



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

18TH JUNE 2021

Principal's Message

By Mrs Kath Boyd

The world is an amazing place, full of diverse environments, experiences and, of course, people. While it's natural for children to notice differences in others, such as languages, abilities, cultural backgrounds and physical appearances, Reddam Educators endeavour to foster an appreciation of and respect for these differences within each child. At the ELS, we promote **diversity** and **acceptance** in children from an early age, by:

- Incorporating our five Core Values into our educational programs – Kind Words, Warm Hearts, Gentle Hands, Good Manners and Respect.
- Modelling behaviours and attitudes we want children to develop - including empathy, acceptance, understanding and collaboration.
- Demonstrating how we respect differences (by reading a range of books and singing a variety of songs) and develop positive relationships with all people.
- Acknowledging that every family is unique and we all have a place where we belong and embracing our diverse school community.
- Intervening in the case of prejudicial comments and explaining that name-calling of any kind is not acceptable. *“There are biases in the world, we have the obligation to stop stereotypes and prejudices through meaningful interactions with the children and families.”* (Grace - 3R CT)
- Encouraging children to interact and become friends with people with diverse and multicultural backgrounds, and various abilities.
- Celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander people.

Last weekend I attended my eldest son's final Passing Out Parade. Hamish has been an enthusiastic member of the St Aloysius' College Cadet Corp since Year 7, and still it was surreal to see him marching around the field dressed in officer garb with the rank of 'Drum Major & Platoon Commander'. A powerful quote from Lieutenant General David Morrison (retired Chief of Army & 2016 Australian of the Year) appeared on the parade program: **“The standard you walk past is the standard you accept.”** We all have the power to take personal responsibility for the way we treat others. More importantly, we all have the power to stand up to inappropriate behaviour when we witness it being inflicted on another person. The staff and I reflected on this phrase, and agree that we are passionate about maintaining high standards to create an environment where people feel included in our ELS. With inclusivity comes individual confidence and a sense of belonging. *“Our school welcomes and embraces all children from diverse backgrounds and cultures, with differing learning styles and with additional needs.”* (Reddam ELS Lindfield Philosophy).

Principal's Message Continued...

By Mrs Kath Boyd

Every Monday morning a new **Weekly Program** is displayed in each classroom. Many of you would have seen these programs in your child's classroom and we welcome your contribution to this document. This comprehensive overview of the planned experiences, activities, routines and events has been thoughtfully developed by each teaching team. Included in these programs are intentional teaching sessions specifically focused on developing Emotional Intelligence and Social Skills through storybooks, role-play and songs. When educating the children about understanding differences in people, our Educators refer to our Early Years Learning Framework, Outcome 2: *Children respond to diversity with respect, practice inclusive ways of achieving coexistence and react in positive ways to similarities and differences among people.*

We reflect on each child's individual development and how to plan for their needs, and seek assistance when necessary, in order to cater for children with additional needs. The program, the provocation and reflections are used to scaffold children's learning and purpose-build a variety of learning experiences. Our Educators are open to learn from and work with additional needs services, for example – speech therapists, occupational therapists, paediatric psychologists and Inclusion Support Officers. Appropriate recommendations and beneficial strategies are then implemented into planning the program. We strongly value the involvement of families, and meet with parents and support professionals to discuss ways to implement specific needs into the learning program.

We also acknowledge that additional needs may be hidden. *"Invisible disabilities (or hidden disabilities) are defined as disabilities that are not immediately apparent. Many people find it hard to understand that disability can exist even if it is not clearly evident in a visible way. People can wrongly assume that to be "disabled", people must have some visible difference, i.e. they use a wheelchair, carry a white cane, use an assistance dog, walk with a distinctive gait or limp, or display some other obvious sign of disability."* (Marni Walkerden, 2020) The list of hidden challenges is endless but includes psychosocial disabilities such as depression and anxiety disorders as well as conditions like Epilepsy, MS, Autism, ADD/ADHD, intellectual and learning disabilities, and other associated conditions.

Unfortunately, access to the school's designated **Accessible (Disabled) Car Parking Space** is continuously being blocked off. Reddam ELS Lindfield has a number of families that require the use of this car space, and they are constantly facing an unsafe disadvantage as a result of the actions of some of our families. As I'm sure you are all aware, Jennifer and I have sent out numerous emails in the past trying to address this issue. Due to the seriousness of this issue, as of today cars that are seen blocking access to this space will be photographed and the offenders identified. Please remember that all families need to be treated equally, with consideration and respect.

Stay warm and safe over the weekend.

Pictured above: Bella & Allegra (4E). Pictured below: Sienna & Olivia (1R).



"The Eyes are the mirror of the Soul" (Anonymous)

Following our *Five Senses* investigation, this week we have focused on **Sense of Sight**. Our eyes are the organs that make up our visual system, also known as our sense of sight. We perceive up to 80% of all impressions by means of our sight; our eyes are the organs that best help us avoid any dangers.

This week at the provocation table, the children were invited to explore with magnifying glasses to investigate and see a close up of silkworm life cycle cubes and natural loose parts that were on display. This offers children the opportunity to see things in a different perspective. We also created our very own binoculars simply using a white sheet of paper.

During our group time, reflection mirrors were shown to the children and we discussed what they could see in the mirror. They were intrigued at looking at it and seeing their own reflection. They were also asked to point to their eyes. For this learning experience, the teachers used visual aids of various colours of eyes and a picture of the eye anatomy.

To follow on with our provocation, an eye patch was shown to the children. The teachers explained and demonstrated that these items can be placed on an individual eye for different reasons, such as helping a weaker eye to become stronger by means of overuse; or to protect a damaged eye from foreign matters.

Our creative experience invited the children to convey the shape of our eyes and paint them in black, brown and blue, just like the colour of their own eyes, therefore promoting colour recognition and self identification.

To encourage the children to explore their sensory skills, we joined efforts to play dough. The children helped the teachers to add and mix the ingredients and together we made a very aquarian dough. Additionally, as a group experience, we did a magic milk science experiment, investigating and observing how the food colouring swirled and moved around the plate when mixed with dish soap.

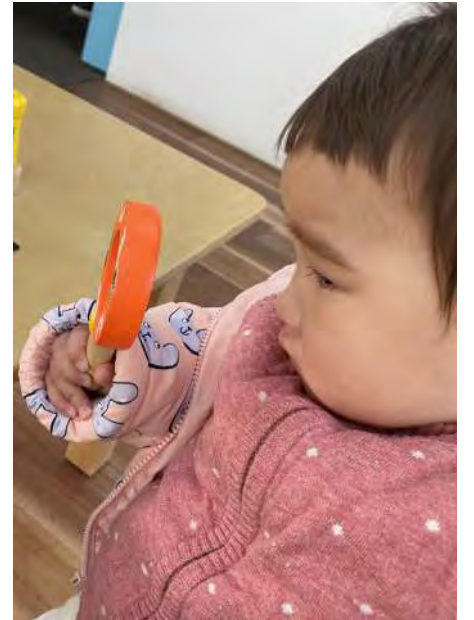
Next week we will be focusing on **Sense of Smell**.

We hope you have a lovely weekend!

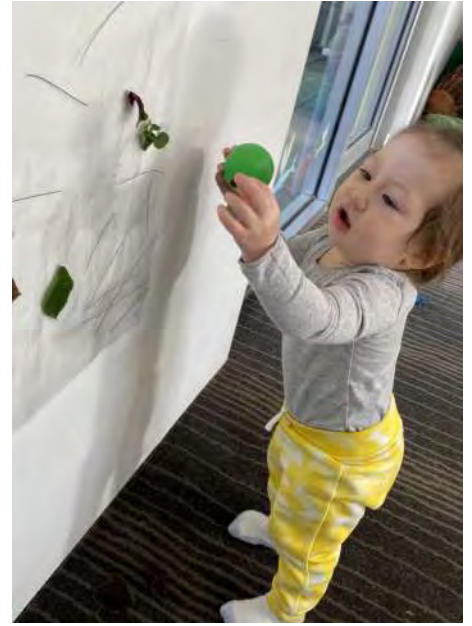
Natalie, Doris, Sharon and Suki



Stage 1R: What Can You See?



Stage 1R: Creative Experiences



“You are much stronger than you think you are. Trust me.” (Superman)

A week about **Superheroes** gave the children an opportunity to express themselves through superhero dress-ups using paper cape cut outs and recycled bottles, artwork and crafts making their own superhero cufflinks and personalised capes, sensory learning experiences of saving stuck animals and as well as using figurine toys to support their imagination and creativity. Studies have shown various benefits of superhero play among children. Apart from what has been mentioned above, this presents children opportunities to resolve conflicts and problem solve, helps children communicate their thoughts and feelings, opens up conversations with children about everyday superpowers that we can all foster, e.g. resilience, friendship, listening skills and helping others when they are having a difficult time.

Building on this fascination with superheroes, we arranged activities such as children were invited to rescue the superhero figurines from the dark dank swamp of beans which included either boulders or logs. Our little ones delighted in the feeling of the beans running through their fingers and just may have forgotten all about the mission at hand which was a rescue. We prepared hygienic rolls for them to use as superhero cufflinks. We then encouraged them to glue on paper cut outs as a practice for their eye-hand coordination and artistic skills.

The topic also gave the children opportunities to develop their gross motor skills through building homes using soft foam blocks, pretend superheroes during the day, flying, running and tumbling sensibly alongside their peers. This brings us to the benefits of reading books like *Superchimp*, *Superhero Dad*, *Supermum*, and more also ignite the children's ability to develop their own detailed narratives and storyline may they be verbally or non-verbally expressed. It allowed us to discuss the safety and limitations of appropriate play. Real-life superheroes cannot fly and run fast as lightning, making them realise their own capacity of strength and safety play, especially when around other peers. Also, the best learning experience is teaching the children to value how small actions are also heroic in their own way and might make a big difference to others, and that everyone can be a hero when they show compassion or care for others.

Such a delight to see our children becoming so relaxed in their learning environment. Their participation in play, even enjoying their own solitary play indicates a well-adjusted child which can dream of becoming anything they'd like to become. Hope we all continue supporting this developing creativity and confidence amongst our promising children.

Next week's focus will be on exploring *The Imaginary World of Felt*. This provocation topic will spark children's curiosity in exploring the world around them through their sense of touch and sight.

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

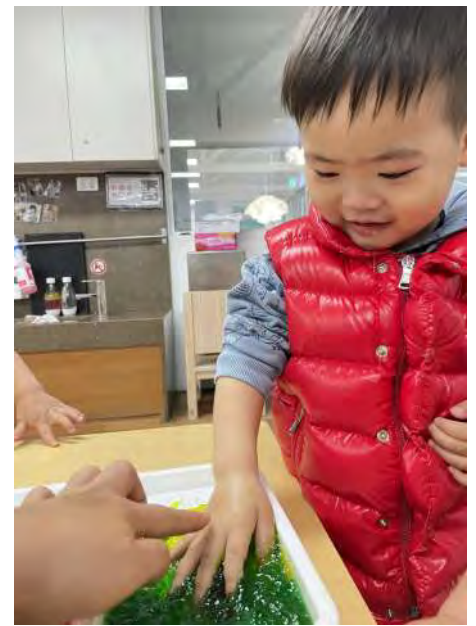
Charity, Heather, Suki, Fatima and May



Stage 1E: Superheroes (Part 1)



Stage 1E: Superheroes (Part 2)



Stage 1E: Making Superhero Cuffs



"Without the ice, the earth will fall." (Emma Thompson)

This week we travelled to **The Arctic and Antarctica**. From their fascinating wildlife to the stunningly rugged landscapes, each pole is packed to the brim with spectacular experiences. We investigated what makes the both polar regions so different, and yet, so special.

Our play-based learning sensory experiences included Arctic and Antarctic Small Worlds using ice, fake snow and oobleck, which helped children understand more about polar animal's habitats. 2R enjoyed positioning the animals' figurines in different places and creating stories about them while engaging their senses to enjoy the texture of the ice and shaping and touching the fake snow in their hands.

Sensory exploration is children's ways of examining, discovering, categorising, and making sense of the world. Besides, playing with different types of textures, tastes, and objects helped children build new ways of talking about the world which helped them build language skills. Our art of the week encouraged children's creativity using aluminium foil and white paint to create snowy owl paintings.

Inspired by these fascinating white worlds, we incorporated cooking into the program and provided an opportunity for children to make coconut snowballs. This simple experience encouraged children's thinking which they applied by counting, measuring, following directions, and cause and effect.

Temperature can be a difficult concept to define for children. This week we helped them understand hot and cold water density in a scientific way. We love seeing the reaction on children's faces when they see science work before their eyes. We had 4 jars, 2 filled with hot water and 2 with cold water. We observed when we placed the cold water jar on the top of the hot one, heat molecules rose and the colours mixed right away. But when we placed the hot one on top of the cold one, the colours didn't mix. Children experienced water density, colour mixing, molecule science, and a whole lot more with this experiment.

Science experiments for children are more important than ever. Science and technology are huge parts of our world, and the future will be even more science and tech-focused. Children should be immersed in the world of science and STEAM exploration from a young age. By doing these experiments in our room we help spark a love of science and discovery in children that will follow them throughout their life. These simple science experiments that children do today may spark their desire to discover something that will change the world in the future. And all these scientific discoveries start with a firm foundation in science and STEAM.

Have a fabulous weekend, lovely families!
Sara, Manoela, Vivian and Sharon



Stage 2R: Arctic & Antarctic Sensory Trays



Stage 2R: Fake Snow World & Making Coconut Snowballs



Stage 2R: Snowy Owl Artworks



“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to the web, we do to ourselves. All things are bound together. All things connect.” (Chief Seattle)

We have enjoyed a wonderful week exploring the fascinating and essential topic of **Waste Management** within our *Community Helpers* provocation.

We took varied approaches to this week's learning starting within the classroom, using different colours of the bins that we use within Australia on a small scale so that children could visualise the waste product and locate the correct colour coded bin. After a wonderful new resourcing of the home corner, sadly we had a lot of packaging that needed to be sorted. We used this as a wonderful opportunity to put our recycling learning into practise and ventured outside to the huge bins that service our campus. The 2E children were wonderful in identifying which material needed to go where and helped to sort the items through the fence.

While we were outside we met our new waste and recycling attendant named Stanley. We encouraged children to say hello and Stanley was very friendly showing us how the buttons on his truck worked, how he loaded the dumpster onto the rig and how the garbage was compacted by the hydraulic press. Stanley waves to the children each time we see him and we believe it is important to encourage children to treat a person with such an important job with respect and dignity. Can you imagine if all our sanitation workers decided not to work just one single week?

Our artistic experience encouraged children to explore what would be considered waste, off cuts, or broken things to make a beautiful collage using vibrant colours and different textures. This free expression gave children a wonderful opportunity to explore their creativity, take their time in the experience and return to it if they so decided.

Our sensory experiences asked children to explore the fundamentals of how a recycling plant sorts products which is quite a fascinating thing to watch. Children used magnets to sift through scrap paper to find other metallic items in the trays, used paper fans to sort the paper with the plastic items remaining.

Our children have a good understanding now of our planet being called Earth and the importance of living within and mimicking the natural cycle that there is no waste in Nature. We have been constructing our Worm Farm to further that learning which we will feature in next week's newsletter.

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



Stage 2E: Learning About Recycling



Stage 2E: Recyclers In Action



“Laughter as an expression of joy that helps us tolerate our innate vulnerability.” (Hartling, 2020)

This week we revisited our Kimochi friend Huggtopus to explore the idea of **silly** and how sometimes we can get a bit carried away. The children learnt to use their voices to communicate when peers are being ‘too silly’ or ‘too rough’. Expressing that all friends can be silly and validating that although we love to have fun and be silly, there are times when it is too much. The children practised walking away from the situation and/or explaining “Too silly”. In our ‘Morning Meeting’ the children also suggested that peers can “Change what we are playing...” or “Make a new game” to allow friends to calm down and regulate their feelings. Reflecting as a teaching team, we decided to integrate our **Kimochi** experiences into small group play scenarios. Having a short yarn to discuss ways to cope with others when they are being overwhelming and strategies for them to use when they are needing to centre themselves, teachers then move into a play area with the children and use Huggtopus as a medium to practise these words and strategies. Through this, we found that the children were able to see the teachers modelling the language in an authentic way and saw the children then using it in the play as well. By doing this, it makes the children think about how to implement these strategies in real-life situations.

Reconciliation Week ended at the beginning of this week, however, the children have demonstrated a keen interest in learning about our Aboriginal and Torres Strait Islander history and culture. As a result, the children have been using Indigenous symbols in their art, using natural materials found around the campus to represent the different symbols. Through this experience, the children are learning to care for country, the importance of looking after nature and our environment and the link to our Black History. As an extension, the children have also been collecting brown materials to place in our new compost bin. The children have been so excited to pile brown leaves, cardboard and bark into the composter. Teachers explained that we needed three parts brown and one part green materials to start the compost before adding in our food scraps. The children showed curiosity as to why we needed to add food scraps and the point of composting in the first place. Once we explained that it would make healthy soil for our garden, the children became even more enthused.

It is important and imperative that as we discuss Aboriginal and Torres Strait Islander culture and people that we provide both traditional and modern representations. This provides children the opportunity to remove bias and see diversity in our modern world. One aspect of our art this week focuses on Aboriginal artist Rachel Sarra who uses bright and vibrant colours in her artwork while telling a story through symbols. The children were invited to view the artist and learn about where she lives. The children then used black paper, white oil pastels and coloured paint to draw inspiration from one of her pieces.

Grace, Pa, Margaret and Carina



Stage 3R: Reconciliation Week Inspired Artwork



Stage 3R: Composting & Shapes & Expressing Being Silly



"From little seeds grow mighty trees." (Unknown)

Interacting with natural environments allows children to learn by doing and experimenting with ideas. In nature, children think, question, and make hypotheses - thereby developing inquisitive minds. Whether they're judging the distance between two rocks before jumping or considering where insects go in the winter, children are constantly thinking when they're in nature. These experiences offer real, authentic learning like nothing else can. As children take risks, try and fail, and try again, they gain resilience and confidence.

This week, the 3E children have been participating in a rich variety of learning experiences which enhance the innate scientists within them. We brought the natural world indoors with small world garden sensory trays, where they could manipulate and investigate real soil and vegetation, create art with real flowers and foliage and sow seeds while learning about the lifecycle of a plant.

We went for nature walks and collected different leaves and bark, noting the various colours and shapes we could find, investigating patterns left on them by insects and guessing which trees they may have fallen from. We plan to use these natural resources next week to make a beautiful nature collage and to contribute to our indigenous art project.

This week saw us learn what plants need to grow, their benefits to us as food and other resources and how some grow both above and below ground. The children were intrigued by this as we created fingerprint paintings of growing carrots, where they had the orange part below the soil line and the green part above. Then we went outside to our garden beds to take a look at the real carrots we planted to compare and increase our understanding of this wonderful food source.

The natural world is a giant, open-ended learning laboratory which provides countless opportunities for discovery, creativity, problem solving and STEM education. Outdoor play also fosters children's intellectual, emotional, social and physical development. By being outside and surrounded by nature, children experience an ever-changing and free-flowing environment that stimulates all the senses.

Next week we plan to switch our focus to the Environment and Sustainability, extending on our learning journey with nature and our garden project.

Have a wonderful weekend!
Deb, Priya & Georgia



Stage 3E: Exploring Nature & Gardening



Stage 3E: Creative Experiences



“Education is not based solely on relationships, however we consider relationships to be the fundamental, organising strategy of the educational system. Relationships are protective backdrops or blanket as a coming together of elements interacting dynamically toward a common purpose.” (Loris Malaguzzi, 1993)

This week the children experienced changes in their relationships as they farewelled Miss Emily and welcomed Miss Veronika as their new teacher. They also said goodbye to their friend, Azalea and welcomed Alina, who transitioned from Stage 3E. Through these emotional adaptations, their resilience has been strengthened.

It is important for both children and educators to form close bonds and create a sense of belonging to each other. On Monday, I introduced myself by sharing information about my family and me, and I read one of her favourite books *The Pigeon needs a Bath* by Mo Willems. This was continued on the following day by children taking turns and sharing five things about themselves. On Wednesday, an inquisitive activity emerged as we collected and documented information about each other, in particular focusing on colours we like. The classroom worked collaboratively listing colours and names under each, to reveal similarities amongst us. It was interesting to observe children realise that they made similar choices with friends they might not necessarily engage with.

Reading a preferred book was very popular this week, as Miss Veronika has been requested to bring in more of her favourite stories for the class. It would be lovely to share this experience with the children in turn. Dear parents, please allow your children to bring in one of their favourite story books for us to read together.

‘When you’re curious, you find lots of interesting things to do’ is an idea famously described by Walt Disney, which perfectly underlines the inquisitive minds of the children as they continued their investigations of **rainforests** in the world. This week we have learnt that there are two types of rainforests: tropical and temperate, and identified the locations of these on the map and the way they are represented through colours on maps and in the World Atlas. Key words learnt this week: climate, equator, biome, and vegetation. By Thursday, the children gathered information about the main characteristics of each type of rainforest and decided by voting to learn about the tropical rainforests.

The largest tropical rainforest is the Amazon, which is located in South America, and will be our topic of interest next week. We will explore the flora and fauna of the Amazon through books and visual props. The children are showing interest in the types of animals found in Amazon.

Veronika & Allegra



Stage 4R: Making A Tiger Collage



Stage 4R: Learning About Rainforests & Making A Rainforest Collage



After exploring our oceans for the last three weeks, our provocation led the children to explore what lives on the land. We decided to start with **minibeasts** as they are the smallest creatures and we will eventually work our way up to larger animals on each continent.

Our first story of the week, *Flip Flap Minibeasts* by Axel Scheffler, introduced the children to many insects, amphibians and lizards. As always, the children enjoyed watching the pictures change to make funny insect combinations. Our table experiences included frog discovery trays with water beads to act as tadpole eggs, green play dough to create garden environments, hexagonal glass tiles to create beehives, garden puzzles and mandalas to create out of insect shapes. Ladybug spot counting and insect topic words were also provided to support the children's pre-literacy and numeracy skills. Each day we investigated different minibeasts and their life-cycles. We started with butterflies then explored bees, spiders, ladybugs, worms, snails and frogs. We placed the life-cycle cards in the correct sequence on our learning wall.

"The importance of bumblebees in supporting biodiversity goes far beyond their role as pollinators of wild flowers." (Dr. Dave Goulson's *A Sting in the Tale*)

The children demonstrated a keen interest in learning more about bees. They shared their prior knowledge of why bees are so important to our planet.

Olivia: "Bees pollinate the plants."

Margaux: "Bees keep our plants alive and make delicious honey for us."

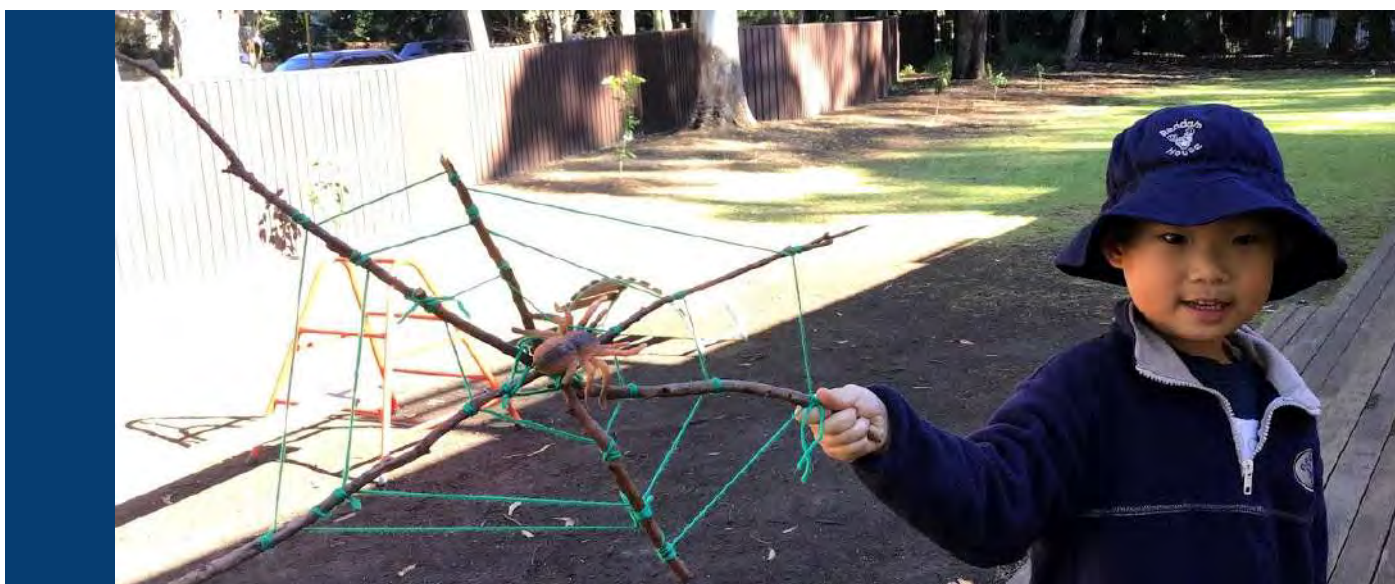
Grace: "Bees can sting you and can make you die." "Only if you're allergic to bees," Miss Lauren responded.

We read *The Beeman* by Laurie Krebs and Valeria Cis, which showed us how Grandpa and his grandson kept beehives on their property. Once the hive or "shallow" was opened, a "smoker" was used to blow hot air into the hive to relax the bees and keep them asleep, whilst Grandpa checked the honeycomb frames and removed them. The frames were then spun in the "extractor" until every last drop of honey came out, before it got put into jars. We also learnt that each bee has a different role in the hive.

Without bees, our fruit and vegetables wouldn't grow and many plant species would become extinct. David Attenborough says that *"In the last five years, the bee population has declined by a third. If bees were to disappear from the face of the Earth, humans would have just four years to live."* We must all help protect our bee population by planting flowers, avoiding pesticides, and providing water for them to drink. Throughout the week, the children created their own bee and honeycomb collages. Hexagonal shapes were provided along with yellow and orange materials including cellophane, tissue paper, watercolours and pastels. The children then illustrated their own honey bees to stick on top of their hives.

Next week we will continue to explore the land and the humid temperatures of tropical rainforests on and around the equator.

Lauren, Rebecca and Carina



Stage 4E: Investigating Minibeasts (Part 1)



Stage 4E: Investigating Minibeasts (Part 2)



Stage 4E: Beehive Collages



Playball

With Coach Lauren Guttman

Hi everyone!

Coach Lauren placed a number of hoops on the court and instructed us as to how many children needed to jump into each hoop... first, we all found our own hoop, then 2, 3, 4, 5 in each hoop. Interesting to watch the dynamic and decision-making process.

Next, we all found our own hoop and Lauren instructed us what to do with the hoop – jump into it, out of it, over it, walk around it, etc. We all had a turn to spin the hoop, wait for it to fall onto the ground and jump in. Wait, wait, wait and jump! Coach Lauren also held up a hoop and we threw our balls THROUGH the hoop.

Our following game was called 'Doughnuts'! We were asked to catch doughnuts – definitely one of our best games!

Then, Lauren placed some hurdles on the court and we did some throwing OVER the hurdles in front of us. We also did some ROLLING UNDER them.

Try and jump with a "hacky sack" (round beanbag ball) between your feet! Then try and put the "hacky sack" between your knees and walk like a penguin. That's what we did! We were squealing with laughter. We held our own "hacky sack" and ran after Coach Lauren, trying our best to catch her and stick our "hacky sack" to her. Our poor coach!

Back with the hurdles, we had the opportunity to roll the "hacky sacks" UNDER the hurdles and then throw them OVER the hurdles. We threw our "hacky sacks" up to the sky and rolled them along the ground. Coach Lauren rolled the "hacky sacks" along the ground and we had to run after them and catch them. She sure kept us very busy!

We finished this week's class with a game of 'Creep Crawlies'.

See you next week champs!



Namaste Families!

Our Yoga sessions this week were centred around breath control. Breath in yoga commands both movement and balance, as well as relaxation and focus. In developing a child's ability to regulate breath, we invite them to make their first step toward mindfulness and managing emotional reactivity.

In yoga we talk about 'big belly breathing', also known as Diaphragmatic breathing. With this skill, I instruct the children to breathe in through their nose and out through their mouths while they have their hands placed on their stomachs as it grows and falls with their breath. Big belly breathing is an excellent tool for children's self reflection, and helps them to calm down quickly as it decreases their respiratory rate, maximizes blood flow, lowers cortisol (stress hormone) levels and releases endorphins (feel good hormones). Big belly breathing can be used any time of day for children when they need to settle down and relax.

After we calmed our breath we moved right into this week's flow. We stretched through triangle pose into an extended side angle then balanced in Tree Pose and settled into Warrior 3 while we pretended to be a dragonfly. Finally, the children took to the floor to try Cobra and Bow poses. As always we finished our lesson by dancing out our silliness with plenty of jumping, singing and giggles.

This week, take a moment with your child to practice big belly breathing and encourage them to use this tool in intense emotional situations for self regulation. With practice, you'll see mindfulness in your child work wonders!



Ni Hao!

In Mandarin this week we delved into Chinese culture, taking a closer look at their traditions to extend the children's vocabulary and understanding.

Over the past month we have been using animal finger puppets to practise connected Mandarin phrases. Puppets hold great significance in Chinese culture as an elaborate art form that has existed for thousands of years. We used our puppets to practise phrases such as 'Hello,' 'Goodbye,' 'Thank You' and 'You're Welcome' as well as 'I'm Sorry' and 'It's okay!' The children love using their finger puppets to converse with each other!

We then used clay puppets to learn about features of the sky. I brought in a clay puppet of the sun, a star, the moon and a cloud. We used these to practise each Mandarin phrase and continue our development of sentence construction by describing the rising of the sun in the day, the stars glimmering at night, the clouds resting over the blue sky and the brightness of the moon at night.

We also had the special opportunity to learn about 'Duanwu', the Chinese Dragon Boat Festival, which was held on Monday the 14th of June. I showed the children a video which explained that dragon boat racing is one of the oldest recorded sports, and first took place more than 2000 years ago! We also talked about other symbols of the festival, like 'Zongzi' which are special sticky rice dumplings eaten in honour of the festival, as well as wearing a five colour string bracelet. The Dragon Boat festival reflects Chinese values of patriotism, honour and royalty.

To finish our class, we used flashcards to practise some of the words related to the dragon boat festival, including 'lóngzhōu' for dragon boat and 'Zongzi' for rice dumpling.

Duān wǔ ān kāng, everyone! ("Wishing you peace and health during the Dragon Boat Festival")



Hello Lovely families!

This week in drama we started to focus on a new theme - animals. We began our lesson with a few questions to get their minds ticking, like "What's your favourite animal?" as well as "What are some animals that live on the farm/jungle/ice and snow/desert?"

After discussing some animals, we played a warm up game where we acted like different animals. We're beginning to work on using different parts of our bodies to create specific characters and features. First, we pretended to be bears sleeping in a cave, when we woke up we were itchy all over! We then became a caterpillar in a cocoon that grew into a butterfly, growing and shrinking our bodies to emphasise the changes. We became many other animals like penguins waddling, donkey's bucking, monkeys swinging through trees, snakes slithering on the ground, dolphins splashing through water, and pigs rolling around in mud.

After warming up our bodies, we went on an interactive adventure to the beach. I told the children that I would tell them a story to act out using mime. I used prompt questions throughout the story as a guide for the children. We started by walking on very hot sand. I asked them, "What would it look like to walk on hot sand?" Then, we went to the water to cool off and play. We jumped over the waves and I asked them to show me their faces while enjoying the water. After swimming we decided to sun bake, I reminded them, "The sun is very hot, what should we use to protect ourselves?" We could hear waves in the background and decided to make a sandcastle. I asked them "Should we decorate it?" While we were building, a puppy dog came to play with us. The puppy gave us cuddles and kisses, I asked the children, "Is the puppy friendly?" Then the puppy's owner then called the puppy back and we decided to go home.

At the end of the lesson, we had a visit from the owl puppet and discussed some of the prompt questions from the interactive adventure. This is a simplified version of the hot-seat, which we will continue to build on throughout the year.

Thanks for another great week!



Hello families!

On Friday the children and I had a lesson based around exploring **Percussion**. Firstly we discussed how our bodies themselves are instruments that we take with us everywhere we go! We clapped our hands, tapped our legs, stomped our feet and made sounds with our mouths. After being introduced the moves we listened to a *Follow the Leader* song and copied the actions being called out.

After this I introduced the children to 'The Finger Band' and we sang a song using our marching hands. Everybody tried to keep in time with the moves as if we were all in a marching band together. We went faster and slower as a group and sang along, following all of our friends around us. After this it was time to stretch out our bodies while pointing our fingers and doing the twist! In this song we made our bodies go up and down leading to the next part of our lesson.

For the older children we then learnt about pitch. We named some animals and different things that have high sounds such as a squeaky mouse and low sounds like a rumbling car engine. We then finished off by listening to a final song that incorporated high sounds, low sounds, soft and loud sounds as well as different forms of percussion that we learnt earlier. Overall the children had a fun time learning about their own instrument and differentiating between different sounds and actions through music.

Wishing you all a musical weekend
Allegra



Happy Birthday!

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



16/06 - Ryan (3E)



19/06 - Alina (4R)



20/06 - Hannah (3E)

Congratulations!

The Reddam ELS Lindfield community grows wider! Best wishes to the Hargreaves Family who just welcomed a new baby into the world.



**Amy, Alexander and Grace (4E)
welcomed baby Adeline on 09/06**