



**REDDAM**  
ELS

11TH JUNE 2021

# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

## Principal's Message

By Mrs Kath Boyd

***"Young people: They care. They know that this is the world that they're going to grow up in, that they're going to spend the rest of their lives in. But, I think it's more idealistic than that. They actually believe that the human species, has no right to destroy and despoil regardless."***

(Sir David Attenborough, 2020)

**Sustainability** is often thought about in terms of environmental sustainability - reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats. These are all important aspects of being sustainable but sustainability can also be considered more broadly as 'being able to meet our current needs without infringing on the ability of future generations to meet their needs' (Davis - 2010).

The young children currently at our school represent these 'future generations' and this makes it important for us, as their Educators, to help them realise the significance of caring for and protecting their world. The beauty of being in a Reggio Emilia-inspired environment is that the natural environment is recognised and valued as 'the third teacher'. As a result of this, we embed sustainable practices into our operations (NQS Element 3.3.1) and support children to 'become environmentally responsible and show respect for the environment' (NQS Element 3.3.2).

We have a strong commitment to using natural and recycled materials for children's play and for creative experiences. We also have many natural outdoor spaces - with as few artificial or synthetic materials as possible. Together with families and the wider community, we will continue to work on ways to incorporate sustainability into our program in meaningful ways.

The children are educated on what happens to our waste and the harm it can have on our environment. We are currently developing a garden compost program and moving towards a Zero Waste Target. A worm farm is being prepared for usage by Stages 1 and 2. A compost bin has been purchased and our preschoolers are engaged in this project. Miss Heather and our gardener Rob are passionate about recycling native plants. The children are involved with regular green projects (planting and cultivating) and everyone is responsible for the watering of plants. We encourage and allow children (under supervision), to explore the garden beds and touch the nature found outside. We have thoughtfully and purposefully planted herbs, vegetables and flowers, both indoors and outdoors. The children help themselves to healthy treats such as mint and are encouraged to share gardening knowledge with their family as well as continue such practices in their home environment.

## Principal's Message Continued...

By Mrs Kath Boyd

We are mindful of limiting waste and promoting recycling. 3R children recently collected recycling from home and are currently utilising these materials in the classroom. Also, as part of our Indigenous perspective education program, children and families in 3R were asked to collect natural materials in the community. These were returned to school and are being used for creative experiences. The Stage 4 children regularly engage in projects focusing on natural environments such as oceans, deserts and rainforests. These investigations encourage a reflection on the impact that humans make on such delicate ecosystems.

We provide a number of bins (recycling & landfill) for the staff and children to use. Educators discuss the concept of sustainability and importance of preserving our environment with the children. Children accompany adults to the bins and identify the appropriate bin in relation to the waste being disposed. Our Kitchen Manager Jasmine works closely with the Enrolment Officer to ensure that the correct amount of food is ordered each week. This ensures that the children are all catered for adequately and wastage is limited. Miss Heather takes home organic food scraps from the kitchen for her pet rabbit.

For sustainability to be embedded we need to involve the children in sustainable practices every day. One of the most important influences on children's behaviour and attitudes is how the significant adults in their lives act. My question to parents this week . . . 'How do you role model sustainable practices at home with your child?' We'd love you to share your stories and ideas with your child's teacher. Furthermore, if you are passionate about this topic and keen to join Miss Skye (2E Core Teacher) on the **Reddam ELS Lindfield Sustainability Committee** please let us know!

Yesterday, the **Reddam ELS Lindfield Quality Improvement Plan** was submitted to the Early Childhood Education Directorate of the NSW Department of Education. Phew! This comprehensive document is readily available for any interested parent and is kept in the Office area. My sincere thanks go to the following people for their assistance and support over the past few weeks: my brains trust Grace, Georgia, Lauren and Skye (such inspirational early childhood professionals); all eight Core Teachers for their valuable contributions; Luan, Jennifer and the entire staff for ensuring that business remained as usual whilst I was finalising the submission; and last but not least...thank you to the very talented Kerrie Simon-Lawrence (editor extraordinaire) for the corrections, suggestions and insight. What a woman! The regulatory authority will visit us sometime in the next three months, and we are very keen to welcome them into our community.

\*\* A reminder that Stage 3 & 4 children are expected to wear the **Reddam Multi-form** during term time, so that their sense of belonging to the school community is enhanced. Thank you!

*Pictured above: Joyful Ellia (2E). Pictured below: Marc discovering through touch (1R).*





***“Touch is our most highly developed sense when we are born, and it remains a fundamental mode of communication throughout a baby’s first year and an important influence throughout a person’s life.” (Leonard Mlodinow)***

Welcome to our Week 6 program! We have focused on the **Sense of Touch**.

Our skin is the sensory organ that is responsible for the sense of touch. Within the layers of the skin there are five different types of receptors. These detect information from stimuli such as heat, cold, pain and touch. This is why infants and young children are driven to explore the world with their hands and mouth.

This week the children were invited to explore natural leaves and pine cones that were distinctively shaped and textured. Also, the children investigated fresh leaves from the garden and enjoyed the various aromas.

Miss Natalie introduced an experiment with tea bags, asking the children to note how they feel when they are wet and dry. We observed how the colour of the water changed when a tea bag was added (to cold water).

One of our focus books this week was *The Touch Book* written by Nicola Edwards. It displays a range of 3D pictures and enabled the children to touch and feel different textures. They squished the sea sponge, scraped the rough bark and patted the sheep’s fluffy fleece.

Continuing with our provocation, the children were given a ‘Feel and Find’ sensory box. A variety of objects were placed behind the box and the children reached inside to explore. The children demonstrated curiosity whilst feeling the smooth, rough, soft and hard surfaces of the mysterious objects. They also expressed wonder and interest in the provided sensory gloves containing water, sand and feathers.

Our children love popping bubble wrap and used this material to create masterpieces. They brushed yellow and green paint on the plastic and were excited to hear the popping sounds.

Next week we are focusing on the **Sense of Sight**.

Enjoy your weekend!  
Natalie, Doris, Sharon and Suki





# Stage 1R: Sense of Touch





## Stage 1R: Creative Experiences





***“Don't tell me the sky's the limit when there's footprints on the moon.”*** (Anonymous)

Children always have a fascination with space and all the concepts that go along with it. Teaching lessons about space excites the children's creativity and imagination skills. This will invite them to explore the world around them and make sense of their world. They will be exposed to texture play experiences, dramatic plays, sensory experiences and build friendships among their peers as they explore and discover the vast space we live in.

To illustrate these learning experiences, we explored space through our sense of touch and sight. A sensory display welcomed the children wherein we put moon sand, flashy stars and toy space items for them to play pretend with. Extending their knowledge about Space, we provoked the children's imagination through the use of pom-poms, glitters and tiny wooden stars scattered on the display table. This experience challenged the children's colour recognition and basic counting skills as we identify the different colours and count the number of stars caught.

During our learning group, a demonstration of how Earth orbits the Sun was performed. Using a round plate with a yellow glitter paper on the centre as the Sun and a soft foam squeeze ball as the Earth allowed a practical experience for the children to understand the movement of Earth around the Sun. Using play to investigate, imagine and explore ideas, Miss Heather led the children to a sensory experience of dressing the toy babies with tin foil. Much to the children's delight, they were fascinated with the texture of the material and took a lot of time trying to figure how to wrap their babies with it - some managed to cover an arm, others just ended up tearing and crumpling it into tiny balls. Either way, it was indeed fun for them! The group time was wonderful when everyone enjoyed singing our morning greeting songs, they sang with excitement on their faces as they were already very used to the predictability of their routine.

More so, we invited the children to explore and manipulate a milky way shaving foam experience as their creative expression. Here, we have coloured pom pom planets that fill up the dark grey shaving foam milky way. It was such a hit with the children when they were asked to dip a blank paper on top of it leaving a beautiful space pattern as their artwork experience. Additionally, inspired by space and stars, we encouraged the children to engage in a creative experience using cotton buds as a medium for creating white speckled stars sparkling on a blank canvas.

Hoping you all have a lovely weekend!  
Charity, Heather, Suki, May, Fatima and Intisar





# Stage 1E: Exploring Space (Part 1)





## Stage 1E: Exploring Space (Part 2)





# Stage 1E: Creative Experiences





*"Individually, we are one drop. Together, we are an ocean." (Ryunosuke Satoro)*

This week we delved deeper into **ocean life** and had the opportunity to teach the children more about its beauty. All children have an innate curiosity about the world that makes them avid learners. A child who has compassion for the ocean is more likely to grow up to be a conscientious adult who is more aware of their actions and how they affect the world.

Throughout the week children enjoyed water sensory trays filled with an array of ocean creatures. They also benefited from a variety of ocean-themed sensory experiences including play dough, shaving foam, oobleck, kinetic sand which all were great tactile explorations of the ocean habitat! Sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks.

Our color recognition fishing sensory bins were one of 2R's most popular activities. This experience helped them learn about cause and effect by simply splashing fish in the water. As they were playing, they were also surrounded by rich language either by talking or listening, using mathematical words (counting), scientific words (float, sink) along with asking and answering questions. Our artwork of the week invited the children to decorate a foiled fish which engaged their imagination in designing their fish.

Inspired by the whale's migration habit, children were amazed at how the whales could stay warm in the cold water. We explained to the children that some sea animals have a thick layer of blubber which stores energy and insulates heat. To keep the excitement of science alive, we did an experiment and tested how well blubber works to block out the cold. We had an empty Ziploc bag and we filled another one with butter and called it a 'blubber bag'. Children took turns putting their hands into both and compared the temperature they felt with their hands and observed that the blubber bag kept their hands warm whilst the empty bag didn't.

There was no better way than doing another science experiment to explain ocean acidification to 2R. We soaked some seashells in vinegar, then suddenly observed bubbles starting to form which were a product of the chemical reaction between the vinegar and the seashells. After a few hours we noticed the colour of the vinegar had changed too. Then day after day we watched as the shells got progressively thinner and eventually all the seashells started to dissolve completely.

By understanding how everything is connected in the ocean and how we interact with it as humans, children will learn to care and protect the ocean because they will want it to be a better place – not just for the fish to swim, but for them too.

Have a pleasant long weekend everyone!  
Sara, Manolea, Vivian and Sharon



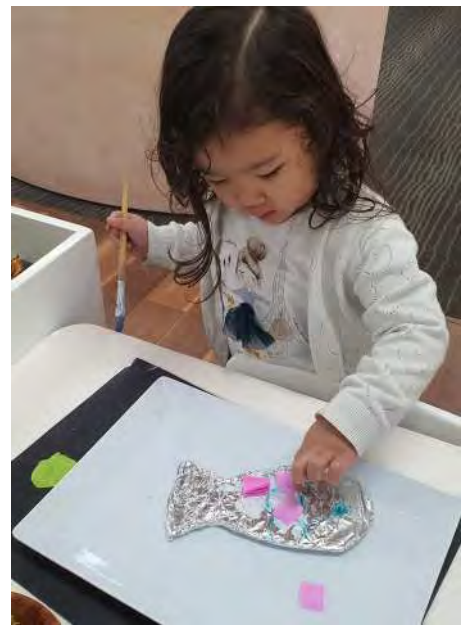


## Stage 2R: The Majestic Ocean





## Stage 2R: Decorating Foil Fish





## Stage 2R: Fishing Experience & Science Experiments





Our 'Community Helpers' topic explored **Dentists** this week. It's important children learn the consequences of good or poor choices and we managed to get quite an intrigued reaction viewing teeth that had not been cared for properly. We certainly got everyone's attention and saw some very motivated learning this week.

We revised our brushing technique, up and down, side to side and around and around. We have explored how dental floss works, extended vocabulary to learn what a cavity is, what plaque is and what sugary foods can do to your teeth.

We used a wonderful resource for dramatic play to investigate the death of a tooth, noting it can turn black and then need to be removed. This was a cognitive challenge as the instrument provided would only work on a particular angle and children strengthened their ability to persevere even if a challenge was difficult.

We explored foods that have a lot of sugar content and categorised them by learning about healthy and sometimes food, which are bad for our teeth and we should only have on special occasions. We asked children to refer to their previous learning of what is 'sweet' and if it is sweet it usually has lots of sugar in it.

There was an investigation of a mouth in 2D representation that children were challenged to note the difference in shapes and sizes of each tooth and what each of them might be used for. Does it tear, does it grind, does it move like a saw to work through food. . . ?

The social and emotional development of the class is quite rapid at this stage with friends doing kind things for each other like putting out the water bottles on the table without even being asked, helping to set up and pack away with enthusiasm ready for the next challenge, using manners, being patient and waiting for a turn.

We invite you to ask your 2E child about their learning about dentists, teeth and oral hygiene. We love feedback and would love to hear any quotes from your child from home.

Wishing you a wonderful weekend.  
Skye, Tracey, Jenny, Connie and Margaret





## Stage 2E: Caring For Our Teeth (Part 1)





## Stage 2E: Caring For Our Teeth (Part 2) & Indigenous Story





**“Social and Emotional Learning (SEL) can be taught and nurtured in schools so that children increase their ability to integrate thinking, emotions, and behavior in ways that lead to positive school and life outcomes.” (Jones & Doolittle, 2017)**

Revisiting the notions of being **brave**, the children have been exploring ways to invite others to play, initiating play themselves and being brave to explain to friends “You can't say you can't play.” Using these words give children the tools to problem-solve in social situations and resolve conflicts independently. Modelling these words and steps to include others allow the children to understand the importance of words, and start to become inclusive. In the Early Years Learning Framework, outcome 1 “*Children have a strong sense of Identity*” children learn to initiate and join in play. With this as our guiding principle, and in conjunction with the **Kimochi** program, we have been engaging in ‘spontaneous play’ in our home corner and construction areas to help model and guide children's ability to join and initiate play with others. Throughout the week, we have been recognising feelings of ‘Left Out’ and asking the children how we can help others feel included. Many children understand the feeling of ‘Left Out’ and often will suggest inviting a peer to join them, sit with them or offer them a hug for reassurance.

Using our **Kimochi** characters in our small groups, we have been exploring the concept of ‘Do-over’ moments. This encourages the children to recognise previous knowledge of ‘fighting voice/face’ and practise adaptive strategies such as breathing to then be able to ‘Do-over’ that moment to communicate more effectively.

As Pride Month starts this week, we have been linking inclusivity in our ‘Morning Meetings’. Using the basis that everyone deserves to be included and loved, the children agreed that no one should feel ‘Left Out’. One aspect of our art this week was making cardboard rainbows. The children used colourful oil pastels to make the rainbow, then sticking colourful collage pieces down to create a colourful effect. This experience also saw children ASL colour signs as they were trying to figure out which colour would come next when making their rainbow. This was another beautiful example of inclusivity in the classroom.

Acknowledging our Aboriginal and Torres Strait Islander history and culture this week for Reconciliation Week was a main focus in our room. Reading Dreamtime books and including discussions in our ‘Morning Meeting’ yarn showed us that the children were interested and curious about our Indigenous history and culture. With the theme ‘More Than Just Words’ we used the platform of art to discuss meanings of symbols, Indigenous history, the importance of saying “Sorry” and how we can care for country as well.

Grace, Pa, Margaret & Carina





## Stage 3R: Pride Month Art





## Stage 3R: Indigenous Signs





# Stage 3R: Salt Dough & Frozen Letters





**“The best classroom and the richest cupboard is roofed only by the sky.” (Margaret McMillan)**

The natural world is a giant, open-ended learning laboratory. Children are innate scientists and love to experience the sights, sounds, smells and textures of the outdoors. Nature provides countless opportunities for discovery, creativity, problem-solving and STEM education.

With nature as our guide, we embarked on a learning journey on Insects and minibeasts. We focused our attention on their importance in the ecosystem and how we can help them to thrive and survive. Two of our books of the week, *Mad About Minibeasts* by Giles Andrae and *Flip Flap Minibeasts* by Axel Scheffler, gave us some insights into the world of many critters, including ladybirds, beetles, wriggly worms, snails and munching caterpillars. This sparked much discussion in our group times.

Children are naturally curious about and interested in insects. These animals provide useful services to mankind and the environment in a number of ways. They keep numbers of other critters in check, pollinate crops we rely on, produce honey, help neutralise and churn our soil keeping it rich in nutrients and clean up waste.

The children were invited to inspect our insect and minibeasts real life specimens and enjoyed some imaginary play at our small world garden and sensory bug trays. Some textural playdough, paper plate bumble bees and honeycomb crafts were also drawn to. We took part in nature walks, exploring in the garden, looking for bugs and creatures, where they have their homes and what they look like. Do they have wings? Lots of legs? A shell perhaps?

We have been working on some reconciliation projects to acknowledge and embrace the Indigenous peoples on whose land we learn and play. In addition to saying our 'Acknowledgement of Country' daily, we plan to incorporate many more opportunities for the children to learn about indigenous culture. Together we created the aboriginal flag, using black and red rice, representing the land and the people, with yellow lentils in the middle to represent the sun. In Australia, we have a responsibility to value and promote greater understanding of indigenous culture. This aligns with The Early Years Learning Framework Principle 4: Respect for diversity, and the practice of cultural competence where we value and honour the histories, cultures, languages and traditions.

We wish to have a continuous Garden Project for 3E which we will begin in greater focus next week. We plan to embed sustainable practices and values in the children, learn about planting, food we can grow in the garden and composting.

We hope you have a wonderful weekend!

Deb, Priya, Georgia & Luan





# Stage 3E: Insects and Minibeasts & Making the Aboriginal Flag





# Stage 3E: Extra Snaps





**"The clearest way into the Universe is through a forest wilderness."** (John Muir)

What a wonderful week we've had in 4R as we've donned our explorer's hats and begun to forage through the wilderness of **Rainforests**. At the beginning of the week we had a group discussion on "What is a rainforest?"

Tylor "Rainforests are where the animals live."

Alex: "There is rain in the rainforest."

Nathan: "There used to be more rainforests."

Allegra: "Saiska has a sloth."

Mia: "There are lots of trees and butterflies."

We then followed this discussion with the very beautiful book *Over and Under the Rainforest* by Kate Messner. This book was a great introduction to the wonder of this biome and how important they are to so many animals. While reading the book, we saw animals like jaguars, bats and anteaters. We also found out some interesting facts including long nose bats are nocturnal which means they are awake in the night time, crocodiles keep their mouths open to cool down and baby sloths hold onto their Mums for six months before going into the world on their own.

Throughout the week we learnt about the layers of the Rainforest. Miss Emily showed the class that rainforests are actually made up of different layers - just like the Ocean! We went through all four of them: the floor, understory, canopy and emergent layer, and began to think about the different animals that might live on each level and why. Throughout the week, we added animals to each layer and talked about why that rainforest layer might be the best home for them.

We also learnt about some endangered animals. The children found out that endangered means that a species of animal does not have many of their kind left. When a species is completely gone - and not a single one survives anywhere on Earth - it is considered extinct. The children seemed to have a good understanding of this from our previous discussions about dinosaurs being extinct and were very keen to think of ways we could protect animals.

At the end of the week we have a lovely visit from our new teacher: Miss Veronika. The children were very excited to meet her and have some time to get to know her. In welcoming Miss Veronika, I would like to take this opportunity to formally farewell you all. It has been an absolute pleasure getting to know you and your children and I am so glad that I was able to be a small part of Stage 4's learning journey.

Emily, Allegra & Luan



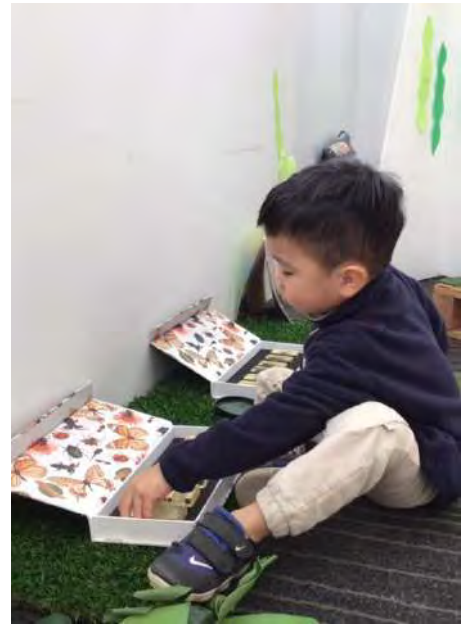


# Stage 4R: Layers of the Rainforest





## Stage 4R: Exploring The Rainforest





Brrrr! Our winter weather accompanied our Arctic and Antarctic provocation perfectly this week as we investigated which animals inhabit the North and South Poles. As an extension on our ocean inquiry, the children explored the icy waters at each end of our planet, discovering that there are a plethora of interesting creatures that brave the freezing sea.

First, we located where the North and South Poles are on Earth using our globe, studying the large sheet of white ice that makes up Antarctica. At the top, we saw that the northern parts of Europe, Russia and Canada make up the Arctic. The children listed some of the animals that they knew lived in each pole including polar bears, seals, narwhals, penguins, walruses and whales. Axel Schleffer's book *Flip, Flap, Frozen* was a wonderful introduction to the many animals that live in the North and South Poles. We saw some of the animals the children had already listed and some unfamiliar ones too. We looked at wolverines who are large, stocky animals that are similar to small bears, puffins with bright orange beaks, and a sea lion.

***"Each and every one of us can make changes in the way we live our lives and become part of the solution to climate change."*** (Al Gore)

Throughout the week we focused on each pole separately, starting with Antarctica. We read *The Emperor's Egg* by Martin Jenkins and *Penguin* by Anthony Dekker, learning many facts about these flightless birds. Next, we explored the Arctic and read *The Magic Sky* by Lucy Richards. We learnt that polar bears pad across the ice hunting for seals, fish and small animals, and that the Northern Lights (Aurora Borealis) glow in the night sky, creating a rainbow of colours. During our inquiry we sadly learnt that due to climate change and global warming, the ice at both poles is starting to melt and is causing our sea levels to rise each year. Polar bears are affected as they live and hunt on the Arctic ice, and without it, their habitat disappears and they are forced to migrate south to hunt.

This week our learning experiences included discovery trays filled with water beads to scoop and place into popping holes. Giant ice cubes, blue water and salt were used to create crystalised ice, and shaving foam and bicarbonate soda created snow that the children enjoyed manipulating in their hands. Blue and white plasticine was provided to sculpt and mould with, and mandalas were created out of crystals and blue stones. The children were invited to construct penguin collages out of paper and mixed materials at our art table. They created icy backgrounds using blue water colours, paper, cellophane, crayons and pastels. Once this was complete, they started drawing and cutting out the shape of their penguin's body out of black and white paper. Each penguin looked unique and had its own personality.

After many weeks of ocean investigations, we will start to explore the land on our planet next week, starting with our smallest creatures – minibeasts.

Lauren, Rebecca and Carina





## Stage 4E: North and South Pole Inspired Experiences





# Stage 4E: Exploring Arctic and Antarctic Animals





## Stage 4E: Penguin Collages and Small World Play





# Playball

With Coach Lauren Guttman

Hi everyone!

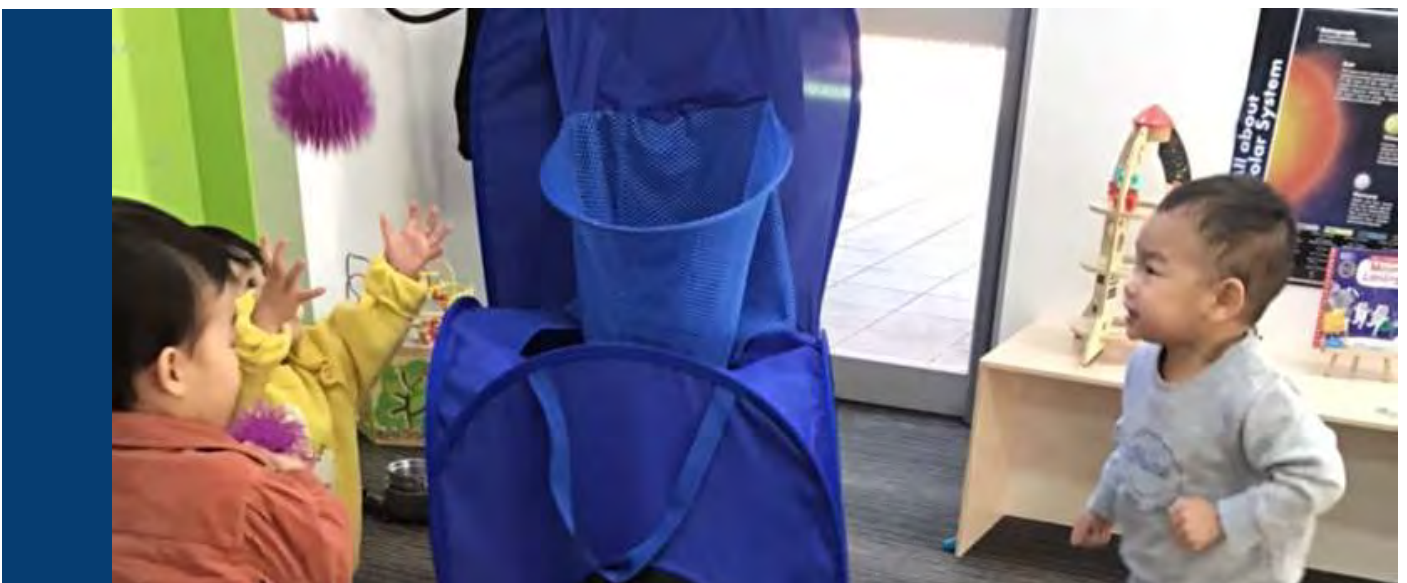
To start our fun this week I placed a number of hoops on the court and told the children how many of them needed to jump into each hoop. First we all found our own hoop, then 2, 3, 4, 5 in each hoop. It was interesting to watch the dynamic and decision-making process as the groups changed.

When each child had found their own hoop, they received a special instruction - jump into the hoop, jump out of the hoop, jump over the hoop, walk around the hoop.

Next we all had a turn to spin the hoop, wait for the hoop to fall onto the ground and jump in. Wait, wait, wait and jump! The children absolutely loved this game.

I then placed some hurdles on the court and gave each child a hacky sack and we practised throwing OVER the hurdles in front of them. Then, we did some ROLLING UNDER the hurdles. I even held up a hoop and the children threw their hacky sacks THROUGH.

See you next week champs!





# Yoga

With Connie Ko

Namaste families!

Yoga is an opportunity for a child to challenge themselves and develop strength. Each pose we move through is an opportunity to engage our core and build coordination as well as connect our minds to our bodies.

For our flow this week we started in our mountain pose, then moved into chair, spreading our legs and lunging into warrior 1 and 2 then moving onto the floor to attempt our bow pose, which seems to be a favourite of the children. We held each pose just a little longer today, working to develop the core, which is central for all coordinated movement from walking, to jumping, to rolling and play...all the joys of being a child.

To maintain our children's interest in Yoga classes, each pose is made as a challenge, a powerful statement to each child, "I wonder if you can...", inviting them to answer introspectively. This moment of self reflection is vital for children as it helps to build their self esteem and encourages diligence.

Keep challenging yourselves!





Ni Hao!

In this week's lesson we had the opportunity to cover a variety of connected words, develop the children's sentence construction abilities and converse using Mandarin adverbs, all the while singing and having fun!

To begin, we sang each body part and its connected verb, like 'Yanjing' (eyes) and 'Kanjian' (seeing) with body part puppets. Using a visual component retains children's engagement and means while attempting to pronounce the body part words, they could also point to them. Learning with visual stimuli in this way creates more memory pathways in a growing mind, making us more likely to remember those tricky-to-pronounce words.

Next we laid out flash cards with recognisable fruits and animals, such as apples and lions. With these cards we worked to create silly sentences, like "The lion was scared of the apple," which had the children roaring with laughter, as well as practicing basic sentence structure.

Using the same flash cards we played Celebrity Heads where I was assigned a fruit or animal by the children, and they had to describe it without using the thing's name. The children tried their best using Mandarin phrases like 'Da de' (big) or 'Hao chi' (yummy), some even tried to trick me!

Zaijian until next week!





Hello lovely families,

This week in drama the children realised that theatre involves teamwork, and everyone has a role with something important to contribute.

To begin the lesson, we started with a game called *Huggie Bear*. Everyone walked slowly around the room when I called out a number, they grouped together into 'hugging clumps' of that number. They repeated this several times with different numbers and I even added in some shapes for Stage 4 to create. They created the Opera House, knives and forks and a working elevator!

Next, we discussed being an ensemble. I asked the children if they had ever watched or been part of a sports team. We discussed how all the players have to work together to play a game. This then led into talking about how we also have to work as a team in theatre. This is called a cast or an ensemble. All the parts are important, and everyone has a job to do.

We played a focus exercise - ABC Shapes. Capital letters were written on a sheet of paper. I quietly showed a group of three students a letter they should form using their bodies while the rest of the group then tried to guess what letter they had formed. Everyone loved the final two parts of the lesson. We created a machine! We began with one student making a continuous noise and a simple repeatable gesture. One by one, each child joined in with their own noise and movement, until everyone was working together to create a continuous machine. After a few minutes, I stopped them and asked what kind of machine they had created and what they imagined their part to be. They repeated this with a different leader and were reminded to use a different noise and movement than last time.

The final part of the lesson was all about Imagination: Wax Museum. Here everyone spread out around the room and froze like statues in a museum. The children were encouraged to creatively come up with different animals or characters. For the first round, I was the security guard. Walking around the room, inspecting all the statues. The goal of the game is for a child to tap me on the back without me seeing them move. If I catch a child moving, they have to sit down until the next round. If a child succeeds in tagging me or if there is only one child left standing, they switch out and that child became the next security guard.

Well done everyone, excellent drama today!





Hi Reddam Families,

This week we learnt about percussion and rhythm. The percussion section of an orchestra is made up of many different instruments that make sound when tapped, hit or shook. The percussion section usually keeps an orchestra's **rhythm**, which we have been learning all about in our lessons through our own tapping and clapping with Miss Cherry and Mr. Beet.

We began with some mouth percussion so that we could warm up our voices as well as our bodies through dance, all the while strengthening our listening skills. We learnt the song *A-Tooty-Ta*, which incorporated our rhythmic mouths. We learnt the rhythm and pattern and all chanted along while we listened closely for the moves we were to make with our bodies simultaneously. After wiggling and singing along we sat back down and switched our listening ears on ready for a game about focused on **percussion**.

For this game we were shown an assortment of percussion instruments and played their correlating sounds to familiarise ourselves with their noises. We learnt their names and also how to play each instrument. We looked at drums, a triangle, clapping sticks (claves), maracas, bongos and a rain stick.

After familiarising ourselves with the sounds we turned the images over and played a 'Guess That Sound' game. We closed our eyes and listened very carefully to the instrument and guessed as a group which sound was which.

When we had finished our game and guessed all of the sounds correctly, I showed the children a video of the National Orchestra of Wales who demonstrated the percussion family as a whole. This video also provided an example of a percussion section playing in unison as a band.

Overall this week was lovely. The children's listening skills were fabulous and I can't wait to come back to more music making next week!





# Happy Birthday!

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



07/06 - Jasper (1E)



10/06 - Emma (4E)



11/06 - Dylan (1E)



12/06 - Aaron (1E)