



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

4th June 2021

## Principal's Message

By Mrs Kath Boyd

Our second **Grandparents & Special Friends Event** took place on Wednesday morning, this time over 70 guests spent time with the Stage 1 and Stage 2 children and their teachers. So much joy! Congratulations to the fabulous 1R, 1E, 2R & 2E teachers for preparing such engaging, creative experiences for everyone to enjoy. Thank you Jasmine, Connie & Jennifer for providing the delicious Morning Tea. It truly is a pleasure to meet the people who play such an important part in the lives of the youngest children who attend our school.

***"We all need to join the global movement to heal our one precious planet, make peace with nature and create a flourishing future, so let's get to it – as individuals, families, communities and Earthlings."*** (CareforKids.com.au – 2021)

Sustainability means 'enough for all, forever.' Reddam ELS Lindfield is at the beginning of our **Sustainability Journey** and we are passionate about promoting a social consciousness within every child at our school. Over the past year, we have made small, incremental changes to our practice as we move towards a Zero Waste Target. For example: we now use face washers instead of wet wipes after meal times; a staff member takes home any excess food scraps to feed her animals; children use whiteboards and chalkboards to practise their fine motor or expression; and paper is considered precious and thusly reserved for process art works that children return to over a period of a week.

We, as Reggio Emilia Inspired Teachers, promote agency and a sense of responsibility within each child. Children assist their teachers to sort rubbish into the appropriate bin. Fruit trees and an edible garden have been planted and are tended to by the children. Our passionate Parent Reddam Social Community will be inviting all families to assist them to build an Eco Garden in Springtime. A worm farm is also in the works, which will be a source of nutrients for our plants and demonstrate to children the cycle of decay and regrowth in Nature and highlight that nothing is wasted.

Our children (and their children) will inherit the Earth, and on **World Environment Day**, the United Nations (UN) is officially launching the **Decade on Ecosystem Restoration**. This means that, from 5 June 2021, we have 10 years to prevent, stop and reverse ecosystem loss and secure a sustainable future for all.

To help us band together to heal our precious planet, the UN has released an Ecosystem Restoration Playbook (<https://unenvironment.widen.net/s/ffjvzcfldw/ecosystem-restoration-playbook>). This practical guide explains how we can take action, make smart choices and raise our voices for restoration. To get started, here are 5 ways your family can join the UN's global movement to make the world a green, clean place for generations to come.

- 1. Take action to clean up your local environment.** Ecosystems around the world are being degraded by rubbish and pollution. We can make a positive difference in our neck of the woods by:
  - Volunteering for a restoration project, like National Tree Day on 1 August 2021.
  - Setting out to clean up a beach, park or other natural area with our family, friends & gloves!
- 2. Take action to green your home.** Balconies, backyards and street-side verges are all micro-ecosystems, and the UN says it's important to manage these areas in ways that boost nature. Miss Heather (1E Teacher) is an expert in this field! We can join her by:
  - Planting indigenous trees and other plants at the right time, in the right place.
  - Making compost to improve soil quality and garden vitality, suppress pests and plant diseases, reduce the green waste going into landfill, and help your soil stay moist.
- 3. Buying products and services that are certified as sustainable, and cutting your resource use.** The UN encourages everyone to purchase items with a 'credible eco-label,' and to actively:
  - Look for recycled products and those with less packaging.
  - Buy local.

As we enter the Decade on Ecosystem Restoration, it's also time to put the 'reuse, recycle, reuse' mantra into daily practice by:

- Repairing things that are broken.
  - Focusing on sharing and borrowing, rather than always buying brand-new. For example: kids' toys, books and clothing are quickly outgrown, but they can be easily passed between families in our Reddam Community (COVID-permitting).
- 4. Make smart choices by moving to a diet of seasonal, sustainable and plant-rich products.** We are what we eat, and much of what we eat is putting our planet under pressure.
    - Shopping at a local farmer's market is one way to cut down the distance your food has travelled, and a weekly meal plan helps to ensure you buy only what you need (and takes the guesswork and time pressure out of mid-week meals).

- 5. Raise your voice by getting creative.** There's the opportunity to make, take and share images of beautiful local ecosystems, and whether your child contributes to an Enviro Day art exhibition, or you post photos to social media, pictures really can speak a thousand words. The Core Teachers and I would love to see these photos or artworks . . . please share via Tapestry.

At the end of the day, there are lots of ways to 'reimagine, recreate and restore' Earth in the decade ahead. Enjoy your Wintery weekend.

*Pictured above: 1E 2021 Reconciliation Week Provocation Display. Pictured below: Harvey (2R) & Ra-Ra (Grandma).*



*"The earth has music for those who listen."* (William Shakespeare)

Welcome to our Week 5 program! We have focused on **Sense of Sound** this week. Our ears are made up of 3 sections and they all work together to collect sounds and send them to the brain. They are the outer ear, the middle ear and the inner ear. The children were shown a visual picture of ears which offered them an opportunity to point to where their ears are.

To incorporate an experiment with hearing sounds through our ears, we used a cup and made a hole to talk inside and we could hear the echo of our voices. The children were quite intrigued how this worked.

Additionally, we manipulated bubble wrap to make popping sounds. This experience is great for stimulating the children's senses of hearing and touching and it also helps to de-stress. We also manipulated chopsticks and tins as handy drums. We were able to make both loud and soft noises, just like proper drums.

We then followed on by making chopstick artworks by tapping them onto paper. Another creative experience invited the children to decorate their own spin drum which was made out of cardboard, recycled natural materials and glitter ornaments.

The story we read this week was called *Noisy* by Shirley Huges. The story showed a variety of sounds that we hear on a daily basis, such as pan lids clashing, a dog barking etc. Story-reading is an excellent way to build early literacy skills, as well as it helps children understand the words and give them meaning when observing the pictures.

At our provocation table we included several objects that we could use to make sounds, such as an egg shaker, a tambourine, tapping sticks, a xylophone, chopsticks and metal tins. The children demonstrated their interest and curiosity in manipulating the materials and experimenting with different sounds independently.

During our group time, tapping sticks were introduced as a musical instrument by investigating different variations they can make from higher to lower pitches, and faster to slower movements. As sound is an integral part of our children's development, listening to different sounds help them to learn and connect to the world around them. The children listened to natural sounds of rain, wind, fire, a storm, the sea and the river.

Next week we will be focusing on **Sense of Touch**.

Enjoy your weekend!

Natalie, Doris, Sharon and Suki



# Stage 1R: Sense of Sound



## Stage 1R: Making Spin Drums



**“Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning.”** (Gloria Steinem)

Giving importance to this inspirational quote, imagination is a way of making dreams into reality. It is the beginning of something beautiful and purposeful. Imagination influences everything we do, think about and create. Reading and storytelling are the best ways to promote imagination to infants. It is through these vibrant illustrations and exciting stories that our children spark imagination, create new ideas and make meaning to the world around them. Thus, this week's focus was all about the **Imaginary World of Julia Donaldson**, an English writer, popularly known for her rhyming stories for children.

The week's literary learning experiences were enjoyed by the children and adults alike. The humour and the rhyming in the stories of Donaldson not only brought us joy but also imparted values of family, empathy and friendship as we read *One Ted Falls Out of Bed*, *Monkey Puzzle*, *Stickman*, *Superworm* and *The Gruffalo*. Significantly, the repetition in the stories encourages word recognition and phonological awareness which are best for the children's early literacy development.

To extend on this learning, we put out a sensory learning experience for them to explore their sense of touch, we provoked the children to practise their empathy in freeing a frozen Stickman from a big block of ice. To make it more fun, an investigative activity was done by the group. They were invited to have a closer look with real earthworms inspired by the *Superworm* story. The fascinated and terrified expressions on their faces were so evident during the activity. Another learning experience that we had was when Miss Charity prepared picture words from *The Gruffalo*. We have knobby knees, outward toes, poisonous green wart and more words for them to learn and add into their vocabulary banks. We also involved the children to play pretend with miniature toy animals influenced from the book *Monkey Puzzle* by Julia Donaldson. We observed them looking closely at it and investigating each animal's features .

1E children were invited to express this knowledge and ideas through creative experiences. They were encouraged to create their own Stickman using natural sticks and glue. Also, we invited the children to use jute string and sticks as a tool for painting. Inspired by Donaldson's *Superworm* story, we involved the children's creative imagination to create wiggly patterns using the string as pretend worms.

We look forward to promoting a sense of being throughout this term as we continue to explore our imaginations through the **Playing Superheroes** next week. Get your favourite Superhero costumes ready!

A warm and restful weekend to everyone.  
Charity, Heather, Suki, Kai, Intisar and May



# Stage 1E: Inspired by Julia Donaldson's Picture Books



# Stage 1E: Extra Snaps





# Stage 1E: Creative Experiences



***“You are not a drop in the ocean. You are an entire ocean in a drop.”*** (Rumi)

There's something about the ocean that makes it so mesmerising. Maybe it's the size or it's all of the different creatures that can be found in it. Either way children really enjoy learning about the **ocean and sea life**, so this week we decided to create this opportunity for children to encourage new discoveries and learning.

2R pretended to be sea creatures exploring underwater in our small ocean world area, developing storytelling skills through pretend play. They also seemed to enjoy the ocean slime and adding different sea creatures in it which was a treat for their senses. Moreover, they investigated the science behind melting the icy oceans and its creatures using salt and water. While they were playing we used the opportunity to talk about the temperature and changes that were happening to the ice and water. Besides being an engaging experience, the entire process was just so beautiful: the sparkly salt paired with the textured melting ice in a tray of greens and blues! Another play-based learning experience involved 2R understanding beach erosion and growing an appreciation for nature. They mixed sand and water together and sand moved from its location to another which we call beach erosion. They also used tweezers to challenge their fine motor skills picking up plastic from our pretend ocean.

Our artwork of the week engaged children's creativity by creating ocean inspired art using watercolour, salt and oil pastel. This processed art amazed the children on how the oil pastel drawings resisted the water colour paint!

Our 2R scientists experimented with simple materials to discover how sharks are buoyant without having a swim bladder! We used a bottle filled with oil representing the shark's oily liver and watched the bottle float in water! Which is exactly what the large oil-filled liver of the shark does! Another science experiment involved us watching the ocean currents in action by pouring hot red water gently to cold blue water and observing the hot water pushing through the cold water slowly creating currents. We explained that in the ocean these currents are faster moving strips of water. We also discovered and created the layers of the ocean.

Hopefully this week the teachers helped children learn more about the ocean and its beauty. In developing an understanding of the ocean ecosystem and its different parts, children will also learn the importance of taking care of our oceans and marine life, and living in a way that reflects that.

Have a wonderful weekend together with your beautiful children!  
Sara, Manoela and Vivian



## Stage 2R: Ocean-Themed Experiences



## Stage 2R: Icy Sensory Bin & Waves Artwork



## Stage 2R: Science Experiments



*“Wherever the art of medicine is loved, there is also a love of humanity.”* (Hippocrates)

This week 2E has explored the world of our heroic medical professionals looking at **Doctors, Nurses and Hospitals**. We started by exploring different instruments of doctors and nurses, identifying which tools did what and why.

We took this as an opportunity to focus on hygiene, staying home if we are sick, the importance of washing our hands and reflecting on how the pandemic changed our lives bringing greater understanding to why maintaining hygiene is important for everyone. We used flour on our hands representing germs and watched the germs spread on toys, other people and surfaces if we didn't wash our hands properly.

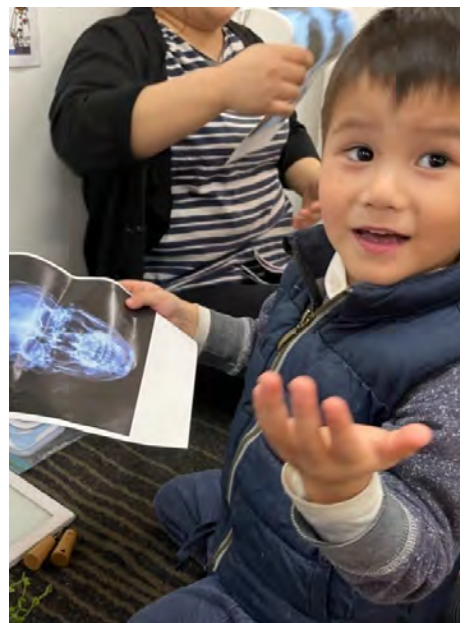
Miss Tracey made an amazing play dough belly demonstrating the different layers in the body and how doctors may have to perform a surgery if the baby has a problem and needs assistance to be born.

We have learnt a new game 'Sandy Girl, Sandy Boy' which encourages children to sit in the circle of peers, express their dramatic flair and pretend to cry while we sing a song about wiping away their tears and choosing a friend to dance with. We have only played this a handful of times so it was very exciting that children shared their learning with their grandparents and special friends at our event on Wednesday. It was a lovely time shared together and well done grandparents for coming on the Spider Web, enjoying the spirit of Hide and Seek and looking closely for mini beasts in the garden.

We hope everyone has a great weekend.  
Skye, Tracey, Jenny, Connie and Margaret



## Stage 2E: Being Medical Professionals



## Stage 2E: Performing a Play Dough Operation





## Stage 2E: Sandy Girl, Sandy Boy



***“Sometimes, courage only has to happen for seconds at a time – just long enough to be brave enough.”*** (Young, 2017)

This week our focus is on being **Brave**, learning to take risks, overcoming being afraid and doing the right thing. Using the Kimochi character 'Bug', the children explored themes of bravery through trying new things and putting on a brave face. Extending on our key communication skills, the children reflected on the power words can have and how to politely tell someone when they hurt their feelings.

In our Morning Meetings we have been exploring emotions and checking in on how we are feeling on the day. The children are invited to place their name on the 'Feelings Chart' and yarn with the class on why they are feeling that way. Checking in with the children throughout the day allows them to reflect and take note of how they are feeling and why. Teachers help children to label their emotions which in turn, allows children to label their own feelings. The children have been bringing in social stories and stories that relate to feelings, this is a wonderful bridge from home to school as they share books that are special to them with the class.

Reflecting on our art as a way to consolidate adaptive strategies to help children regulate their emotions, this week we use natural materials, coloured stones, string and leaves to create mandalas. Mandalas are a beautiful experience that encourages children to mindfully engage and create, using symmetrical and intricate patterns whilst also using their senses to feel the materials.

In small groups, the children have been learning to use the word "Ouch" when a friend hurts their feelings. This places emphasis on the effect words can have on us and places ownership on the other person to stop, reflect and redo. The children loved practising "Ouch" with Bug and role playing it in the small groups. The children shared experiences where their feelings were hurt, for example when someone says "We're not friends anymore" or "You can't play with us".

In another intentional teaching group, the children reflected on ways to be brave and how to support others' who may feel nervous, hesitant or afraid. The children called out to Bug to try and get him to fly over to them "You can do it," "Don't be afraid" and "It's okay, I can help you" were phrases the children used to help support their Kimochi friend. In another experience, the children were given a brown bag and were asked how they felt not knowing what was inside. The children recognised curiosity, excitement, nervousness and scared. Using our supportive words and encouraging our friends to be brave, the children placed their hands inside the bag and felt around, once they realised it was a small treat, they all exclaimed how happy and excited they were! This was a great experience to show children that you can overcome anxious feelings and that you may be happily surprised!

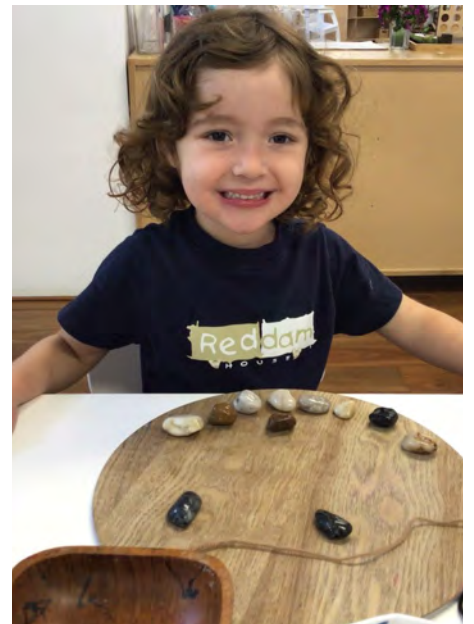
Enjoy your weekend!  
Grace, Pa, Margaret, Carina and Lizzie



# Stage 3R: Meeting Bug, the Brave Kimochi & Frog Pond



## Stage 3R: Extra Snaps



**“Curiosity is the quality that urges a child to keep on finding out more, to connect actions with outcomes, people with feelings. Wondering why is the powerful engine that drives discovery.”**  
(Dr. Stanley Greenspan)

Why? An important and invaluable word in a child's vocabulary. The interest to know more and to soak up information is paramount to a child's learning and development. Through exploration, investigation and imagination, the 3E children have extended their learning about the world around them.

This week, we continued to follow the children's interests in **Dinosaurs** as their curiosity about these fascinating creatures deepens. We have not only had an increasing interest in all the different types of dinosaurs, names of dinosaurs and what they eat but also their defence mechanisms, what parts of the world they were found in and how big they were. Our learning journey led us to delving into the world of fossils and of the Earth itself as we looked at the various environments and natural elements that made up the world in the time of the dinosaurs and in the present day.

With Dinosaur encyclopedias dotted around the room all week, the children have enjoyed finding which ones matched the mini figures we have in our small world area and learning a bit about each. Our provocation and discovery tables invited the children to uncover dinosaur fossils with soft brushes, matching the prints to the correct dino and to a volcano experiment using a volcano we made together as a class from plaster, with bicarb and vinegar the components of our lava. Dinosaur counting or matching games, lava slime and a cool dinosaur skeleton craft demonstrated the children's understanding of our focus this week.

Our vivid imaginations took us on a dramatic journey through the wilderness with binoculars in hand to find and rescue an 'abandoned dinosaur egg' which the children gently cared for and observed every day until finally, we saw it crack and hatch a baby dinosaur, yet to be named!

Next week, we plan to shift our focus to *Insects and Minibeasts* as we further our understanding and connection to the world around us.

Have a wonderful weekend!

Deb, Luan, Priya, Tasneem & Georgia



## Stage 3E: Dinosaur Discovery (Part 1)



## Stage 3E: Dinosaur Discovery (Part 2)



# Stage 3E: Lava Slime & Icy Egg Dinosaurs





**“We are all visitors to this time, to this place. We are just passing through. Our purpose here is to observe, to learn, to grow and to love.”** (Indigenous Proverb)

What a wonderful week we have had in 4R as we have continued to learn about our Oceans through the lens of sustainability as well as acknowledging *National Sorry Day*.

As we extended the children's awareness and understanding of human's impact on the environment we observed the children becoming more and more caring about the school environment. Throughout the week the class continued to have discussions on how we can reduce our impact on our Earth and the children continued to engage in the sustainable practices we introduced last week on their own! We were so proud to see them minimising their use of paper, using the bins to recycle or reusing materials to make them something new and looking after our seedlings that we planted last week that have started to grow!

As we had some lovely warm weather this week, we decided to do an indoor/outdoor exploration. During our free exploration time, children decided to explore the Antarctic/ Arctic Discovery Tray to feel the different textures of ice, snow and learn about the names of different oceanic animals. Some children asked questions about why the ice feels cold, and why the ice is hard and solid unlike water.

There was also a big focus on our literacy station this week where the children began to use some key ocean words to practice their writing skills and learn about the difference between a capital and a small letter. Other children decided to put their creativity and imaginative thinking into action by making an origami penguin or foil fish craft. Within the process of making origami, children use mathematical thinking and spatial awareness as they learn to fold the paper at certain angles into particular shapes.

On Wednesday we acknowledged **National Sorry Day** and what it means to say 'sorry'. Together, we read a book called *Sorry Sorry* by Anne Kerr & Marda Pitt to learn about the history of the First People — the Aboriginal and the Torres Strait Islanders in Australia. We utilised the book to share our thoughts about how important it is to listen to other people's opinion, own up to our mistakes, and build mutual understanding with our friends. Stage 4 also took up the challenge to do an Acknowledgement of Country every morning to pay our respect to the First People who have taken care of our learning environment for us. The children particularly enjoyed listening to a Dreamtime story each day to further their understanding of Indigenous Perspectives and the connection that people have to the land.

Next week we will be extending the children's interest in animals by learning all about animals in Asia with a special emphasis on how we can protect endangered species. Looking forward to learning with you then!

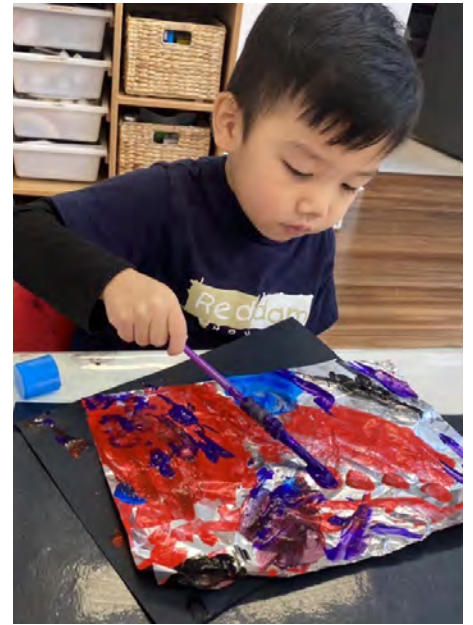
Emily, Allegra & Chloe



# Stage 4R: Ocean-Themed Experiences (Part 1)



## Stage 4R: Extra Snaps



***"The greatest threat to our planet is the belief that someone else will save it. (Robert Swan)***

This week the teachers were incredibly proud of how the children demonstrated such enthusiasm for caring about our planet. By incorporating sustainable practices into the children's early years education, it allows them to make conscious decisions, show concern for our environments, and sparks their motivation to action sustainable projects both in the classroom and at home. The children ARE our future and our best advocates for preserving our planet for years to come.

Our provocation continued with the children's interest in marine life, investigating how to protect our sea creatures, and keep their environments clean. Whenever our class discusses sustainable practices and the harmful effects that plastic has on our planet, the children always remember that sea turtles mistake plastic bags for jellyfish and ingest them. We explored this problem in detail and discovered that when turtles swallow plastic bags they experience "Floating Syndrome," preventing them from diving underwater, which leads to breathing problems, starvation and even death. We also learnt that plastic straws are a huge contributor to our ocean pollution and can get lodged in turtles' nostrils. Most plastics aren't biodegradable, will break down into harmful microplastics, and be eaten by the sea creatures. However, there are many ways we can reduce, reuse and recycle the plastic in our lives, as we learnt from the story book *A Planet Full of Plastic* by Neal Layton. Please read the children's suggestions for sustainable practices on the following page.

Margaux - *"I want to help the turtles. I don't like to see all the plastic in the ocean. I won't ever use a plastic straw again."*

Viggo - *"I want to help the sea animals."*

Olivia H - *"I have a metal straw at home."*

Xavian - *"My country is the most special in the whole world but it makes so much rubbish!"* (referring to the Indian Ocean Garbage Patch.)

To further investigate how we can prevent such tragedies occurring, we read a helpful information book called *I Can Save the Ocean* by Alison Inches. We learnt that many types of plastics, chemicals and motor oil end up in our oceans, usually via our drains and because people don't clean up their rubbish after they leave the beach. Our next story was called *Meet the Oceans* by Caryl Hart, which helped us locate each ocean around the world. We sadly discovered that there is a floating garbage patch in nearly every major ocean. We also learnt that the Great Barrier Reef in Queensland, is at risk of coral bleaching as a result of global warming. When the water temperature rises the coral begins to lose its colour and eventually dies. This threatens the natural ecosystem where many creatures depend on coral and plants for food.

The story book *Anemone Is Not the Enemy* by Anna McGregor taught us that clown fish have a protective layer of mucus on their bodies that prevents them from being stung by sea anemones when they hide in between them. The anemone protects the clown fish from predators and in return the clown fish cleans the anemone and sucks up all the scraps. A friendship of convenience! During our art sessions, the children were invited to create their own rock pools inspired by our storybook. First, the children drew their own circular shape to represent the rock pool, then filled it in with blue paint. Cellophane and textured paper was used to create coral and seaweed, and the children illustrated their own sea creatures that they wanted to include.

During our learning sessions the children engaged with many ocean-themed experiences. Bamboo toothbrushes were provided to clean seals and penguins that had been exposed to oil spills, turtle habitats were constructed out of sand, stones and shells, and play dough was used to shape and mould into marine environments. Ocean puzzles, and sea shells were also available, as well as our recycling station where rubbish was sorted into each coloured bin to avoid it ending up in the sea.

Some sustainable practices to incorporate into our daily lives:

- Dispose your rubbish into the correct recycling bins. The **red bin** is where any rubbish that CAN'T be recycled, goes. But unfortunately, these items will end up in landfill. The **yellow bin** is for glass and plastic bottles, hard plastics, and aluminum cans. The **blue bin** is for paper and cardboard products (that don't have food on them.) The **green bin** is for plant and gardening cuttings.
- Did you know that you can recycle soft plastics? This is any plastic packaging that you can scrunch in your hands such as biscuit, pasta and bread packaging, as well as plastic wrap and single-use plastic bags. Simply save up your soft plastics in an eco-friendly garbage bag for the whole month, and then drop it off at a REDCycle bin at your local Coles and Woolworths.
- Fruit and vegetable scraps often get thrown into the red bin. Why not create a composting station or a worm farm in your garden? The mulch and worm wee will make your plants thrive!
- Take-away coffee cups can be recycled at any 7-Eleven store, but why not buy a reusable coffee cup instead?
- Say no to plastic straws! Choose paper, bamboo or metal straws instead.
- Plastic toothbrushes can't be recycled because they are made of several different plastics. Bamboo toothbrushes work just as well and don't harm the planet.
- Use eco-friendly soaps that are free from micro-beads and harmful chemicals.
- Sweep your driveways rather than use a hose as this clogs up the gutters and storm drains with debris, which eventually ends up in the ocean.
- Choose toys that are made from natural materials such as wood and recycled materials.
- Donate your pre-loved belongings to local charity shops, including furniture, clothes, toys and books.
- Share your knowledge and understanding of sustainable practices with your family and friends so we can all contribute to keeping our planet green!

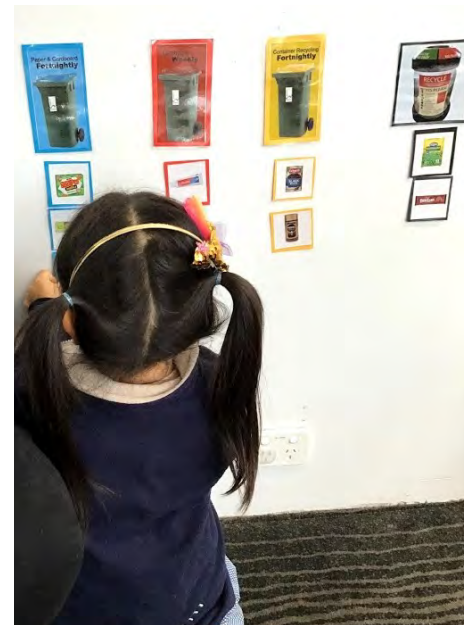
Next week we will continue to explore our oceans, learning about the animals that inhabit the North and South Poles. We will also investigate the effects that global warming and climate change have on our planet.



# Stage 4E: Rock Pool Art



# Stage 4E: Protecting Our Oceans



# Stage 4E: Exploring The Ocean





Hi champs!

We started our lesson week with the 'Helicopter Game' where we all ran around the court with outstretched arms - 'spinners'. When I blew my whistle, the children stopped and balanced on one foot and 'hovered' just like a helicopter. We then tried to hover on the other foot.

Next, we played the 'forwards/backwards' game – ask your children how we all ended up dancing like crazy! It was so great to see them having such a wonderful time!

To follow on with learning spatial awareness, each child was given a 'hacky sack' (round bean bag ball) which they put between their feet and tried to jump as high as they could. Afterwards, we tried to put a hacky sack between our knees and walk like a penguin. All of the children were squealing with laughter!

We put a hacky sack on our head and carefully tried to walk while balancing it there, which was very tricky... We needed to keep our head still while we moved our legs! The children then chased me to try to 'stick' hacky sacks on me.

Another skill we practised during our lesson was catching. The children got into a circle. I stood in the middle of the circle and threw the ball to each of the children without making any reference as to who I was going to throw it to. The children needed to be focused and ready to catch at any time!

We practised how to roll the ball along the ground – always remembering to place the ball on top of our shoes and push forwards along the ground. The children used this skill as we pretended that we were bowling and rolled our ball towards catching cups trying to knock them down.

To finish off the lesson, we continued to practise our rolling skills with a partner and tried to roll the ball through our partner's open legs. We used 'cage hands' to stop the ball from going through our legs. Such a fun game!

The best lesson. Thanks guys!



Namaste!

This week during Yoga I decided to take the children on another underwater adventure. We started on the shore of the beach as mermaids and stretched our long tails from side to side. Then just before we jumped into the beautiful ocean, we pretended to be a palm tree and stretched from side to side so our whole body was warm. Then splash! We jumped in and the water was wonderful!

We practised the 'dolphin pose' - on hands and knees, the children bent their elbows and rested their forearms on the ground, with their palms flat; then the 'crab pose', this one was a bit trickier! I showed the children how to place their hands on the floor behind them and then lean back onto their hands to wave their feet in the air. Once everyone was able to grasp the idea of taking weight through their arms, I encouraged them to lean back on their hands again. To complete the pose, I showed the children how they could push up through their feet to lift their bottom and hips off the floor. 1, 2, 3, push up to crab!

These poses assist children in activating their shoulder, back, tummy and hip muscles and the muscles around their middle or 'core'. Crab pose is a great way for the children to strengthen their 'gluteal' muscles – around their hips. Strong, active gluteal muscles improve balance skills for active play/sports. Active shoulder muscles help children to control their arms for writing.

These poses also support children's awareness of their body position by stimulating their proprioceptive sense. This 'spatial awareness' is important for coordinated movements such as running, jumping over obstacles or throwing and kicking a ball.

To finish off the lesson I invited the children to dance to their favourite songs including *Hokey Pokey*, *Head Shoulders Knees & Toes*, *5 Cheeky Monkeys*, and *Tooty Ta*. The children enjoyed these fun and energetic songs.

Thank you for a great lesson and have a tranquil weekend!



Ni Hao Families!

This week in our Mandarin lessons we continued to learn about games extending our knowledge from last week. As I mentioned last week, games have been a very important part of culture in China for many years as nearly all people in Ancient China spent the majority of their time working. For most of the year they worked all day long with no days off. However, there were festivals throughout the year where they had the chance to play games and be entertained. Card games were seen as particularly special and so we continued playing games with cards this week.

Before we started our first card game, we practised saying our colours as a group. When I held up each card the children would tell me how to say the colour in Mandarin. So far we have learnt; huang sè (yellow), jú sè (orange), zǐ sè (purple), hóng sè (red), lán sè (blue) and fēn hóng sè (pink).

I then laid down all the cards on the ground face down and asked the children if they could find each colour's matching pair. This was a great experience to enhance the children's sense of resilience, persistence and problem solving. We found all the pairs in no time and after we had all the colours I told the children about the significance of colours in China.

I shared that colours are important to Chinese culture as they each have special meaning. The three main lucky colours are red, yellow, and green - the luckiest of all being red. Red represents fire and is the most popular colour in China. It is also the national colour representing happiness, beauty, vitality, good luck, success and good fortune.

Next, I brought out finger puppets to practise *Head, Shoulders, Knees and Toes* and some animal songs. I was very impressed at how the children were able to remember so many Mandarin words!

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



This week in Drama we had our final lesson on our 'Magic Carpet'. This week's prompt question was "What is the first letter of your name?" I was so impressed at how many students knew not only their first letter but all of their letters!

To start this week, the children began by sleeping in their tents on 'Viking Island'. We recalled that the cockatoo had told us they needed our help in Egypt, so we unrolled our carpets and flew through the sky to the African country. I told the children that I had forgotten what the pyramids looked like and asked them to make the shape with their bodies. For this, I introduced the concept of mime: using our actions and not our words. I asked the children to mime pick up a heavy block and carry it over to the broken pyramid.

After fixing the broken pyramid, we noticed that one of the other pyramids was open! We decided to go inside but didn't know what to expect. We started by sneaking in, and then came across a whole series of booby-traps. We had to crawl through the tunnel, jump over the lava, tiptoe on the narrow pathway, and walk backwards to the final opening.

When we got to the main part of the pyramid, we sat down and had a look at some hieroglyphs. The older children had to decipher a special message. I asked the students to find certain pictures on the hieroglyph chart. Once we saw that the secret message said "Look Out!", we were so scared by the message that we ran out of there!

Once we were out safely, I told the children about the mummies that may have been in the pyramid. I asked the children to line up along the wall and show me a mummy pose. I had to explain that this wasn't like Mummy at home! We then played a stop/start game, played in the same way as 'red light, green light'. The children did very well at sneaking up on me. When they tipped me, I chased them back to the starting line.

At the end of our lesson, we rolled up our magic carpets for the last time. Now that we were back home safely, we locked our carpets away so that they could recharge with magic. After all, we had been flying them for a long while! Next week we start on a new theme.

Well done to everyone for an amazing 5 weeks on the magic carpet!



In this week's 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 began 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 the movie *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 along 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!



## 2021 Stages 1 & 2 Grandparents & Special Friends Day



Sienna and Grandma (1R)



Grace and grandparents (1E)



Leon and Uncle G. (2R)



Daniel and grandparents (2E)

# 2021 Stages 1 & 2 Grandparents & Special Friends Day



# 2021 Stages 1 & 2 Grandparents & Special Friends Day





# Happy Birthday!

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



01/06 - Ethan (1E)



03/06 - Olivia (4E)



03/06 - Alison & 06/06 - Easton (2E)