



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

22nd October 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

"We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet." (Richard Riley)

At Reddam, we most often focus on learning through play, and building language and motor skills to help children develop. **STEAM experiences** help us to bring another level to young children's learning by teaching skills related to science, technology, engineering, art and mathematics. Currently, both our Stage 3 classes are focusing on these disciplines: **3R - STEAM Discovery** and **3E - The Wonderful World of STEAM**. *"This provocation encapsulates so many key areas that children are already engaging with throughout their day. We hope to provide meaningful experiences and discussions to help guide the children in understanding the world around them."* (Grace – 3R Core Teacher) Pictured above: Grace and Jacob (3E) creating their own Solar System.

STEAM is important because it *'helps teachers incorporate multiple disciplines at the same time and promotes learning experiences that allow children to explore, question, research, discover, and exercise innovative building skills.'* (Colker & Simon) When we introduce challenging subjects such as engineering and spatial awareness to children, we make these concepts easy for them to not just understand but also enjoy. For example: singing Five Little Monkeys or Ten in the Bed introduces numbers and counting, and building a block tower shows the children how to lay a foundation, fit pieces together and create balance.

The resources and experiences that build STEAM skills are **active**, not passive, and require interaction. They are **engaging**, encouraging children to focus rather than being distracted and placated by 'bells and whistles'. Our Educators endeavour to make them **meaningful**, providing an opportunity for achievement of some kind. There may also be a social element to them, requiring or encouraging interaction with others at the same time. And most importantly, they are **fun**. Open-ended play - toys and games that can be used or played over and over again in different ways - encourage problem solving and help to build STEAM skills.

Playing regularly with these kinds of toys boosts spatial awareness and reasoning in young children, enabling them to understand complex math and engineering concepts more easily later in life, as well as improving problem solving and imaginative play. There are also specifically designed resources to help build numeracy such as counting sticks and abacuses. Visually appealing counting bears help to engage children when introducing them to counting, adding and subtracting, but their bright shades also assist in colour matching, sorting and pattern recognition.

Principal's Message Continued...

By Mrs Kath Boyd

Counting sticks are suitable for toddlers through to school-age children as they visually show how many items each number represents, number blocks build familiarity with the written numerals, and mathematical symbols introduce arithmetic to older children. Abacuses use coloured beads to show children individual numbers and how they add up to lots of ten, which then follows on to hundreds and so on. Cooking and baking with children helps them to become familiar with ideas of counting (how many eggs are we using?), measuring (let's see what one-and-a-half cups of flour looks like), and chemical reactions (look how the cupcakes rise when we add baking powder to the mix and put them in the oven).

Playing with toy boats and balls on a water table can help children to learn about buoyancy and water displacement - splash! 'What's the Time Mr Wolf?' teaches counting and introduces the concept of telling time, while exploring nature can help children to understand and become more curious about the world around them and start asking questions such as 'How do birds fly?', 'Why do trees grow up?', and 'What happens when I throw a stone in the pond?'. Finding the answers to these questions helps stimulate scientific thinking and lays the foundation for a love of learning in later years. We encourage kids' learning by asking open-ended questions and nurturing their curiosity.

Wishing all families a wonderful weekend.

Pictured below: Stage 3R studying oil and water density.



“In this single galaxy of ours there are eighty-seven thousand million suns.” (Arthur C. Clarke)

Welcome to Term 4 in Stage 1R. Throughout this term we will be focusing on a variety of Occupations. We will provide a range of activities that support the children to appreciate different kinds of jobs and occupations as well as extend their understanding of the world around them.

This week we focused on **Astronauts**. Astronauts are people who travel and work in space. To start off our week, the children were invited to a space-themed sensory play. The sensory tray was filled with moon sand, which is the mixture of flour and vegetable oil, some space-themed figurines including astronauts, space equipment and aliens hiding in the corner. This sensory play stimulated their curiosity as they explored the figurines, feeling the texture of the moon sand using their sense of touch. It also inspired the children to experiment, explore and be creative during the play.

During our group time, we discussed how the planets orbit around the sun while using a mixing bowl and balls to demonstrate how they circulate around it in a circular motion. Additionally, as part of our group time, by following their teacher's demonstration and instructions, the children learnt to compact balls of some aluminium foil to create asteroids. After all of that, they practiced their concentration and hand-eye coordination skills by throwing the asteroids into a box.

Astronauts spend their days working on science experiments in Space. To continue their spirit of discovery, we did a fizzy moon rock science experiment together. The moon rocks were made from baking soda, glitter and water. During the experiment, the children refined their fine motor skills by using pipettes to squirt some vinegar onto a moon rock. The children observed the amazing chemical reaction between the baking soda and vinegar. The science experiment supported them to understand consequences of their actions, developed their learning dispositions of curiosity and enthusiasm, as well as promoted their learning skills of experimentation and investigating.

Our creative experience invited the children to create star stamps! The children were encouraged to create their own masterpieces by holding a star-shaped cutter, pressing them into the yellow colour paint mixed with silver glitter, and then pressing them onto a paper to make stars. Stamping and making prints is a great way to learn about patterns, shapes and textures. It also offered the children an opportunity to manipulate a range of materials and express themselves in a creative way.

Next week we will be focusing on **Veterinarians** and taking care of our pets.

We hope you have a lovely weekend!

Natalie, Doris, May and Angelica



Stage 1R: Moon Sand and Galaxy Play Dough



Stage 1R: Aliens and Creative Experiences



"It is not about smart children, it is about happy children who have the confidence to learn and pursue things dear to their heart." (Alexandra Eidens)

Welcome back to Term 4, 1E families! It was such a successful term three of this challenging school year with your adorable children and the Stage 1E team are very grateful for your continuous support, understanding and cooperation with regards to adhering to our protocols and most importantly providing positive early learning experiences to our young learners. Hence, we continue to provide quality learning and care for Term 4 as it will be about promoting children's 'Sense of Becoming' by focusing on topics that will build important milestones of a toddler. According to EYLF, "Becoming emphasises learning to participate fully and actively in society". To experience change through different events and circumstances in one's life. A child's sense of becoming refers to the changes they experience as they grow, learn and develop. Within early childhood, a child's sense of being changes over time as they gain knowledge, extend their understanding, create relationships and develop skills. This enables a child to learn to participate actively in today's society.

Promoting confidence, we use simple pictures as a great tool for children that don't have words but still need to express how they feel. This was demonstrated through a mirror activity and as well as through visual aids wherein the children were allowed to play with mirrors and reflect on their emotions against the pictures on the wall. They were encouraged to increase their vocabulary bank as they identified and recognised facial features through pointing and verbalising such features. This activity was also a great way to match emotions against the wooden socio-emotional wooden human figures. Mirrors are a great way to practice what these feelings look and sound like using their own faces, bodies, and voices. This activity can also be an opportunity to practice emotional vocabulary.

Art is one of the best ways to develop the social and emotional development of these eager learners. During this age, children mostly express their emotions through sensory learning experiences such as making crafts and painting. This week's creative activity invited the children to use differentiated painting tools according to their liking. This encouraged them to practice their muscle control and fine motor skills. When we encourage our children to explore art, we encourage them to master themselves, their bodies, and a variety of tools and techniques. We give them many ways to express themselves.

We noticed how engaged the children were in their solitary play as well as cooperative play with their peers, we already observed beautiful collaborative plays as well which just indicates confidence in themselves and a sense of ownership in participating in the activities that they are keen on. They were amazing at sharing the play space as well as demonstrating interdependence and autonomy within their learning journey.

Next week's focus will be on learning about **Language and Communication Development**. This provocation will promote children's verbal and non-verbal communication cues that significantly improves their communication and social interactions.

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

Charity, Heather, Fatima, Kai, Lizzie and Mayu



Stage 1E: Self Recognition and Cooperative Play



Stage 1E: Creative Experience



“Keep your eyes on the sun, and you will not see the shadows.” (Australian Aboriginal Saying)

This week we started our journey around the world by learning more about our beautiful country Australia and its culture. Cultural Diversity enriches children's learning by exposing them to a wide variety of values, beliefs and differences. We can start educating children to accept, respect and embrace these differences from an early age.

The book of the week was titled *I'm Australian Too* by Mem Fox. This book goes through many different origins of Australian children who validly feel like this is their country. This story celebrates the vibrant multiculturalism that has shaped Australia. The book touches on Indigenous Australians as well as the experiences of immigrants and refugees, and it champions the idea that the 'Australian' identity is fantastically diverse and welcoming. Another book that children adored was titled *Patterns of Australia* by Bronwyn Bancroft which represents a series of Australian landscapes and habitats in “patterns”. This book provided the children an opportunity to see the Australian environment in a new way, as they discovered that there is so much more to see around us if we only look!

We developed our knowledge of Australian native animals, spiders and sharks during the small world play experiences. Habitats were created for all these fascinating living creatures using natural materials. Children engaged their creativity by creating new habitats for them. The ability to be creative is vital to the success of the children and the well-being of our world. All these imaginative experiences helped the 2R children with storytelling, expanding their vocabulary, learning about different habitats and discovering the animals that live in Australia.

As we have a responsibility to value and promote greater understanding of Aboriginal ways of knowing and being, we introduced Aboriginal Symbols to our little ones in a play-based way. Children used some natural wooden discs and gems to place along the lines of each Aboriginal symbol to recreate the shape beside the picture. This experience promoted fine motor and coordination skills as well as introduced them to Aboriginal culture. Art of the week involved children creating gum leaves collages and the Aboriginal dot paintings.

Food is often used as a means of retaining the cultural identity. So this week, the children were encouraged to do some cooking activities to create a stronger connection with Australian culture. 2R made Vegemite sandwiches, Fairy Bread Cakes, ANZAC Biscuits, which is a traditional Australian biscuit, and Australian Damper. Hopefully this week we showed our respect for diversity by celebrating the differences and took the step to strengthen children's self-identity.

Sara, Manoela, Vivian, Connie, Lizzie, Xanthe and Kai



Stage 2R: Australian Animals and Culture



Stage 2R: Australian Culinary and Artistic Expression



“Experiencing belonging – knowing where and with whom you belong – is integral to human existence. [...] Belonging is central to being and becoming in that it shapes who children are and who they can become.” (Early Years Learning Framework for Australia)

Welcome to the last term of 2021! Continuing on this year's learning journey, the 2E children have shown a great ability to build up their confidence and identity through their play and relationships. With a strong sense of belonging, children openly express their feelings and ideas in their interactions with others. Expressing our emotions brings about a lot more benefits. It helps us to connect with self and others that leads to a happier and healthier relationship. Also, our rays of sunshine continue to show their social and emotional development as they can read others' feelings and express sympathy for their friends or the characters in stories.

Merging behaviour modelling into literacy experience prompts positive behaviour and strengthens oral communication skills. Children's story books, group-discussion and symbolic language are power sources to guide social skillfulness. Together, we read stories about main characters who did not feel that they belonged and discussed how the characters cope with unknown feelings, and how they handle their emotions. We read *Can I join your club?* by John Kelly and Steph Laberis, *When the world is full of friends* by Gillian Shields and the famous fairy tale *The Ugly Duckling*. These stories opened opportunities for us to discuss the importance of a sense of belonging and acceptance inside the classroom. We learnt that we will never have enough friends. 2E children got challenged by 'What if...?' and 'What else..?' questions to communicate about the different consequences and alternative solutions.

Throughout this week, we engaged in learning about symbolic language and invited the children to consider how colours can represent feelings. The colour-coded emotions attracted the children to express their emotions through loose-part play. Engaging with loose parts sparks the children's creativity, inventivity, resourcefulness, innovation and imagination. Making meaning of the world around them through loose parts also enhances their communication skills when they proudly explain their work.

On the art-craft table, Miss Tracey invited us to make a family book craft. A thorough sense of belonging starts with our family. We shared stories about family members, special events and how much love we receive from our families. Moreover, we engaged in a STEAM experience where we dropped primary colours mixed with vinegar into a bi-cap soda tray. This created not only a chemical reaction but also secondary colours: green, orange and purple. While playing, they reinforced the colours that represent each feeling.

Have a thrilling weekend!

Mia, Tracey, Carina, Georgia and Rebecca



Stage 2E: Expressing Our Emotions (Part 1)



Stage 2E: Expressing Our Emotions (Part 2)



Welcome to Term 4! Our provocation is **S.T.E.A.M Discovery** where we will be exploring Gardner's logical-mathematical intelligences (1989). This refers to your **"child's ability to reason, solve problems, and learn using numbers, abstract visual information, and analysis of cause-and-effect relationships."** (Logsdon, 21). Throughout this term we will be following the children's natural curiosities and exploring different sciences that will spark exploration, hypothesising and testing their theories.

This week we look at the world of colour, where we will build our understanding of the primary colours and the roles they play in creating more colours. To further extend on this, the children have also experimented with shades of white and black in order to investigate how they can affect colours to create colour hues. Children are drawn to colours and are beginning to become experts in colour mixing, however, we seek to challenge the way they experiment with creating different hues.

Our table experiences invite children to sort and categorise colours by their shade, match word pegs to their colours to incorporate literacy and letter recognition, and using coloured pom poms to recreate rainbows using a wooden board. These experiences encourage children to navigate working independently and in pairs, further developing their ability to socialise, take turns and co-construct understanding. As always we are continuing to explore different art forms, this week we focused on a colour wheel flower. The children were provided the materials to create their own colourful flowers using collage paper petals and were able to create a colour spectrum.

In our learning groups, the children explored colour dispersion, water absorption and chromatography. Using coffee filters, the children were given markers to create patterns. They then pegged a stick to the top and dipped their coffee filters into water. The first attempt the teachers and children used permanent markers, and as a result, the children observed no physical changes in the ink. To explore this further, the next day we used regular markers. Once the filters were placed in the water, instantly the ink began to travel and blur. The children were amazed by the movement of the ink and commented *"The paper is soaking up the water and making the colours move!"* This process of 'trial and error' and testing out our hypothesis allowed the children to be involved in the scientific process.

Another experience saw children pipetting food dye into a jar which contained water and oil. The children were asked to observe and hypothesise with what may happen to the dye droplets. Many children said that the jar's contents would change colour, others commented that nothing would happen. As they continued to watch and observe, the children noticed the small dye droplets seeping through the oil and into the water, creating an interesting spreading effect without completely colouring the water. This was a great visual to demonstrate the difference between oil and water densities.

Next week we will continue to explore colour and colour mixing through coding and engineering.

Miss Grace, Miss Pa and Miss Margaret



Stage 3R: Colour Mixing



Stage 3R: Creative Experiences



“Shoot for the moon. Even if you miss it, you will land among the stars.” (Norman Vincent Peale)

The inclusion of Science within early education provides children with the opportunities to develop and practice many different skills and attributes. These include communication skills, collaborative skills, team building and perseverance, in addition to analytical, reasoning and problem solving skills. Science can expand the children's vocabulary by using scientific terms, and new age appropriate keywords.

This week in 3E, we extended on our scientific learning journey of the universe, continuing to focus on the solar system while also introducing the stars and constellations into the fold. In addition to this, the children learnt that Aboriginal Australians were some of the first people in the world to develop concepts of astronomy and that they developed a number of ways to observe the Sun, Moon and stars to inform navigation, calendars and predict weather. We took a look further into the Aboriginal constellations with the legends and interpretations that originate in the skies, such as 'The Canoe in the sky' 'Tagai' and 'The Emu'.

The children were encouraged to extend on and embed their learning through related literacy, numeracy and creative activities such as rocket ship painting, experimenting with fizzy moon rocks and various space related puzzles, sorting and classification. They were invited to recreate the constellations of the stars with a lacing activity that also supports their fine motor skills. Sensory small world trays representing moon landings, with astronauts, spacecrafts and moon sand were also available. This presented the children with opportunities to demonstrate their knowledge and thoughts on the universe and outer space.

At group times, we discussed the solar system, outer space, names, attributes and positions of the planets and the concept of gravity. The children have really enjoyed learning The Solar System song, where we are introduced to each planet and given some fun facts on each one. There is so much out there in the universe, some things we know about and some unknown. What a fascinating two weeks of discovery we have had together.

Next week, our S.T.E.A.M train takes into the world of Technology as we uncover robotics and technological processes. We plan to have various learning opportunities available, including literacy and numeracy concepts, creative experiences, loose parts play and even the use of a real robot called a Sheroball which the children can operate themselves. So much fun!

Have a wonderful weekend!

Deb & Priya



Stage 3E: The Solar System



Stage 3E: Exploring Space



“We do not inherit the Earth from our ancestors, we borrow it from our children.” (Native American proverb)

Welcome to Term 4, where new and exciting adventures await! We are very excited to begin the conclusive term of the year as we investigate our provocation titled **The World Around Me**. The preschool age can be described by being curious, investigative, open to new discoveries, confident self-esteem and having well-developed abilities, which all make a great learner who is eager to find out more about the world around them. In week 1, we are defining the meaning of **Climate Change** by identifying the difference between weather and climate, understanding the ways we collect information about climate through observing change in the change occurring on our planet Earth.

The children became familiar with the concept of daily average temperature measured over a region in a period of time allowing for us to gather information of the changing climate. They have also collected information about the **Greenhouse effect**: the sun's energy being trapped by gases in the atmosphere instead of being reflected back to space. This is affecting the planet's biodiversity in many ways, one of them which can be easily observed in an experiment, is the melting of the icebergs. The children hypothesised what would happen to ice when it comes into contact with different temperatures, as they used cold and warm water, and watched the change. The children made connections such as:

Tylor: *“The ice is smaller, the polar bear has nowhere to live.”*

Araiya: *“The penguins can't lay eggs if there's no ice.”*

We have explored the ocean's ecosystem by making blue jelly filled with vegetables as sea plants and fruit as fish. What a special treat it was to enjoy our own creation while gaining awareness of its importance for all life on planet Earth.

It is significant for young children to learn and understand about climate change and broaden their knowledge in order for them to tackle the consequences of global warming. To make sense of this week's learning, the children engaged in an artwork combining many skills, as they took photographs of each other, printed and measured their facial images in order to be cut in half. The other half of the images involved them drawing Earth, displaying a visual connection between people and the only one planet we can call our home.

We will continue this learning next week, as we'll look into nature to notice changes in climate.

Wishing you a lovely weekend!

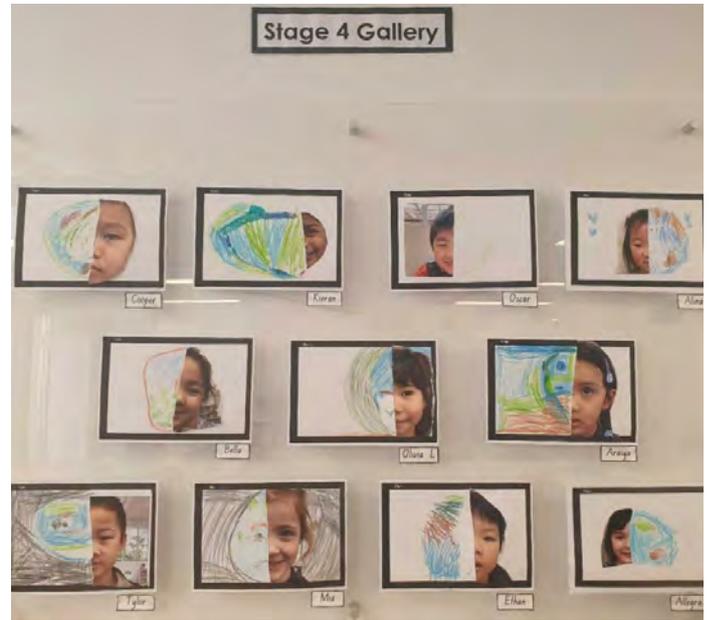
Veronika, Allegra and Luan



Stage 4R:



Stage 4R: We Are The World



“When we can talk about our feelings, they become less overwhelming, less upsetting and less scary.” (Fred Rogers)

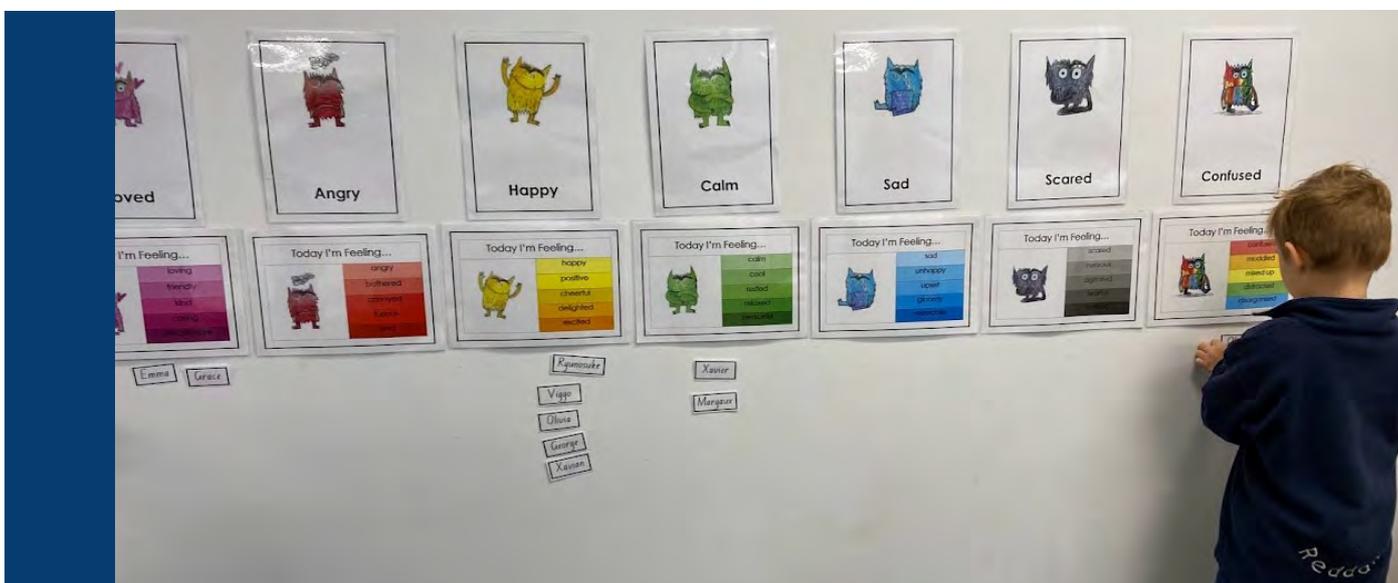
Welcome to Term 4 and our provocation **Becoming – Confident Me!** where the children will be exploring their emotions and begin to prepare themselves for kindergarten. We will be reading many social and emotional story books that will invite the children to share similar experiences, and together we will discuss how we can navigate a variety of feelings and social situations. The children’s brains develop rapidly in the first five years, however at 4 and 5 years old, they are still learning about how to manage their emotions and need help to self-regulate. This next stage of the children’s lives can be both scary and exciting, and it’s important that they feel supported, heard, and are provided with the tools to help them confidently transition to ‘Big School.’

Our story of the week, *The Colour Monster* by Anna Llenas, encouraged the children to start talking about their emotions and being honest about how they feel. With the help of his friend, the Colour Monster organised his emotions into separate jars to better understand what each of them represented. Yellow represented happiness and sunshine while sadness felt like a blue and rainy day. Anger was bright red and volcanic, and fear felt like walking through a pitch-black forest. A sense of calm was illustrated with green plants, and love was made up of shades of pink. Each morning the children were invited to place their name under the emotion that they were feeling in that present moment and then moved it throughout the day as their emotions changed. If the children were feeling angry, scared, sad or confused they were reassured that they could discuss their feelings with their teachers and each other. It was wonderful to see the children being more open and honest about their emotions during their learning and play.

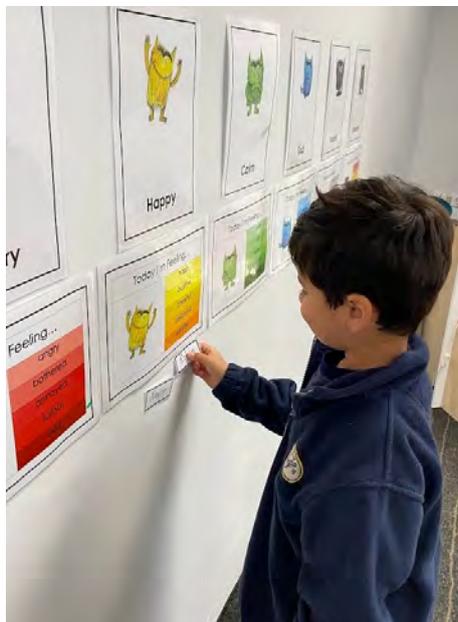
This term we are also exploring various children’s authors so the children can become familiar with writing styles, characters, themes and illustrations. Our first author was Alison Lester and we read *Imagine*, *The Journey Home*, *Isabella’s Bed* and *Magic Beach*. The children were prompted to consider what type of story was written in each book and concluded that Alison loves to write about adventures. Whether the stories were real or imaginary, the characters were transported to many different places including jungles, underwater, their dreams and various continents. The children also discovered that Alison illustrates her own storybooks and observed that each story had the same style of drawings. By focusing on one author each week, it allows the children to start analysing the text, use their critical thinking skills, and promotes their current interest in reading. Each day our class is also engaging in some basic phonics to foster the children’s interest in their pre-reading skills, where we focus on letter and sound recognition.

Next week the children will continue on their social and emotional journey, and explore what it means to be ‘happy.’ Thank you for a wonderful start to the term!

Lauren, Luan and Rebecca



Stage 4E: Exploring Our Emotions



Stage 4E: Art and Manipulation Experiences



My name is Monica Norris and I'm so excited to have finally had the pleasure of meeting your children! I'll be guiding them on their creative art journeys during Term 4. I thought I'd share a little about myself; I've been teaching visual arts at various stages for nearly two decades! Through art I aim to empower children and encourage the development of their creative identity. This is achieved by focusing on art processes as opposed to a final outcome. In our time together, your children will be offered the opportunity to experiment with various art mediums and learn both traditional as well as non-traditional methods of manipulating materials. The process of making art is natural to children as they engage all their senses to explore the world around them.

This week, in Stage 1 the children smeared blobs of paint around the surface of a paper. Soft music was playing in the background which created an ambiance. Although hesitant to paint at first, the children enjoyed mixing colours and moving the paint along the surface.

Stage 2R are learning about Australian symbols and Aboriginal culture. Our lesson reflected on this concept as we looked at various Australian symbolism. The children recognised pictures of Australian animals, a Vegemite jar, boomerang and a thong. We spoke about the significance of a thong as something we wear on visits to the beach and how going to the beach is a big part of what we do living in a place surrounded by water. The children then traced their shoes as this is the first stage of our art making. It proved to be a challenging task however it offered the opportunity to practice holding a pencil and drawing a shape. 2E began creating collaborative art. Using the surface of a cardboard box the children began by applying paint using a paddle pop stick. They were asked to try smearing the paint as they would smear butter on toast. The children enjoyed the process but preferred to use their hands. They loved the feel of the cool, squishy texture of the paint. This activity encouraged them to experiment with colour and patterns. We will continue to work on this artwork next week.

3R have just started to explore the Solar System. As an introduction to this, we created a background for an outer space artwork. The children added paint to paper by rolling marbles dipped in paint across the page. This was a great activity for hand eye coordination as they rolled the marbles around, strategically manoeuvring so the marbles evenly dispersed the paint onto the paper. Eyes and hands work together to make sure the paper is evenly covered. They then sprinkled glitter over the paint to create a symbolic depiction of outer space. Using a star-shaped cookie cutter dipped in paint, the children stamped stars on their composition. 3E are learning about colour mixing. We read some of the book *Mix It Up* by Henre Tullet. Using various combinations of primary colours, the children hypothesised what would result when mixing colours together. There was a real sense of discovery with some of the colour combinations. The children then had fun making chromatic experiments using doilies, texta markers and water.

4R began working on a collaborative artwork reflecting the subject *The World Around Me*. By observing their immediate environment and the nature that surrounds them, the children were provided with inspiration for their artwork. On a large piece of recycled cardboard, the children painted using non-traditional implements such as sticks, forks and their hands to blend. The children mixed the paint on the surface of the board to achieve a textured background representing the sky and earth. This group experience is so valuable. When a group of children come together to create something, a kind of magic happens and a vibrant energy emerges. In the group situation the shyer children find their voice and confidence and the more outspoken children take pleasure in their ability to encourage and support their fellow artists.

Finally, Stage 4E expanded on their knowledge of portraiture and focused on analysing the work of artist Willem De Kooning. He used colour, application of paint and distorted forms to represent his feelings about the subject he painted. The children were then challenged to represent themselves using a continuous line which means drawing without ever lifting the marker off the page. After demonstrating how this is done, the children were all eager to tackle this challenge. Some challenged themselves further using their non-dominant hand. They resulted in the children creating the most beautiful fluid portraits.



Ni Hao!

I'm gāo xìng (glad) to be rejoining Reddam ELS Lindfield for Term 4! We jumped right back into our learning with songs the children recognised, as well as plenty of new songs, our fantastic finger puppets and a new collection of words and phrases to learn.

Across the whole school, in every classroom, the children remembered my welcome song! It was great to see children swaying along, smiling and laughing as we changed the pace of our singing each time we added in a new word.

Next we sang *Liang Zhi Lao Hu*, the Two Tigers nursery rhyme. Children tend to pick up the *Two Tigers* song quickly as it is to the tune of *Frère Jacques*, a melody that many children already know! Singing this song also gave us the opportunity to stand up and dance, all the while learning body parts in mandarin.

I then reintroduced my finger puppets to the children. While sitting in a circle, we pointed to each part of the finger puppets, extending the children's vocabulary of mandarin anatomy.

Afterwards I introduced a new song to the children for the start of a new term! We learnt the song *Old McDonald* in Mandarin. During the song I showed the children fabric puppets of different farm animals to introduce the new mandarin phrases. It was so much fun singing the song as a call and response with the children, as they could make the sounds of each animal and sing the 'EE-I-EE-I-O'.

For our sentence construction focus we practiced the phrases of "I like" and "I don't like" in Mandarin. I showed the children a panel of different activities, like ballet, swimming and soccer which they could place a red and black heart on. When they placed the red heart on the panel they could construct a sentence like "Wǒ xǐhuān DÚ" (I like reading) and for the black "Wǒ bù xǐhuān Zúqì" (I don't like soccer). It was very interesting to see what each child picked!

Zaijian! Until next week!



Welcome back to drama in term 4! What a delight to see everyone's smiling faces. For the next 5 weeks we will be exploring our new theme **Walk In My Shoes**. This week our lesson is called "The Shoe Factory". As always, we began our class this week with parachute play. The children in Stages 3 and 4 were asked the question: *What are your favourite shoes?* There were lots of great answers like running shoes, ballerina shoes, boots, high heels and more. Stage 2 confidently answered the colour they were sitting on. We then had a shake of the parachute. The children were challenged with some new actions: lift the parachute up high and then touch the floor.

In Stage 1 this week after our parachute play we counted to 10 to blast off into the sky just like an astronaut in a rocket. We landed on the moon and bounced up and down. The children are working on jumping with two feet together. Well done Luca for great jumping. We then had a look at some different types of shoes. The children were encouraged to hold the shoes. Marc in 1R loved my gumboots, and Emily in 1E loved the ballet shoes. Well done, Stage 1!

In Stage 2, I asked the children what we wear on our feet. Everyone answered confidently, "Shoes!" I explained to the children that I would show them some different kinds of shoes. When each shoe was revealed, we discussed what we could do in each and then briefly acted out a scenario. For example, boots we could hike in so we used our stomping feet to march up the top of the mountain. Well done Julia 2R and Thomas in 2E for identifying slippers, both saying "my mummy wears those!" In our slippers we brushed our teeth and in thongs we went to the beach. The children then pretended to have "bouncy shoes" on, and bounced all around the classroom. To finish our lesson, we had a visit from the cockatoo puppet.

Across the next 5 weeks, Stage 3 and 4 are going to learn a poem about shoes. Each week we are going to add on more lines and actions. This week, Stage 3 learnt one verse and Stage 4 learnt two. I'm excited to see the children perform the finished product!

In Stage 3 and 4, we had a look at 7 types of shoes: hiking boots, gumboots, ballet shoes, thongs, slippers, joggers and high heels. Stage 3 were asked to act out how they would walk in each shoe all together as a group. Angus in 3R thought we might use the hiking boots to do rock climbing, and Charlotte in 3E knew we could splash in muddy puddles when we were wearing gumboots. Stage 4 were asked to raise their hands to identify the shoes I brought, and then act them out individually. 4R had a giggle as they tried my big shoes on their little feet! When asked his favourite shoes, Rohan in 4E said he liked Minecraft shoes and Cooper in 4R would like to have capsicum shoes!

Stage 3 and 4 then went on a teacher-led adventure. I told the children that they were wearing bouncy shoes, but that they had been wearing these shoes for a WHOLE YEAR! They were tired, and started to cry. In Stage 3, I pretended to be the owner of a shoe factory that could make any shoes they wanted. We lined up and one at a time the children requested new shoes and the factory made them!

In Stage 4, we split into 2 groups. One group became the shoe factory and the others were the customers. We then swapped groups. The children were invited one at a time to add a part to the factory until we had a complete shoe factory. I was impressed by all the creative ideas like "the part that adds glitter" and "the part that puts the shoes into boxes". The customers then arrived at the factory to get their new shoes. Some requests included ballet shoes, glittery shoes, running shoes, and Charmander shoes (thanks Tylor, 4R).

We finished our lesson by imagining what our shoes might look like if they took us into space. Maybe we will go to space next week! Well done everyone on a fantastic first week back at drama.



Welcome to Term 4 everyone! To ease ourselves from our Vacation Care Program back into this term's learning we had some very silly lessons planned, accompanied by some wonderfully engaging call and response.

To introduce our first song Miss Allegra had a story to tell us about a very silly postman... With my big crafted letter box and pretend parcels I begun to show and tell the children how this postman had left me a bunch of animals instead of letters! We walked through each day of the week and counted the days on our fingers, (adding) receiving a new animal from the silly postman each day until Friday. As this song is a call and response song, once the children were familiarised with the main melody we begun to take turns, throwing the melody and lyrics between each other until we got the hang of it. This song really engaged the children's recall, stacking each animal on to the end of each new verse (e.g. 'The postman came on a Thursday, and put a Letter and a Frog and a Mouse and a Spider in the letter box!') and their patience, waiting for Miss Allegra to sing the first line before they sung back in response.

For our second song I introduced another very silly man who's name is Mr Clicketty Cane! I told the children all about the silly games he likes to play and asked if they wanted to join in with him and I. For this song we used our entire bodies, acting out and embodying all these activities as if we were actually playing them. We washed our face with Orange juice, cleaned our teeth with bubble gum, fried an egg on a slippery-dip and bellyflopped on a pizza! This song 'Mr Clicketty Cane' continued our learning with 'The Silly Postman' as they are both addition/recall based and call and response songs. We learnt our main melody, singing this all together in a circle, and then added each new activity one by one while recounting the rest, all accompanied by some wonderfully silly actions! The children thoroughly enjoyed this song, the giggles were quite contagious and we had a very silly time indeed.

To finish up our lesson we had an intriguing and silly Dance and Freeze game to play. I introduced the difference of this song to other Freeze songs as it includes many different genres. We learnt about the word genre as I explained how genre's are just different groups of similar sounds, playing with their similar sounding friends! We listened to and understood the difference between a Marching band song, using our high knees, and some Flamenco, with lots of passion! We thrashed our bodies around to some Rock and then quieted down slowly with a Lullaby, all while freezing in between each genre.

Overall there was really wonderful interaction this week and many smiling faces. The children loved being silly with me and my big post box! I can't wait to see them all next week for more fun!



Happy Birthday!

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



18/10 - Sophia (4E)



18/10 - Evelyn (3E)



18/10 - Alyssa (1E)



19/10 - Leon (2R)

Happy Birthday!



21/10 - Jaida (1E)



22/10 - Luka (2R)



24/10 - Sophie (3E)