



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

25TH JUNE 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Here we are at the end of a very busy Term 2. The sustained level of student engagement at our ELS continues to astound me, as does the creativity of our skilled Educators. The children in all stages have settled beautifully into our school routine and eagerly participate in the vast array of experiences that are presented each day. More and more new families are joining our community, and the Reddam Social Committee is gaining momentum. Congratulations to all our fabulous ELS Educators for their tireless enthusiasm and dedication – the children are blossoming under their care. The relationships that have developed are genuine and positive. The staff and I are so thankful for the support that we receive from families on a daily basis.

Since the beginning of the year, in **Stage 1** I have witnessed incredible growth of language skills, friendships and confidence within our youngest children. The **Stage 2** toddlers have connected beautifully and are developing trust in their Educators and peers whilst participating in an impressive variety of challenging experiences. Our **Stage 3** children joyfully engage in an incredible array of Reggio-inspired scientific, mathematical and literacy experiences each day. And the marvellous **Stage 4** preschoolers are thriving because of the exceptional, creative and interactive educational program on offer.

The Playball, Language (Mandarin), Drama and Music Specialist Teachers can't wait to join us again next term. The outstanding manners and keen attention the children display during these lessons are very impressive. All classes will run their own Yoga session every week, and a talented Early Childhood Educator/Artist will inspire and guide our little artists each Tuesday.

Half-Yearly Reports & Parent/Teacher Meetings

Over the Term 2 Vacation Care Period, our Core Teachers will be busy preparing a **Half-Yearly Report** for all children at our school (unless they have only just joined us). These will be given to parents in Weeks 2 & 3 of Term 3. Ongoing assessment and evaluations are a valuable tool our Educators use to ensure that we have a good understanding of your child's progress. They provide insights into your child as an individual and guide us on how we can support and extend your child further. Throughout the year the Core Teachers carry out a range of observations on each child, using a variety of sources such as anecdotal observations, running records, learning stories and samples of children's work to document each child's development. These are then analysed into summative assessments to provide us with information of the outcomes your child has achieved in relation to both the Early Years Learning Framework (EYLF) and Developmental Milestones. This allows us to then plan for further learning and provides you with feedback on your child's progress.

Principal's Message Continued...

By Mrs Kath Boyd

It is most important when reading your child's report to recognise that children progress at different rates. We do not expect that your child will have achieved all of the outcomes for their stage of development. Children are often very different at school than at home and it is valuable for us to work together to gain clear understandings of your child's needs. Once you have received your reports, we will invite you to attend a short **Parent/Teacher Meeting** which will be held in Weeks 3 & 4 in Term 3. This will allow you to discuss the report in greater depth and provides our Educators with insights into your own observations of your child at home.

Vacation Care Program: Monday 28th June - Friday 16th July

Over the next three weeks our program will shift into 'Vacation' mode and will be packed with fun-filled opportunities for creativity and discovery. The children will enjoy a more relaxed program focusing on the creative arts. Our themes for this term's VCP are:

Week 1: Animalia **Week 2: Celebrating Julia Donaldson's Books** **Week 3: The Five Elements**

Our Stage 3 and 4 children are not required to wear their school uniforms and our normal educational program and specialist classes are replaced with a range of exciting holiday activities. This will allow both the children and teachers to regenerate and prepare for next term. An overview of our VCP which outlines the daily focus has been displayed around the school and will also be emailed to all families this afternoon. Please check this regularly as some days invite the children to come in special costume or bring a favourite book / toy to share.

If you are planning to go away during this holiday period, please let your child's Core Teacher and Jennifer know that your child will be absent. This will be the last newsletter until we commence Term 3 (Monday 19th July).

Enjoy the weekend – stay safe & warm.

Pictured above: Murphy and Giselle (3R) admiring the Stage 3 Collaborative Magpie Artwork. Pictured below: Joel, Olivia and Marc (1R).



“A good sniff is integral to how humans understand and learn about their world.” (Patrick A. Coleman)

This week we have focused on our **Sense of Smell**. The detection of odour which provokes the sensation of smell is called 'olfaction' through the first organ in our respiratory system (and main organ of our olfactory system), our nose. Our odour receptors play underlying roles such as detecting hazards and pheromones, and they even affect how we perceive taste.

Our provocation table was set up with various aromas such as mint, dried herbs and sunflower seeds for the children to explore. We also experimented with a fruit sensory tray containing strawberries, oranges, watermelons and apples. The children enjoyed squashing the fruits with their fingers and smelling the fruity aromas.

We made a scented sensory play dough mixing it with herbs and Moroccan seasoning. Following other learning experiences, the children could smell a variety of items, such as honey, thyme leaves, lemon scented tea bags and berries which were placed in cups.

As for our creative experiences, the children used tea bags mixed with blue coloured paint to make symbols on a large art page together. Additionally, we made our own spicy painting materials, which combined some herbs, spices, yellow coloured paint and glue. The children were able to express their creativity on the paper using a brush whilst feeling the texture and the special spicy smell to it.

To finish our Term 2 provocation, we are going to stimulate children's sense of smell and taste by investigating more spices and other foods. That's a wrap! Wow, it has been such a lovely term! We had many new children joining us and it was wonderful to see them forming strong bonds with their teachers and peers.

Our Vacation Care Program will commence on Monday, 28th June and will conclude on Friday, 16th July, following with Term 3 which will commence on Monday 19th July. To those who are going away, we would like to wish you a safe and enjoyable holiday.

Hope you have a lovely weekend!

Natalie & Doris & Sharon & Suki



Stage 1R: Exploring Our Sense of Smell



Stage 1R: Scented Play Dough & Spice Art



“We must credit the child with enormous potential and the children must feel that trust. The teacher must give up all his preconceived notions and accept the child as a co-constructor.” (Loris Malaguzzi)

Seeing our children in school capable of doing things and exploring their imagination is so gratifying. It gives us pride that they have taken agency and have become active participants in their own learning journey. The trust we have put out in them as Educators and as parents has brought positive results such as their exceptional enthusiasm during group time, their willingness to participate during learning groups and their openness to take on new challenges and concepts.

This term's focus on developing a sense of being in our children through exploring the limitless world of 'Imagination' has supported this purpose of guiding the children to discover their maximum potential at their early learning journey. We have allowed them to freely express themselves through sensory learning experiences, construction, creative art activities and dramatic play. We have provided them play-based opportunities that encourage them to discover, create, improvise and imagine... simply to enjoy *being*. Being a child that is joyful, learning and discovering the possibilities of the world.

Last week, we explored the wonderful world of felt. It allowed the children to creatively learn about the different themes, stories and concepts using felt fabrics. Not only that it explored their sense of touch and sight but also increased their likelihood of developing creative imagination skills through the use of these tactile resources. Additionally, our last week of term was all about revisiting the most loved themes of the term. Revisiting learning deepens the understanding and appreciation of the concepts learnt. Playing pirates, counting pirate's gold, singing *I Can Sing a Rainbow* and immersing ourselves in the world of space and dinosaurs were just some of the topics reviewed and re-enjoyed by the children. Not only did this bring wonderful memories but also gave them the opportunity to reflect, extend, and create new understandings of the concepts and most especially gain new knowledge about the environment.

On another note, I would like to extend my gratitude and appreciation for your continued support and trust with your children's early learning experience, specifically for the past successful terms. Your confidence in us and your warmth inspire us to provide purposeful and meaningful early childhood learning experiences with your wonderful children as we learn alongside them.

A gentle reminder, Vacation Care Program will commence next week and focus on the themes: *Animalia*, *Julia Donaldson's Books* and *The Five Elements*. Surely another three weeks of fun and learning!

May you all have a wonderful weekend and holidays ahead!

Charity, Heather, May, Fatima, Kai and Suki



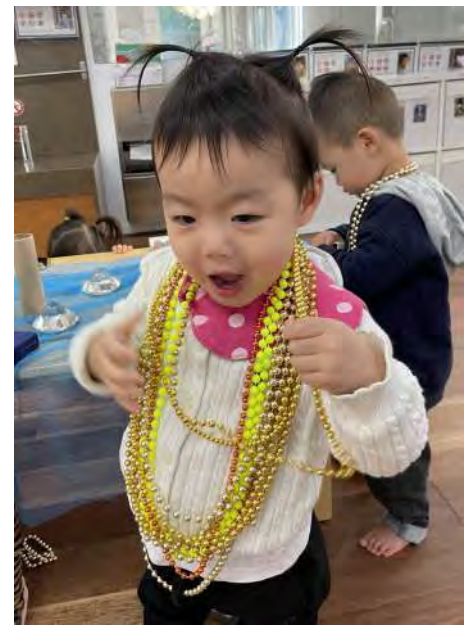
Stage 1E: The Wonderful World of Felt (Part 1)



Stage 1E: The Wonderful World of Felt (Part 2)



Stage 1E: Ahoy, mates!



“To raise a nature-bonded child is to raise a rebel, a dreamer, an innovator... someone who will walk their own verdant, winding path.” (Nicolette Sowder)

Wild animals are an amazing topic to focus on because they are a large part of the natural world. This week we took the opportunity to provide the children with learning experiences to discuss their pre-existing knowledge of **Wild Animals** whilst also taking in some new information about how they live.

Zebras have attracted our fascination for centuries; mostly because of their intricate and distinctly patterned black and white stripes. We created an amazing zebra slime experience for our little zebra lovers. 2R twisted and striped the black and white slimes together and created a zigzag pattern and some entertaining stories whilst pulling and stretching the slime, working on strengthening their hand muscles. Our creativity experience of the week invited 2R to engage in process art creating a shaving cream zebra marbling art.

Moreover, we created natural small world sensory experiences to learn about animal habitats. There are numerous ways in which small world play supports children in their development. The most important one is that it invites them to be creative and imaginative, and boosts their confidence as they are able to experiment with different (both new and familiar) materials and build something exciting. It is also an excellent way to practice social skills as children can connect with each other and learn to take turns, listen to someone else's ideas, compromise and so on. Other learning experiences included tiger and cheetah's shaving foam, magic sand wild animal small worlds and animals washing stations.

Learning about science is a part of our routine in 2R. This week we learnt about the density of fresh versus salt water. We observed that many objects that sink in fresh water, float in saltwater including food colouring and light plastic animal figurines! As the salt dissolved in the water, it added mass to it which made the water denser and thus allowed more objects to float on the surface that would sink in fresh water.

It has been a pleasure for us teachers to support children in their growing awareness and interest in animals during Term 2 which led them to deeper feelings of empathy, more positive classroom relationships, and social-emotional development. Over the next 3 weeks we will engage in the Vacation Care Program. Our talented teachers are planning fun play-based learning activities and experiences for our beautiful children.

Wishing everyone a safe and happy school holiday!

Sara, Vivian, Manoela and Sharon



Stage 2R: Zebra Slime & Shaving Foam Marbling Art



Stage 2R: African Animals Sensory Experiences



Stage 2R: Animals Washing Station & Water Density Experiment



“Ordinary people need to lead and not sit there and think that governments are going to spoon-feed them and look after them and look after our country, because they won’t.” (Ian Kiernan)

The last two weeks of Term 2 we have focused on the beautiful qualities of Nature and our efforts to conserve what we have. As exciting as Elon Musk, Steve Bezzos and Richard Branson's efforts to colonise Space are and we all want to go for a holiday there no doubt, we only have one planet to call Home.

We empowered children to consider the Clean Up Australia initiative started by Ian Kiernan in the eighties. We learned of his story sailing around the world and seeing the terrible state of the Ocean with garbage. He resolved to keep Australia from becoming a giant bin for everyone and led an inspirational campaign to *Keep Australia Beautiful*. We have encouraged this ideal and value within our children this fortnight which they have embraced wholeheartedly. A 'clean' rubbish hunt was conducted on the grounds and we put our colour coding to the test in the schools recycling and red bin. 2E has become very clever at sorting and knowing what goes where.

We discovered that the brush turkeys who visit our neighbouring park had made a terrible mess pecking through the uncovered bin. The teacher's role modelled care for the environment and collected the rubbish with gloves and sorted it appropriately. This encourages children to see the real life application of their learning and caring for their world. As a prologue to our story this fortnight with our custodianship of the park, I managed to catch Brad and Andrew, our council friends, replacing the pre-millennium almost medieval spiked buckets with lidded bins so no more brush turkey wild times in the park!

Lastly, our worm farm is live and operational with 2000 worms slurping up our scraps. We have focused our learning about our new animal's life cycle and the function they serve to make potent fertiliser for our soil we are preparing for Springtime. If you have a green thumb we want to recruit you in the Spring and let's learn about permaculture together!

Have a great weekend!

Skye, Tracey, Indi and Connie



Stage 2E: Keeping Australia Beautiful & Worm Farming



Stage 2E: Winter Wonderland



“Talking respectfully with children, and having conversations where children’s ideas and thoughts are genuinely sought and valued, is the key to engaging children in decision-making processes.” (ACECQA, 2018)

Providing a safe space for the children to explore their sense of agency and navigate social situations is important as they begin to learn social constructs and form relationships. As an extension from the past few weeks in regards to inviting others to join in play, initiating play and verbalising our feelings, wants and needs, we modelled strategies for children to use and adopt when in familiar social context. In our ‘Morning Meetings’ and in the children’s play episodes, we identified, practised and demonstrated ‘Just-right hugs’ and ‘too-snug hugs’. The children loved this, hugging each other, **Huggtopus** and Educators. The children were able to choose which kind of hug they wanted and were able to say “*Stop, too tight!*” when it was the wrong kind of hug. By using these phrases, children are able to take more ownership of their bodies, their rights and sense of agency.

Another group experience saw children lining up to jump into the sandpit and as a part of our **Kimochi** program, we had Huggtopus and a teacher pretending to push in. The children were shown how to gently remind their friend through a communication tap and “*Please don’t push in!*”. At first, the children were hesitant to give this a go, however, after a few practices, the children were keen to use it not just with their educator, but with each other as well.

As a part of identifying our emotions, the children made an ‘Emotion Chart’, each morning and ‘Morning Meeting’ the children are asked to find their name and place it on the chart in accordance with how they are feeling. The children are then invited to move their name around throughout the day to show how they are feeling and checking in with themselves. The children were very enthusiastic when they were asked and many began to use “*I feel...because...*” statements on their own.

Our sensory table this week featured aspects of literacy, with slime falling through a mesh onto letters place cards, where children had to identify the letter. Other experiences included a treasure hunt through coloured rice to see letters, gems and shells. The children then used measure tools to scoop and pour their treasure into a silver bauble. The inclusion of letters acts as environmental literacy as they explore and extend on their alphabet knowledge.

Wrapping up our final week of Term 2, we can see that the children are confident in exploring and expressing their emotions - verbally communicating their feelings to their Educators and friends and implementing key communication skills developed throughout the term. The children are seen to transfer their knowledge from one context to another and extend on their own learning through these meaningful conversations with peers and Educators. We will continue to use these skills and build upon their emotional intelligence throughout the year as we nurture their life-long love for learning.

Grace, Pa, Margaret and Carina



Stage 3R: Learning About Personal Space



Stage 3R: Slime Sensory Play



Stage 3R: Shaving Cream Art



***“Tell me and I’ll forget. Teach me and I’ll remember.
Involve me and I’ll learn.” (Benjamin Franklin)***

Allowing children to participate in environmentally relevant experiences helps them understand how to take care of the Earth. It is also a great way to instill character traits such as kindness, respect and love for our planet and for nature. This week, we explored the important concept of sustainability and caring for the environment. We first discussed the things that they must know about the environment and its importance. Integrating our on-going gardening project into the fold, the children were offered a wide variety of sustainable environmental activities that enable holistic development for every child including planting and growing fruit, vegetables and other edible plants, watering plants, harvesting, composting, recycling and rubbish segregation.

We revisited our sunflower experience, remembering how we planted the seeds in our garden and spoke about the lifecycle of the sunflower and how once the flowers are fully formed and eventually die and wilt, we can use its seeds in a continuous plant cycle or use it to feed birds. This in itself is sustainable. By teaching children about where fresh food comes from and how to plant and care for the nutritious food we eat, young children can practise locomotive skills, body management skills and object controls.

The 3E children participated in an exciting sustainability project this week, making paper from recycled paper shreds and scraps. They collected unwanted paper from other classrooms and ripped them into even smaller pieces, added warm water and stirred it up with whisks to create paper pulp. This was then left overnight to break down further before being spread over mesh to dry. The children were invited to collect some nice leaves on a nature walk to add to the paper and make it unique. In addition to this, they were invited to sort rubbish and recycling into bins while learning about alternatives to plastic and why this is fundamental in guiding us to a more sustainable environment.

As we are starting up our compost bin at school, the children helped to add some brown matter, leaves, twigs and such, which will be the base ingredients of our compost before we begin to add green matter, newspaper, water and eventually fruit/veggie scraps to the mix. We have been speaking a lot about what can be composted and what can't and how we can use the compost we make in our garden to give the plants lots of extra nutrients.

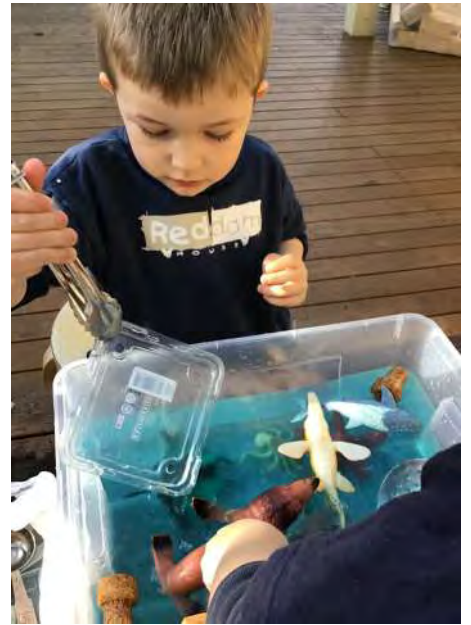
Next, we revisited and reflected on all of our fun-filled learning from Term 2 and discussed our favourite learning experiences overall. We are excited about the Vacation Care Program beginning next week and can't wait to have lots more fun together.

We hope you have a wonderful weekend!

Deb, Priya, Georgia & Tasneem



Stage 3E: The Environment & Sustainability



Stage 3E: Making Recycled Paper & Compost Bin



Stage 3E: Extra Snaps



“Learning and teaching should not stand on opposite banks and just watch the river flow by; instead they should embark on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.” (Loris Malaguzzi)

The journey of exploring rainforests is furthering through the investigation of the largest tropical rainforest in the world, the Amazon. Each day, we become inquisitive learners as we expand our knowledge of this giant area that has such significance to our world. Through sensory investigation stations, such as the kinetic sand with animals of the rainforest and a shaving cream experience of two colours representing the land and oceans, the children actively strengthened their learning through imagination. Isn't it wonderful to visit such amazing places of the world by simply imagining?

“The imagination is the golden pathway to everywhere.” (Terence McKenna)

To learn of a place or a certain topic, it is important to collect relevant information which forms a base for children's learning as a platform, therefore can be scaffolded through collaborative investigation. This week we used books to learn facts about the Amazon, such as its size, the various landscapes included in it and its indigenous people. The children were fascinated by the visual travel through Google Earth, where we could explore the area. We have transferred this learning to the mixed media collaborative artwork we are currently working on and used a variety of recycled paper and collected natural resources from our grass area.

This week we have introduced a project titled *Author in Focus*, which is a follow up from last week's interest in our favourite books. This week's author in focus was Mo Willems, one of Miss Veronika's most loved authors. Each day we listened to a story of his, as well as gathered general information about the author. To enhance this interest, the children were (and are) invited to bring in their own favourite book from home to share with their class.

During the last week of Term 2, we have focused on learning of the unique biome of the Amazon, having a closer look on the animals that inhabit that region. For the next 3 weeks we will be taking part in the ELS' Vacation Care Program with the following themes: *Animalia*, *Celebrating Julia Donaldson's Books*, and *The 5 Elements*.

Have a restful and safe weekend!

Miss Veronika, Miss Allegra & Mr Luan



Stage 4R: Spiral Snakes & Rainforest Collage



Stage 4R: Exploring the Amazon & Nature



“Cherish the natural world, because you’re a part of it and you depend on it.” (David Attenborough)

To conclude our term's provocation **‘Being – Exploring Our Earth,’** the children investigated a variety of rainforests around the world, categorising the animals that inhabit the four distinct rainforest layers - the forest floor, the understory, the canopy and the emergent layer.

We started with the Daintree in Far North Queensland, Australia and read *Where the Rainforest Meets the Sea* by Jeannie Baker. The children identified snakes, butterflies, a goanna, and a cassowary bird throughout the illustrations. We noticed how there were many different types of plants and trees including palms, fungi and creeping vines. We also learnt that cassowaries are very important to the survival of the Daintree. After eating fruit off the rainforest floor they disperse the seeds all over the rainforest through their poop to keep it growing. The Daintree Rainforest spans 290,000 hectares, and even though this is small by area, it's still the largest rainforest in Australia.

Next, we ventured to the Amazon in South America, the largest rainforest on our planet. We read a funny story book called *Poo! Is That You?* by Clare Helen Welsh and together we identified many smelly animals including an anteater, a skunk, sloth, stink bug, stink bird and the smelliest flower in the whole world - the giant pelican flower. We also learnt that many of these animals use their scents to mark their territories, warn predators away and to protect themselves from being eaten. The children were then invited to participate in a scavenger hunt on our school veranda. They paired up to find 28 Amazonian animals and there was much excitement as each animal was located. It was wonderful to see the children working cooperatively together.

The next rainforests we investigated are located on the islands of Borneo and Sumatra. We discussed how deforestation is one of the leading causes of why some animals are becoming endangered. Logging, land clearing and palm oil businesses are just some of the threats to these Southeast Asian animals, especially to orangutans. Wildlife poaching and trade is still occurring with baby orangutans and tigers being captured and sold as pets. Our interest in rainforests then took us to Africa where we learnt about the lemurs that inhabit the island of Madagascar, and the gorillas that live in the forests of central and western Africa.

Inspired by the rainforest and the animals that they'd learnt about, the children constructed their own rainforest collages, using green and brown paper, materials to cut and layer into leaves, trees, branches and vines, and watercolours were used to enhance the background. The children then illustrated the animals of their choice to include in their rainforests. The children's artwork is improving every week as they gain more confidence with their fine-motor skills such as drawing, cutting, gluing and painting. They have also enjoyed the process of adding to their artwork each day and completing it at their own pace.

Term 2 has been filled with so many rich learning moments and discussions which have inspired our provocation each week. The children are well and truly settled into the classroom and we look forward to what Term 3 has in store. Our Vacation Care Program commences again during the school holidays and we wish our families a safe and relaxing time if you're taking a family trip.

Lauren, Rebecca and Carina



Stage 4E: Rainforest Collages



Stage 4E: The Layers of a Rainforest



Stage 4E: Exploring Rainforests & Scavenger Hunt



Ni Hao!

In our Mandarin class this week we utilised pretend play, our finger and clay puppets, catchy songs and flash cards! I love using a variety of educational mediums to keep children engaged, excited and involved during our weekly lessons!

With Stages 1 & 2 I introduced the children to the song *Liang Zhi Lao Hu* (two little tigers), a Mandarin nursery rhyme to the tune of *Frère Jacques*. The children had the chance to use their whole bodies to dance and sing as they acted like 'lao hu' (tigers) which ran really fast but only had one ear and no tail. Next we used the children's favourite finger puppets to practise our connected phrases and greetings. I'm noticing many of the children joining in and attempting the phrases 'zài jiàn' (goodbye), 'xiè xie' (thank you) and 'bù kè qi' (you're welcome/don't mention it) without prompting as we consistently return to this activity. We also translated the familiar song *Baby Shark* to practise the Mandarin words for family members. Lastly, we sang 'The Weather Song,' which practiced phrases such as 'yǔ' (rain) and 'qíng lǎng' (sunny/cloudless).

In Stages 3 & 4 we are covering more conceptual topics. First, I reminded them of the Mandarin words for different senses, like 'tīng lì' (hearing) and 'jiàn yú' (seeing) using flashcards. We also took this opportunity to practise sentence construction. I added in flash cards of fruits and animals and gave the children a turn of placing the cards in the order of animal, sense, then fruit so they could attempt to speak the sentence in Mandarin. Next we played the 'Bell Game', where when I rang a bell and named a body part in Mandarin, they had to point to it on themselves. Lastly, we practiced pronouns, such as 'wǒ' (I) and 'nín' (you) with flash cards, and again attempted to turn into sentences in Mandarin with our fruit and animal cards.

We covered a lot of topics this week in Mandarin, it was a bit tricky! I'm looking forward to many more songs, fun and learning in Term 3.



Hello lovely families!

This week in drama we continued on our theme **Animals**.

With Stages 1 & 2 I started with our parachute game then sang a couple of verses of *Old MacDonald* and talked about what animals you find on a farm. I told the children that I was going to be a farmer and they were the farm animals. We played a game where the children pretended to sleep, and when I looked away, they made lots of noise. I had to go back into the barn to check on my animals three times! I then put on some music and asked the children to copy me and become animals in different environments that matched the music. For example, I put on *Under the Sea* and we became underwater animals. We then had a visit from the owl puppet.

In Stage 3 & 4 this week we tried something new. After warming up with our *Hello Song* and the parachute, I asked the children to have a look at some pictures I had brought in. Our first images were of predators. I asked if they knew any predators and prompted the children by saying things like "*I'm thinking of a predator that growls, lives in a cave, and hibernates over Winter*". Each time the children guessed one of my pictures, we stuck it up on the wall. We had four predators: a lion, a bear, a cat and a tiger. We also had pictures of clothing, and prepositions in relation to a house. From our three groups of pictures and words stuck up on the wall, we made up our own stories by putting them in order. We read our story together by following the pictures, and then acted our stories out. Each class had a different story and the children were so creative!

I was so impressed this week! I cannot wait to have more fun next term.



Hello families!

This week Mr Guitar returned to play with us! He came back to teach us about something we have practised before called 'Improvising!' Improvisation is when we create melodies or movements on the spot with our creativity and coordination.

First we started off strumming the chords of *If You're Happy and You Know It*, establishing the base of our song. We familiarised ourselves with the melody of the song and went around the room adding our own movements and lyrics! (e.g. *If you're happy and you know it drive like a race car*). We came up with lots of new sounds, movements and lyrics to incorporate into a familiar song, creating a wonderful improvisation activity.

Mr Guitar then began to quietly sing us our next song. I plucked Mr Guitar's strings and started to play *Incy Wincy Spider* very slowly. To wake Mr Guitar up properly he needed us all to sing along as loudly and enthusiastically as possible. As we sang, slowly Mr Guitar went from picking his strings to strumming them, creating a much louder sound, alluding to him now being wide awake and jolly.

After incorporating our movements and waking up Mr Guitar properly we gave ourselves a pat on the back and got ready to say hello to an old friend of ours, Lucas The Spider. Lucas came back as he's been up to so many musical things over the past couple of months. He showed us his homemade Harp, some songs he likes to sing such as *Incy Wincy Lucas* and how he plays all together in a band!

Overall this week's lesson was wonderful for our listening skills as we covered all sorts of songs and activities that we will be able to use with the rest of our music making such as improvisation, quiet and soft singing and hand movements coordinated with our musical storytelling.

Have a great weekend!



Happy Birthday!

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



21/06 - Jacob (3E)



23/06 - Angelina (3E)



24/06 - Toby (1E)



24/06 - Daniel (2E)



26/06 - Henry (4E)