting for them at the museum. The children had to find dinosaur fossils (footprints) that had been hidden around the room and bring them back to the circle. We are always working on using gentle hands and sharing. In Stage 2 we had a look at all the different types of footprints. In Stages 3 and 4, we matched them together. Well done Stage 3 on being so patient while waiting for a turn to match the footprints. I asked the children what dinosaurs they thought that the feet belonged to.

We then played a word association game. I allocated different sentences with different actions e.g. "Dinosaur in the pond" meant put your hands on the floor, and "dinosaur is hungry" meant put your hands on your tummy. We fastened up the pace and I tried to trick them! They all thought this was hilarious and we had a big laugh together.

Next, we created our own dinosaurs. I asked the children to line up against the wall (or in a group) and freeze like a dinosaur. I pretended to be the owner of the museum closing up for the night. I told them that I was going to give them a quick clean and then head to bed. While I had my back turned, I told them they could wiggle and change poses, but when I looked at them they had to freeze. As soon as I turned my back to 'have a nap' the children jumped into action and moved! I told them "*I must be seeing things!*" - so to test if the dinosaur statues were moving, I left some amazing chocolate cake with delicious icing on the floor. Of course, when I turned back around, the cake had been eaten up and there were chocolate crumbs on the mouths of my dinosaur statues. I caught them out! They all came to life and showed me that they could move.

Well done to everyone on our adventure to the dinosaur museum. We rolled up our magic carpets and put them in our backpacks for next week. I wonder where we will go!



This week we had an extra special music lesson for Mother's Day. I wanted to make sure that we had a couple of unique songs to sing to our Mummy in the morning to bring a big smile to her face!

To start the lesson, we learnt the moves to our song called *I love my Mummy* with our arms and hands. First, we 'washed the windows' in circular motions, rolled 'lily fists' FAST and SLOW and made the shape of a love heart with our fingers and hands! After warming up our voices and going over our actions with the lyrics we began to sing along with the music!

*"Happy Mother's Day, I love you more than I can say,
You mean the world to me, Happy Mother's Day!"*

The children in each stage engaged so wonderfully with this song and the actions. We even had some of the mothers join in with our Stage 2 classes!

After we had finished our song I had a bit of a challenge for the children. First, we learned what a 'melody' is in Music. A melody is a group of notes of various pitches (how high or low a note sounds) which are played one after another. Together they make a tune in the same way that a group of words make a sentence. Next, I told the children I was going to sing a 'melody' they would recognise and to raise their hands as soon as they could hear it.

(to the melody of HAPPY BIRTHDAY)

*"Happy Mother's Day to you,
Happy Mother's Day to you,
Happy Mother's Day to mummy!
Happy Mother's Day to you"*

(to the melody of THE WHEELS ON THE BUS)

*"I love my Mummy yes, I do, I love you, yes, I do
I love my Mummy yes, I do, all day long!"*

(to the melody of MARY HAD A LITTLE LAMB)

*"Mummy, Mummy I love you
Yes, I do
I love you
For all the nice things that you do
Oh, Mummy I love you!"*

Thank you for a wonderful Music lesson!



Happy Birthday!

A very happy birthday to sweet Adison who is celebrating his special day this weekend. We wish you all the best!



16/05 - Adison (4E)