



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM

ELS

21 May 2021

Principal's Message

By Mrs Kath Boyd

“Children learn as they play. Most importantly, in play children learn how to learn.”
(O. Fred Donaldson)

It's widely acknowledged that **play based learning** is important for the wellbeing and development of young children. The resources that we make available to the children at our ELS have very thoughtfully and deliberately been selected by the teachers. Much like the daily program (which is divided into various learning sessions), the classrooms have specific areas to support the children's play. These spaces, both indoors and outdoors, encourage the children to construct, be creative, develop literacy and numeracy skills, make-believe, socialise and have solitary moments when desired.

We are very careful not to overfill the learning spaces so the children don't become overstimulated or overwhelmed. Natural and recycled materials are preferred and teachers are delighted when a child requests a specific resource to support their project.

The reason that we don't encourage children to bring in toys from home is:

1. They often get lost or broken.
2. They cause arguments between children.
3. They distract children from the provocations and educational experiences.
4. Social interactions are limited as the toy's owner often struggles to share their precious item.

My youngest sister Chrissy is a very busy mother of four children between the ages of 15 and 8, and their Saturdays are 'Toy & Tech Free'. Brave woman! After a few weeks of implementing this rule and replacing toys with ordinary objects such as cardboard boxes, tin containers and used train tickets, Chrissy and her husband Benny noticed that their children:

- Ventured outside a lot more to play, as opposed to spending a lot of time indoors.
- Talked to each other more and increased the amount of time they actively played with one another.
- Were more creative and used their imaginations more when playing with the real objects instead of toys.
- Appeared very happy playing simple, yet imaginative, old-style games with everyday items.

Principal's Message Continued...

By Mrs Kath Boyd

"Without an abundance of toys, children have the time to develop their own ideas and life skills." (Seifert – 2019) These important life skills include understanding and liking oneself, having empathy for others, thinking creatively and critically, and being able to solve problems and overcome mistakes. Children who participate in toy-free time show increased social interaction, creativity, empathy and communication skills.

Pretend or make-believe play has quite a crucial role in children's development which adds weight to the idea that reducing access to toys from young children has strong merit. A hundred years ago children were lucky to have simple toys such as dolls, balls and cars; and instead relied mostly on objects around them and their imagination to play games and have fun. Children today may not have the opportunity to do this, particularly when so many toys now have exciting sounds, lights and other modern features to lead the way – and this isn't even taking into account digital distractions such as tablets, smartphones and TVs.

However, if given the chance, a child will easily turn a stick into a wand and become a wizard, use leaves as pretend money to buy things from a shopkeeper, or create a car out of a cardboard box (as evidenced by Grace in the photo below). The imagination has no limits when prompted to fly.

Upcoming Events - Grandparents & Special Friends Celebrations (9am – 10:30am)

- **Stages 3 & 4:** 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 and those who have RSVP-ed on their behalf to your child's Core Teacher. We are very much looking forward to these two events.

Enjoy your weekend and stay warm!

Pictured above: Charlotte (3E) & Sanne (3R). Pictured below: Grace (1E).



Stage 1R

By Natalie Horstman & Doris Chen

"Kind words can be short and easy to speak, but their echoes are truly endless." (Mother Teresa)

Welcome to our Week 3 program! We have focused on **Emotions and Feelings**, learning how to express kindness and love towards our family and friends. Here at Reddam, that is an integral part of our philosophy. The teachers constantly emphasize values such as 'kind words,' 'gentle hands,' 'good manners,' 'warm hearts' and 'respect,' embedding them in our programs.

At our provocation table, a variety of resources and materials were on offer for the children, such as googly eyes, heart-shaped paper and natural resources including leaves and flowers. These enabled the children to create, investigate and identify different facial expressions.

One of our sensory experiences was to make a love heart collage, which offered the children an opportunity to manipulate various materials, such as feathers, sparkling stars and crepe paper. Another sensory activity was a love heart stamping artwork, in which they used heart-shaped sponges to practise a different art technique whilst enhancing their fine motor skills.

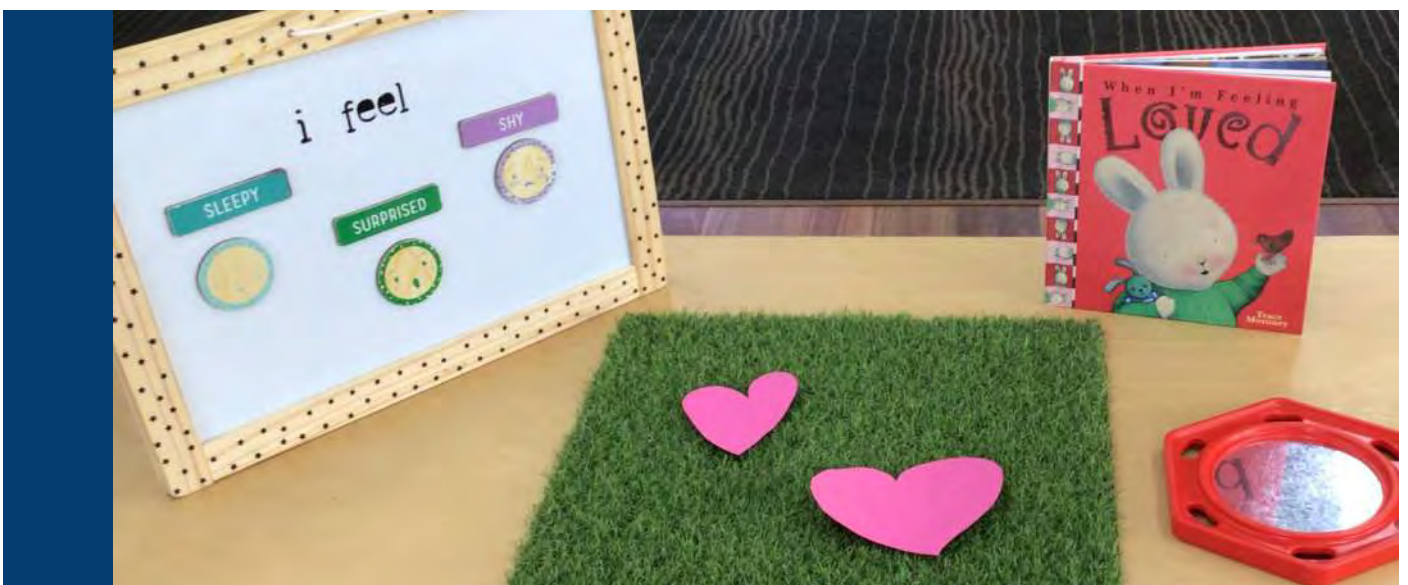
As a fun experience the children were involved in a 'Love Heart Scavenger Hunt.' They were thrilled to look for love hearts around the classroom, which encouraged them to practise their visual recognition skills.

During our literacy group time we read books related to emotional intelligence, including *When I'm Feeling Loved* by Trace Moroney and *Happy To Be Me* by Emma Dodd. This beautiful story taught us about appreciating every part of our bodies.

*"Thank you, hands, you touch and hold.
Ears, you hear the things that I'm told.
Thank you, eyes, you let me see.
Oh, I'm so happy to be me!"*

Next week we will be focusing on **Care and Nurture**. Have a lovely weekend!

Natalie, Doris, Sharon & Suki



Stage 1R: Artistic Experiences



Stage 1R: Extra Snaps



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

This week we continued our exploration into **Imagination**. Imagination aids in the holistic development of a child, improving their sense of identity and helping them make sense of their world by practising skills and interactions they observe in the real world. It can help everything from decision-making skills to behaviour and social skills . . . a definite reason why we included this provocation theme for our 1E children.

According to scientists, there is this childhood obsession called 'intense interest'. Studies have shown that the most common intense interest is vehicles -- planes, trains, and cars -- the next most popular, by a wide margin, is dinosaurs. As popular as it is, 1E children were brought into the world of dinosaurs for this week's topic. They were encouraged to bring their own favourite dinosaur toys, wear their most loved dinosaur outfits, share their best-loved books and create their own dinosaur world for fun learning.

Much to their delight, the group was stimulated with dinosaur small world play. We invited the children to marvel at the frozen dinosaur eggs. This ice melting activity became the children's fascination as they shyly touched the eggs at first then later their confidence grew as they played alongside their teachers and peers discovering more of their sense of touch and imagination. Extending on this, they were provoked to create their own dinosaurs using natural materials for an appreciation to the environment, a mega egg was also brought into the classroom for them to investigate the natural hatching of dinosaur eggs over a period of time. Also, the children were prompted to challenge the children's mathematical skills of sorting and matching coloured pom-poms to the spots of the various kinds of dinosaurs. Not only did we learn about our colours we also had the chance to practise our sharing skills alongside our friends and teachers demonstrating a strong sense of identity.

1E children were invited to express this knowledge and ideas through creative experiences. They were encouraged to paint the dinosaurs on display to promote concepts of colours, sizes, and shapes of dinosaurs, as well as have the chance to appreciate the varying features of dinosaurs such as their long necks, tails, spikes, and the likes. Additionally, using the dinosaurs as a tool for painting made it more meaningful for the children to learn about the textures, colours and size of their preferred dinosaurs as they created their dinosaur footprints on their papers.

In our beautiful learning environment, we supported our children to feel safe, secure and developed a strong sense of identity. We look forward to promoting this throughout this term as we continue to explore our imaginations through the **'Imaginary World of Julia Donaldson'** next week.

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

Charity, Heather, Suki, Kai and May



Stage 1E: Dinosaur Explorers (Part 1)



Stage 1E: Dinosaur Explorers (Part 2)



Stage 1E: Creative Experiences



"When little people are scared of something in nature, it's our job to hold their hand and show them its beauty and purpose." (Penny Whitehouse)

This week we investigated the fascinating world of **Reptiles** and encouraged the children to research these animals so they can better appreciate all creatures, even ones that may seem scary. We discussed that reptiles are found all over the world mostly in hot and humid conditions. Snakes and lizards live in many different kinds of places and can live on land, in trees, in underground tunnels, or in water. Most turtles live in water but spend some time on land. On the other hand, tortoises live only on land. Alligators and crocodiles spend most of their time in the water, but they can make short trips on land.

We are huge lovers of small-world play and believe it offers so much to children for enriching their language, imaginative play, and storytelling skills. They enjoyed the turtles, snakes, crocodile swamp, goannas, and frog small worlds in different settings. They definitely learn and absorb so much information by being able to touch and manipulate figurines while playing. They all played and responded differently to these sensory experiences and the teachers had many opportunities to scaffold children's learning and enable them to try new ideas and lead them to greater understanding. These experiences allowed 2R to be active learners and underpinned all cognitive developments of them.

This week the teachers observed that children were supporting each other in different ways of playing with resources and materials. This can be linked to Gardner's Multiple Intelligences theory, he believed that children themselves are powerful teachers and that learning occurs in social settings and contexts. Instead of teachers being the sole facilitator of learning, he saw children as 'peer mentors' assisting each other to learn and develop skills.

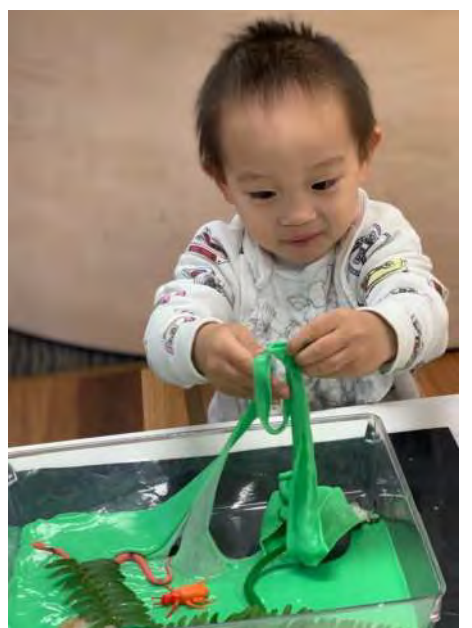
One of the creative artworks involved children using the potato masher to create turtles and another one invited them to create paper plate snakes painted using bubble wrap. Art enables our little artists to explore and make sense of their world, investigate, imagine, create, problem-solve, make choices and achieve.

Children are just so curious to learn more about the world around them and reptiles were one of their biggest interests. Hopefully, we inspired them enough to learn and love these creatures. An interest in reptiles can lead to interests in other aspects of science. A love of nature and animals can lead to compassion for all living creatures and our planet itself. We as adults have the responsibility to guide children's learning, engage their minds, and work collaboratively with them on a daily basis so we will have some amazing scientists in the future taking care of our Earth.

Have a fabulous weekend.
Sara, Manoela and Vivian



Stage 2R: Turtles and Snakes



Stage 2R: Crocodiles, Lizards and Goannas



Stage 2R: Creative Experiences



Stage 2E

By Skye Parker

The leaves have fallen and the crisp air of the last days of Autumn have brought about wonderful focus, collaborative play, exploration and cooperation in the 2E Room. The educational songs we began to sing at the beginning of the year have embedded themselves into the minds of our children with a particular focus on the passing of time. Time is quite an abstract concept and our children are grasping the past, present and future being able to exist not only in actuality but in memory and imagination.

Our games using numeracy concepts are lively and fun with *Hide and Seek* working as a wonderful first step in counting and following rules. We have been able to build on these skills for *What's the Time, Mr. Wolf?* for a shared group game with everyone participating with enthusiasm over their days with us.

Our Week 3 investigation into **Community Helpers** saw a deeper investigation into the Police service in our community, how they help us and using Triple Zero to get help if we need it. We explored some of the equipment officers use and gained a basic understanding of why rules are important and make it safe and fair for everyone. We explored how police are there to help children if they need it and it's only the adults who don't follow the rules who need to be worried about the police officer's guns!

Our sensory experiences used blue and white water beads to further assist children in identifying police wearing blue uniforms along with lots of tools and items for experiments and exploration.

Our artistic experiences encouraged children to create their own police cars and experiment with different shades of blue and white mixing with blue and white checks that are iconic for the police service.

Our class absolutely loved the dramatic play area working together to help people who had a problem encouraging creativity, problem solving and teamwork.

Thank you for a lovely week 2E. Your teachers are so proud of you!

Skye, Tracey, Georgia, Connie and Margaret



Stage 2E: Police Officers



Stage 2E: Creative Experience



“We can’t rely on children developing [emotional intelligence] such skills naturally as they grow... understanding feelings and developing emotional literacy are essential components of early childhood education.” (Sorin, 2004)

Continuing to explore emotions with the use of the **Kimochi Program**, this week we focused on ‘sad’ and ways to recognise sadness in ourselves, others and strategies to cope when we may feel this way or see others feeling that way. As a class we are also extending our communication skills by learning how to use our ‘talking’ voices, reinforcing communication taps and eye contact.

In our small groups we meet ‘Cloud’ who is a loveable and moody Kimochi character who expresses a range of emotions throughout the day! Cloud is someone we can all relate to, and in our small groups we focus on identifying the ways in which we may feel sad or upset. The children were able to hold Cloud and think of times where they may have felt sad, sharing their opinions and feelings in a safe and constructive space. Teachers modelled language such as *“I can see you’re sad, can I help?”* which recognises and validates feelings whilst also offering support and encouragement. The children practised making sad faces with each other and asking their friends how they could help. The children had the opportunity to say yes or no depending on how they were feeling, demonstrating that although someone may feel a certain way, we need to ask how we can help before acting upon it.

Our communication experiences had the children using ‘talking’ and ‘fighting’ voices so that we were able to identify the differences in sound and even body language. When someone uses their ‘fighting’ voice, we can politely remind them to use their ‘talking’ voice instead. By doing so, this lets others know to take a step back to calm down and communicate in a more constructive way. Communication tap games were also played to consolidate the concept and were seen when children were playing throughout the week.

During our ‘Morning Meetings’ we have been exploring new and more complex emotions like insecure, curious, optimistic and uncomfortable. In our yarning circle, we attempt to guess the emotion, make the face and copy the body language and then think of a time where we may have felt the same. Through these yarns, we are able to extend on our vocabulary which will help the children to identify a range of emotions in other situations.

Grace, Pa, Margaret and Carina



Stage 3R: Cloud, the sad Kimochi



Stage 3R: Expressing Ourselves



**“Weather Watcher, Weather Watcher, what do you see?
Tell us what the weather is like, won’t you please?”** (Mary Jo Huff)

Welcome to Week 3 of Term 2! This week, 3E's provocation focused on the **weather** and **seasons**. Learning about seasons helps children to understand the passage of time and teaches them about change. The study of weather in Early Childhood is also important, as it can aid the children's understanding of how some events in nature have a repeating pattern and what natural events lead them to occur.

Our learning journey began with a group time discussion where the children were asked to think about what weather is, what the four seasons are, what people might wear and what food may be available at different times of the year. We discussed how rainbows occur and what causes weather like thunder and lightning. We read the book *ABC Seasons* by Helen Martin, Judith Simpson and Cheryl Orsini which is a book that celebrates the joys of each season and what it brings, introducing the concept of weather and it's changing patterns.

To further their understanding of how weather is made, the children took part in a cloud experiment after reading the book *The Little Raindrop* by Joanna Gray, which follows the water cycle from cloud to puddle, puddle to stream until eventually evaporating back into the sky. Here, the children got to experience first hand how rain is created and how when a cloud gets heavy with water it drops it as rain.

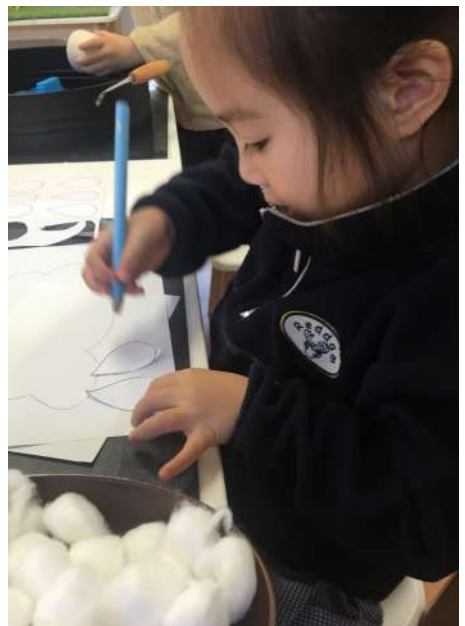
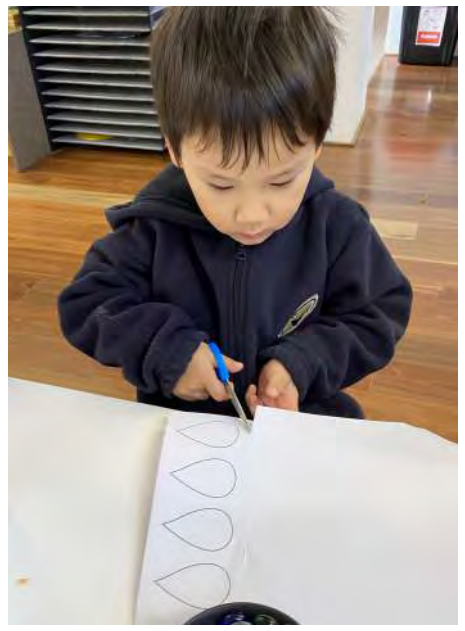
There were lots of art and craft experiences this week, with the children creating rainbow masterpieces, loose part weather collages and leaf rubbing autumnal pictures. We practised fine motor skills and hand-eye coordination with some cutting and sticking and by using pipettes for droplets in a fluffy foam cloud. Experiences such as these aid to instil a sense of achievement and pride in children, boosting self-confidence while celebrating their uniqueness and freedom of expression.

Next week, we plan to shift our focus to dinosaurs in addition to some natural phenomena encountered on Earth. The 3E class have expressed a keen interest in this diverse group of reptiles and in imaginary play which leads us to this learning journey. We will incorporate lots of opportunities for imaginary play in small world creations while learning lots of facts about these creatures and their time on Earth.

We hope you all have a wonderful weekend and stay warm!
Deb, Luan & Priya



Stage 3E: Weather & Seasons (Part 1)



Stage 3E: Weather & Seasons (Part 2)



Stage 3E: Extra Snaps



“It is not the strongest of species that survive, nor the most intelligent but the one most responsive to change.” (Charles Darwin)

Wow, what a week it has been in 4R. This week we took a journey down the path of evolution to extend on our knowledge about **dinosaurs**. Our first book of the week to introduce this topic was a little different to our usual book as it wasn't a story - it was a timeline! Miss Emily folded out the timeline of the dinosaurs and we introduced the word 'evolution' to the children. Evolution is the theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years. We discussed how dinosaurs changed throughout the millions of years that they were on earth and how they looked similar to some of the animals today.

This opened up a wonderful conversation with the children and we discussed what each dinosaur reminded us of. William said that the Triceratops reminded him of a Rhino because of its horns. Bella said the Brachiosaurus reminded her of a giraffe because it had a long neck and Ethan said the Pterodactyl looked a bit like a bird!

A definite highlight of the week was the children's interactions with the beautiful 'Dinosaur Museum' set up in our dramatic play area. This experience was set up to draw on the children's interest of dinosaurs and to assist them in developing a range of skills and processes.

The children were encouraged to use their language and literacy skills to read the signs throughout the museum including the open and closed sign, the souvenir shop sign and the herbivore sign. The children also practised their numeracy skills by paying for tickets, buying souvenirs and adding up 'money'. The 'Dinosaur Museum' also acted as a medium for the children's social emotional learning. While at the 'Museum' the children demonstrated their ability to communicate with each other effectively and work towards a shared goal. It was wonderful to see how the children's awareness of fairness was exhibited through their play, as they all shared the space and the resources amongst themselves.

4R also participated in making their own fossils this week to assist in consolidating their understanding about evolution. We learned that fossils are traces that animals or plants have left behind over time and that it takes a minimum of 10,000 years for a fossil to be formed. While making their fossils the children also practised their fine motor skills as well as their ability to follow three step instructions.

Next week, we will be continuing our learning about what lives on Earth by exploring our **Oceans** and the interconnection between humans and the environment.

Emily, Allegra and Linda



Stage 4R: Dinosaur Museum & Exploring Dinosaurs



Stage 4R: Dinosaur Hunt & Salt Dough Fossils



“There is no such thing as bad weather, only inappropriate clothing.” (Sir Ranulph Fiennes)

What a delightful week of sunny weather we've had. As winter starts to arrive the children are appreciating the warm sunshine on their faces when they play outside. They've also noticed the leaves changing colour and the bare tree branches around our campus. These observations lead to a rich provocation focused on different types of weather, the four seasons and natural disasters.

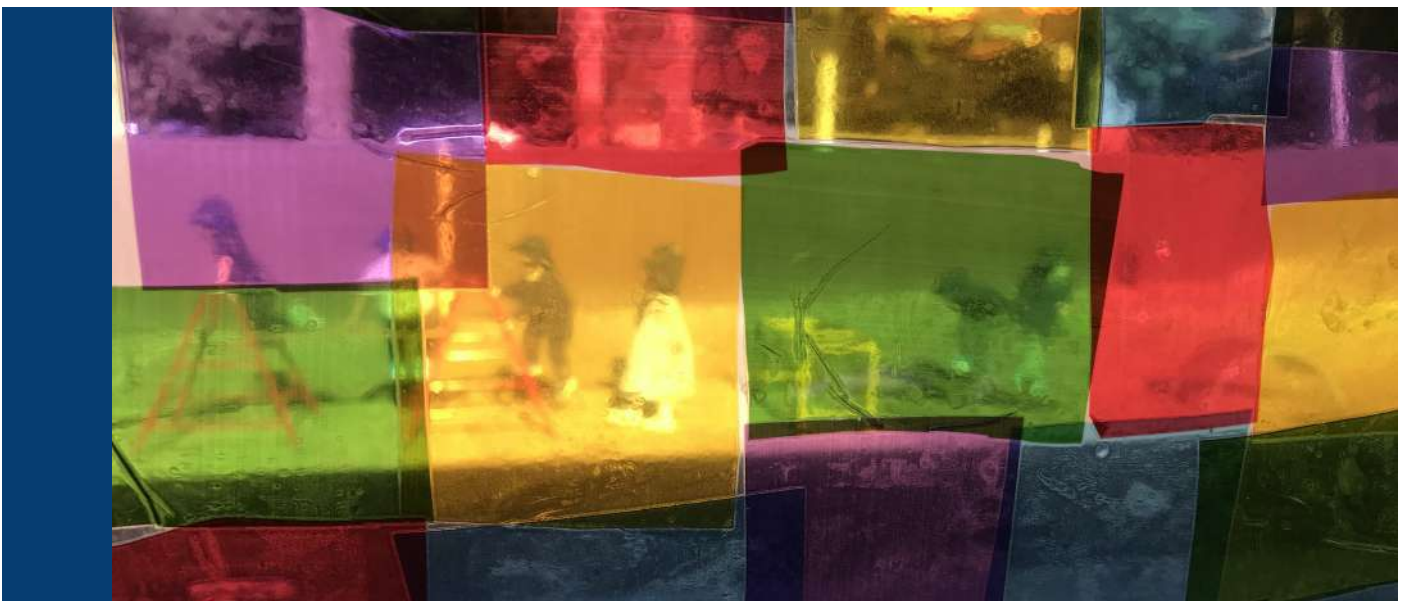
Our learning experiences included discovery trays filled with coloured sand and loose parts the children could scoop and manipulate. Each tray reflected each of the four seasons to stimulate conversations about what changes occur. Blue water and beach items represented Summer, orange leaves and wooden materials reflected Autumn, snowflakes and ice crystals created a Winter wonderland, and green grass, blooming flowers and insects meant that Spring had sprung. We also discussed how each season typically lasts for three months and occurs in a continuous cycle. However, some countries have longer seasons depending on where they are located. For example, Canada's winters can last for up to five months, and if you live in Tropical North Queensland, hot and humid summers seem never-ending.

During our group times, the class recorded the daily weather and temperature. Miss Lauren showed the children our May calendar and some weather symbols - sunny, overcast, raining and thunderstorms. She explained that the weather can be unpredictable or stay the same all week, but it's always handy to record the weather to see if there's a pattern. The children looked outside the window each morning and we recorded five sunny days in row. We also used a weather app to measure the temperature in degrees Celsius at 9:30am, placing the arrow in the correct spot on our thermometer. The temperature gradually decreased as the week went on. It's getting a bit chilly!

Our books of the week included *Collecting Sunshine* by Rachel Flynn and *Tap, Tap! Boom, Boom!* by Elizabeth Bluemle. These stories inspired our class to create a rainbow umbrella that we could use in both the rain and the sun. Throughout the week the children glued pieces of cellophane onto a clear umbrella and then enjoyed watching how the stained-glass effect reflected on the ground and above them in the sunshine. To extend on this we also created individual suncatchers by laminating coloured cellophane to hold up to the sun.

Thank you for a beautiful week together. Next week our class will start to explore what lies beneath our oceans, learning about sea animals and the environments they inhabit.

Miss Lauren, Miss Rebecca and Miss Carina



Stage 4E: Rainbow Umbrella and Suncatchers



Stage 4E: Weather and Seasons (Part 1)



Stage 4E: Weather and Seasons (Part 2)



Playball

With Coach Lauren Guttman

We warmed up this week with “**funny runs**” – Coach Lauren placed cones on one side of the court and we stood on the opposite side. We did “funny runs” to the cones.....run around the cone with hands on our knees; hop on one foot; gallop; skip and the list went on.

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

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

We played *The Shadow Game*. We were all Coach Lauren’s “shadows” and we copied everything she did – she was certainly doing some crazy actions!

Time for basketball skills! We practiced **bouncing** Mr Ball – we know that we have to wait for Mr Ball to pop up! We practiced doing **chest passes** and then Coach Lauren lined us up and we had the opportunity to chest pass to her.

We did “**bunny ears**” **pushing** up to the sky starting on our heads and then Coach Lauren held up a hoop (nice and high) and we tried to **PUSH** the ball with all our strength into the hoop.

You are not going to believe this.... Coach Lauren strapped a basketball hoop to her back and ran around the court. We ran after Coach Lauren trying to throw foam balls into this crazy basketball hoop. We were laughing and laughing.

Coach Lauren rolled foam balls across the court and we had to try and catch them before they reached the opposite end of the court.... footwork skills guys.... keep moving! We ran around the court and Coach Lauren tried to catch us with her crazy basketball net. We all know that we don’t get cross or upset if we get caught.... IT’S ONLY A GAME!

What a fun lesson!



Yoga

With Connie Ko

Hello, everyone!

This week our Yoga class was focused on breathing techniques. This exercise is effective to help children to relax their bodies, calm their minds and reduce stress and anxiety. Miss Connie guided the children to take deep breaths in, hold it for 3 seconds, and then slowly breathe out. Then repeat this again and again. Doing yoga helps develop body awareness, physical wellbeing and emotional regulation.

Next, Miss Connie led the children through a variety of stretches and yoga poses to practise how flexible they could be. We started by stretching out arms above our heads, trying to touch the sky. We were then encouraged to stretch our legs out in front of us, trying to touch our toes. We were challenged to push our bottoms off the ground by pushing our hands and feet into the ground. The children all tried this difficult pose which made it a success in our eyes! An interesting yoga pose we also attempted was the 'Opera House'. The children arched themselves as a curve line and tried to hold the pose for 10 seconds.

To finish off our class, the children started with slow dance motions along to *Row, Row, Row your Boat*, followed by *Head, Shoulders, Knees and Toes*.

Namaste!



Hello! Ni hao!

Firstly, Miss Chloe taught us a few weather-related words and a song to go with the visual aids. We also learnt a few modes of transport, the words and then did the actions and sounds associated with each! The children loved the finger puppets Miss Chloe brought and they acted out some stories with the characters, all having a turn to use them.

In this week's class we practised how to say "What is this?" ("Zhe shi Shenme?") The children picked up picture cards depicting 'rain,' 'sun,' 'star' and said the corresponding words in Mandarin. Next, Miss Chloe introduced an Animal Memory Game. She presented different animals to the children for them to remember, then she took one out and asked whether the children could remember which one was missing - all whilst practising how to say the animal names in Mandarin. The children had so much fun playing this game.

In Stage 4, Miss Chloe brought some super cool dinosaur flash cards to teach us how to say 'Dinosaur' in Mandarin. Additionally, she focused on teaching the children about colours in a variety of ways.

Thank you for a wonderful lesson Miss Chloe!



Drama

With Xanthe Wills

We went on great adventures with Miss Xanthe during the Drama Sessions this week.

The children began their class by sitting on the parachute and singing 'Hello' to each other and to Miss Xanthe. She then asked us "What is your favourite season?" Rohan answered that Autumn is his favourite because it is not cold and not hot. This season is perfect to play.

Next Miss Xanthe invited us to act out the seasons. We celebrated the passing of seasons with the children by enjoying a range of Spring, Summer, Autumn and Winter actions.

She invited us to go with her on another adventure. We flew to the Snowy Mountains. She asked the children to dress in their warm clothes, jackets, beanies & mittens. When they were ready, Miss Xanthe gathered the children to play games . . . for example: 'Freeze like Snowflakes', 'Stand like Penguins', 'Swim like Seals' and 'Crawl like a Polar Bear'.

After that, they learnt to make snowmen by rolling snow into a small ball for the head, a medium ball for the tummy and a big ball for the snowman's bottom. Then they added rocks for eyes and a carrot for nose. When the snowman was made, Miss Xanthe used her magical powers to turn everyone into a snowman. There was a lot of and walking wobbly. There were a lot of giggles!

Thank you Miss Xanthe for inviting us many exciting adventures.



Music

By Allegra Wallace-Wells

In this weeks music lesson the children helped me create a band! First we reminded ourselves of our word from last week, **melody**. We talked about how Mr Guitar sings our melody and how we can add our own **rhythm**, together creating a band.

We begun with the song *The Ants Go Marching* to establish a steady marching rhythm with our stomping feet. We created a steady pace and then incorporated Mr Guitar's melody for a collaborative band feel. Once we had gotten used to our basic rhythm and melody being performed simultaneously it was time to incorporate some more complex patterns.

First I introduced a new melody to the tune of *You've Got A Friend In Me* by Randy Newman, made popular in 'Toy Story'. While I whistled our new melody I began to demonstrate how all kinds of Rhythms can work in a song, changing our performance as a band. We reacquainted ourselves with Mr Beet and Miss Cherry's rhythms, providing a basic understanding of quarter notes and half notes, and created all sorts of patterns with our clapping and tapping.

Once establishing a solid understanding of such timing, we introduced a whole range of band instruments such as shakers, drums, tapping sticks and bells for everybody to create their own unique rhythms. We then returned to our two melodies for the day and listened to how different they all sounded together now that we were performing our own individual sounds.

After completing our beautiful band play and performance we handed back our instruments and got ready for a fun musical game to end our lesson called *One Finger, One Thumb*. We stuck out our fingers, thumbs, legs, heads and arms while wiggling around trying to follow song in time! Overall this week's lesson was received beautifully with our new understanding of rhythm and I was very impressed by our understanding and grasp of such new concepts!



Happy Birthday!

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



17/05 - Allegra (2E)



18/05 - Kensington (2E)



21/05 - George (4E)

Mother's Day Art Competition

Congratulations to our Prize Winners of the Lindfield Chamber of Commerce Mother's Day Art Competition!



1st Place: Margaux (4E)



2nd Place: Olivia (4E)



3rd Place: Azalea (4R)