



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

29th October 2021

Principal's Message

By Mrs Kath Boyd

"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings . . . and grow." (Alfie Kohn)

The Early Childhood Educators and I are incredibly proud of the educational program and learning experiences we provide for each child every day here at Reddam ELS Lindfield. The Term 4 provocation topics and related experiences that the children are currently engaged in are outstanding – creative & challenging. Early Education is undoubtedly a demanding field to work in, but we find it exceptionally rewarding. The following proven truths highlight the importance of **high quality education and care** for young children before they begin Kindergarten:

- Birth to age 5 is the most important developmental period during childhood.
- Certain skills and abilities are more readily acquired in early childhood.
- Brain development in the first years of life forms the basis for lifelong learning.
- Learning in the early years lays the foundation for what happens at school and beyond.

Considering that 90% of the brain develops in the first 5 years of life and during these years neural pathways are set – it stands to reason that quality early childhood education plays an important role in influencing the type of person the child will become. This is the period of life when the base for competence and coping skills is established. Our creative experiences assist children to develop social skills by providing a stimulating positive interaction with the environment, adults and other children. Our educational programs developed around weekly provocations give children access to the opportunities that promote school readiness and ensure that the school experience will be successful.

At our **End-of-Year Celebrations** (dates are listed below) you will receive your child's Student Portfolio and Creative Scrapbook. Whilst enjoying these gifts with your child, please consider that all these precious art works were created in an safe and loving environment. It is a privilege to help each child reach full potential in all areas of life, develop self-esteem, and provide experiences from which knowledge is constructed. Underpinning all of this, we strive to respect the culture of each family and the 'voice' of every child.

"We allow children to create themselves through purposeful activity during the most important years for learning." (Hobbs)

Our Core Teachers oversee the development of purposeful, holistic play-based programs that incorporate all five EYLF Outcomes. We are inspired by the Reggio Emilia philosophy, thus encourage children to learn through play and discover the world around them by experiencing it. A knowledge of child development (including the acquisition of fundamental skills) further allows the teaching teams to develop programs that engages every child in rich learning experiences. *Pictured above:* Lachlan (1E) examining a variety of mushrooms. *Pictured below:* The magnificent Alfie (3E).

Principal's Message Continued...

By Mrs Kath Boyd

We aim to build upon the curiosity, wonder and richness that children bring to school and encourage children to become:

- **competent thinkers** who listen, who can think analytically and creatively, solve problems, and make decisions;
- **inquirers** who negotiate;
- **inventors** who collaborate and can work successfully with diverse individuals and groups;
- **lifelong learners** who are self-directed and can apply learning confidently and successfully to new and different situations and tasks;
- **citizens** inspired by and protective of the natural environment; and
- **individuals** who believe in themselves.

At the end of this term, Jennifer will be emailing each Stage 4 family a PDF of all Tapestry Posts their child was included in during 2021. Enjoy the journey down memory lane - I have no doubt that you'll be amazed when you consider the creative and academic development your child has made since the beginning of the year.

2021 End-of-Year Celebrations & Stage 4 Graduation

IF NSW continues to triumph over the COVID-19 Pandemic and social gatherings are not restricted, we will be hosting outdoor End-of-Year Celebrations on the dates listed below. At these events, the children will share their favourite songs and dances, and the Core Teachers will reflect upon the year that has been. It would be wonderful if both parents could join us from 8.45am until 9.45am, all celebrations except 1E's will commence at 9am sharp. *Please note:* It will be a requirement that any parents attending these events are fully vaccinated in order to protect our children & masks will be compulsory.

- **Tuesday 7th December:** 1R & 2E
- **Wednesday 8th December:** 3R, 4R & 4E
- **Thursday 9th December:** 1E (9.30 – 10.15am) & 2R
- **Friday 10th December:** 3E

Wishing all families a safe and happy weekend.



“The road to my heart is paved with paw prints.” (Unknown)

Welcome to Week 2! Our provocation for this week is about **Veterinarians**. Throughout the week, we have focused on the profession that takes care of our pets when they are unwell. By offering a range of experiences, we aimed to extend upon the children’s understanding of the world around them, including realising what a veterinarian normally does and learning how to look after pets, respecting their different needs and how to care for them.

To provide opportunities for our children to explore relationships with animals and develop an awareness of the impact of human activity on animals, we opened up our very own vet clinic, where the children could access a range of animal hospital materials, including toy first aid kits, bandages, medical scissors and some pets sitting in the clinic. As children learn from what they see, the teachers modelled how to look after the sick (stuffed) animals by gently patting them, checking temperatures with thermometers and applying bandages around them. The children were showing their respect and care for the pets trying to help them feel better at the clinic. They were such kind and lovely helpers! Also, at our pet day care, the pets were spoiled with some pampering by the children. Once they were washed and dried, the children used the brush to comb their pets fur carefully and gently.

Our creative experience this week invited the children to create an animal skeleton with cotton buds. First, they were encouraged to brush the glue onto a piece of black paper, followed by picking up cotton buds and then sticking them onto the paper one by one to make a skeleton. The art experience assisted the children to visually understand the bodies of animals. Additionally, the children were invited to a pet-themed sensory tray, where there were different breeds of dogs and other pet figurines, such as a lamb, pig and pet snake who were hiding in the leaves and hay. To support their early literacy and numeracy skills, we identified all the pets in the sensory tray and counted the number of them together.

During our group time, we watched a short clip of *Crazy Animal X-Rays*. The video vividly demonstrated how vets helped pets when they have medical issues in their bodies as well as showed the process of how they took x-rays from the animals. To extend upon this, the children had the opportunity to see some printed x-rays, which gave them a closer look at some animals’ body structures.

Moreover, the children were thrilled with the other fun activities, including water play and ice-cube painting. During the water play, the children focused on scooping the water with the cups and collecting the fish soy sauce containers with their little hands. While in the ice-cube painting, they experimented with the different colours of those ice cubes by scrabbling each of them onto the whiteboard.

Next week we will be focusing on **Postal Workers**.

Natalie, Doris, May, Angelica and Allegra



Stage 1R: Vet Clinic



Stage 1R: Small World Play and Skeleton Art



“The child begins to perceive the world not only through his eyes but also through his speech.” (Lev Vygotsky)

Studies show that language development and literacy is no doubt a critical part of any child's overall development. It supports the ability of your child to communicate and express and understand feelings. It also supports your child's cognitive skills and helps them develop and maintain relationships. True to the quote, it is through the child's speech and language that they learn to understand the world.

This week, 1E focused around these crucial developmental milestones through participating in various activities such as vocabulary building using visual cues of the body parts, phonological awareness using wooden and magnetic alphabets, and we also supported them to note similarities and differences between sizes, texture and colour using natural materials like broccoli and mushrooms. Speaking of the latter, we also incorporated teaching the children to appreciate healthy eating including natural fruits and vegetables as it increases the likelihood of having a sound mind and body resulting in becoming confident and involved young learners.

Another experience encouraged them to play with gluten free play-dough and use coloured bear counters to increase more of their verbal counting and colour identification skills. This activity also encouraged them to practice turn-taking skills and sharing the play space with their peers as they all enjoyed their learning.

For another learning and creative activity, we led the group to participate in a colourful and sticky activity. We identified colours green, blue, yellow and red using water cellophane. The children loved the sticky contact paper, and they really impressed us with their ability to identify many of the colours! Such display of enthusiasm and positive language development in Stage 1E.

Next week's theme will be focusing on building their cognitive learning skills. Puzzles, problem solving and investigation are just a few of the things that we will enjoy.

May everyone have a restful weekend.
Charity, Heather, Fatima, Mayu and Xanthe



Stage 1E: Learning About Healthy Eating



Stage 1E: Sticky Colours Art



"Diversity means understanding." (Stuart Scott)

This week was another valuable opportunity for us to discover other cultures to encourage the children to appreciate the diversity of our human world. When children are able to recognise and celebrate the differences between us, they will grow up to be kind people who respect others and make them feel welcomed and valued. We went on a journey to Brazil and Italy, two of the most beautiful places in the world.

The Brazilian landscape is very varied. It is most well known for its dense forests, including the Amazon, the world's largest jungle, in the north. 2R travelled to the Amazon using the forest's small worlds by engaging their imagination skills. These sensory experiences assisted the children with their storytelling, early mathematics and problem-solving skills.

Italians bond with friends and loved ones over the simple pleasure of a good, home-made meal and pasta is a fundamental part of this experience. So to bring Italy into our room we prepared some pasta sensory trays for the children to engage their creativity and pretend to cook some yummy pasta dishes! We enjoyed watching children learn and explore with their sense of touch and even sound.

Moreover, 2R enjoyed studying different herbs, smelling and handling them, which was great to combine fine motor skills and sensory play. The children practiced gently rubbing the leaves between their thumb and forefinger to release these aromatic herbs' fragrances.

Our Brazilian art experience involved 2R creating the Brazilian flag collages and our Italian art experience invited them to create art using Italian herbs. We captured nature's subtle fragrances which filled our room.

The cooking experiences throughout the week involved the children making Bruschetta, an Italian appetizer and pizza with our desired toppings. Miss Manoela, our Brazilian Educator, treated 2R to some delicious Brazilian chocolate Truffles which children appreciated.

Furthermore the stretchiness, bounciness, and squeezability of our Italian flag slime sensory play got the children immersed and helped them focus on their experience in the present moment as they practiced their mindfulness which is the practice of being aware and accepting of what is happening in the present.

There are many opportunities to introduce and teach cultural diversity in a fun, respectful way to the children and hopefully this week we achieved and provided that to our little ones.

Make your weekend shine with smiles and happiness!

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



Stage 2R: Exploring Brazilian and Italian Culture



Stage 2R: Studying Herbs and Making Pizza



“Those who have a strong sense of love and belonging have the courage to be imperfect.” (Brene Brown)

Creating a safe environment and building secure attachments encourage children to talk about their feelings and emotions. From daily interactions and conversations, we can guide children to identify their feelings, openly express them and cope with negative feelings healthily by asking reflective questions, suggesting positive behavioural choices, and relaxing techniques such as breathing and giving personal space.

How can you feel loved? The intangible feeling that means so much when we express it with our loved ones. This strong and affectionate feeling can be expressed through a cuddle, a smile, holding hands and nice words. While healthy attachment with parents is crucial, children can also gain from positive attachments with extended family members, teachers and friends. With a simple chart and colour coded column, our friends can tell the symbolic meaning of each colour. They confidently shared their feelings openly by sticking their face sticker on the chart and talked about why they had this specific feeling.

This week's focus is 'Love is all around' in which we expressed our gratitude and love towards our relationships with parents, teachers, friends, nature and all other living creatures. The highlight story of this week was *I love you, Stinky Face* by Lisa McCourt & Cyd Moore. The story illustrated an unconditional love of a mother to her son. The little boy came up with some of the cutest and funniest questions to test his mother whether she would still love him if he is a stinky skunk, hairy ape, alien, dinosaur and cyclops. 2E friends made a prediction that his mom would stop loving him when he turned into a stinky skunk. However, the back-and-forth conversation helped us to understand our mummy's unconditional love. Our 2E children enjoyed the story and re-read it multiple times.

On the provocation table, getting to know 2E children and what they love, all activities were designed and based on the children's interests to heighten children's engagement and excitement. Joining in a STEM experience with scented bi-carb soda ice cream and vinegar was the most attractive activity of the week. When we dropped vinegar on top of each ice cream, the chemical reaction made a fizzy sound and the pleasant aromas from lemon, strawberry, peppermint and bubble gum. 2E children were also invited to use loose parts to trace and match the colours with the rainbow and love hearts. Other enjoyable sensory activities such as seasonal construction, farmyard love heart play dough cookies and love for nature enhanced our children's sensory development, social interactions, and cognitive development as they made sense of the world through play.

Following the fun we had, Miss Mia invited us to an art experience in which we painted with pastel coloured foam. For this creative art experience, we imagined that clouds turn into love-heart shapes when we are all in love. The pastel colours definitely attracted us into a dreamy world.

Have a lovely weekend,
Mia, Carina, Tracey, Georgia, Peach, and Resie



Stage 2E: Things We Love



Stage 2E: Dreamy Love Cloud Art



“When children play, they explore and build skills and theories about the world. When young children investigate their environment, they experience the satisfaction that can come from investigation, discovery, and solving problems.” (Early Childhood Development, Teaching and Learning, 2020)

Throughout this week the children have been challenged to think about different ways to create **colours**, shades and understanding of these concepts. As part of our sensory exploration, the children have been using coloured slime to mix and create new shades, which eventually turned brown. The children used questioning and wondering to try and rationalise why the slimes changed to brown, while others were able to hypothesize what occurred explaining; *“They mixed all together to make a rainbow and then make brown”* and *“It’s brown because all of them mixed up”*. To further their questioning we added another sensory experience which included rice and primary coloured ice cubes. Initially the children were enjoying the cold sensations, however, as the ice melted, the rice changed colour. The children realised that the solid ice melting together created the new colour. Through this, the children are also beginning to learn about different states of matter.

In our art this week we used the cotton pads and our chromatography papers from last week. By using these materials the children are engaging in Process Art and demonstrating the value of recycling materials and sustainability. The cotton pad collage saw children arranging the pads on pieces of cardboard, curiously, the children independently chose cotton pads of similar colours and shades when arranging them on their cardboard instead of using the variety.

In our learning groups, the children have begun to explore colour coding. With a simple chart, the children were able to make the colour they wanted such as 2 whites and 2 purples to make a medium coloured purple. The children then used this chart to create exact hues. This experience not only provided an opportunity for the children to mix and create colours, but the chart itself encouraged counting and coding. The coding aspect is part of 'Technology' under S.T.E.A.M and gives children a chance to experiment with amounts of things, patterns and measurement. The children loved this and showed that they were very capable in creating different colours as they desired, using a formulaic process.

Other small learning groups included children making their own crayons by shaving old crayons and melting them together. This process again demonstrates the differences in states, solid and apart which then melts to become one. The children loved using their new crayons at the drawing table.

The children also did an experiment on 'walking colour'. Using four jars which had different coloured water in them, the children were asked to hypothesise on what they thought might occur. All of the children guessed that the tissue would change colour. Then we conducted the experiment by dipping one side of the tissue paper into a jar and one side of the paper into the other jar. The children observed that the colour water began to move up the tissue paper. This experiment was to be observed over the next few hours and the next day to note and record the differences.

Next week we will be looking at different densities and materials.

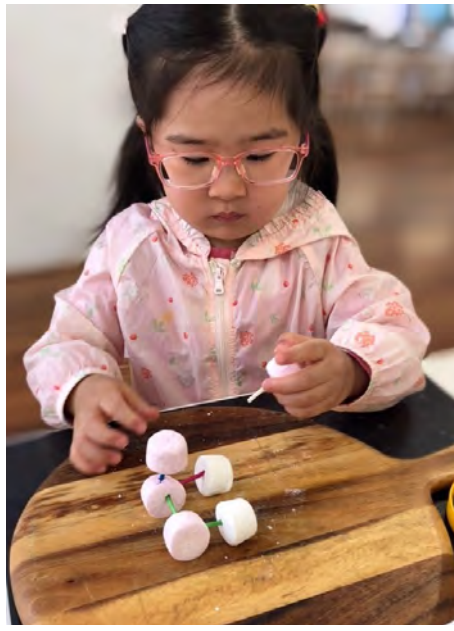
Miss Grace, Miss Pa & Miss Margaret



Stage 3R: Experimenting With Colours



Stage 3R: Constructing 3D Shapes and Prisms



**“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.

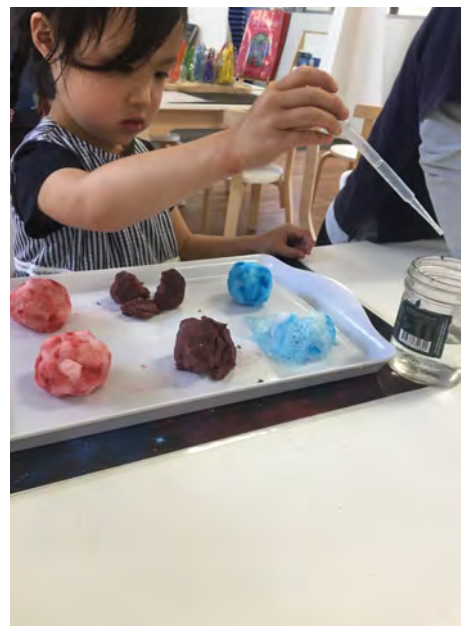
Next week, our S.T.E.A.M train takes into the world of Technology as we uncover robotics and technological processes. We plan to have various learning opportunities available, including literacy and numeracy concepts, creative experiences, loose parts play and even the use of a real robot called a Sphero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

Have a wonderful weekend!

Deb & Priya



Stage 3E: Space Explorers



Stage 3E: Exploring the Solar System



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

In Week 2, our provocation of the term **The World Around Me** has continued with the inquisitive investigation of Climate Change and its effect on the natural environment. Each day of the week we have explored this as we looked into nature.

The beginning of the week has seen us identify the question *‘How do we know that the climate is changing?’* as we brainstormed the visible effects of climate change, such as *“The ice melts and water rises,”* said Tylor; *“It gets warmer,”* added Kieran and Cooper reflected on the previous week’s learning of ‘sea calcification’.

On Wednesday, we connected closer with nature and learnt that **trees can tell us about climate change**. This is known by the scientific knowledge of the rings found in tree trunks, explaining the tree’s growth and weather conditions, even extreme weather disasters within its lifetime. This fascinating learning sparked the children to observe the magical rings seen on a tree disk and ‘read’ its life story. The artwork of the week of painting forests using a printing technique offered children the opportunity to express their ideas of their learning.

Thursday’s activity of making a **bird feeder** using grains and seeds highlighted the importance of making changes in our lifestyle in order to save birds and animals. It was fascinating to watch the birds visit and enjoy our creation. We have decided to adopt the habit of feeding birds in our beautiful garden, as well as offer drinking stations throughout the warmer weather season.

On Friday, the literacy challenge of learning about the **Atmosphere’s five layers** ignited the children’s thinking of the Greenhouse effect, what we, humans, can do about climate change and about space. The five layers of earth’s atmosphere are: Troposphere, Stratosphere, Mesosphere, Thermosphere and Exosphere. Such fascinating learning!

Next week, we will engage in gardening, learning the three R’s of recycling, how to save energy and DIY composting. After all, we are all part of nature and we depend on it, therefore we have to look after it.

Kind regards,
Veronika, Allegra and Luan



Stage 4R: Making a Bird Feeder and Studying Trees



Stage 4R: Learning About Climate Change



"In this world there is nothing so beautiful as a happy child." (L. Frank Baum)

Our classroom was filled with sunshine and sunflowers as we focused on what it means to feel **HAPPY** like the yellow Colour Monster. Every learning experience represented happiness with bright and cheerful materials to manipulate and explore. Our story books were thoughtfully chosen to put a smile on the children's faces, including the story of the week, *When I'm Feeling Happy* by Trace Moroney. We read about Bunny and what he does to feel happy every day. He played nicely with his friends, he baked cookies with his grandma and he loved camping with his dad. When he was happy, he noticed that everyone around him was happy too. We discussed how it's always nice to be surrounded by happy and positive people because it lifts our spirits. When we smile and share our positive vibes, we spread happiness everywhere we go.

I feel happy...

Sophia: "When I have a playdate."

Mila Rose: "(When) I get to cuddle my brother."

Poppy: "When Rosie (my dog) licks me."

Viggo: "When I play tennis and if I get to play at the Olympics."

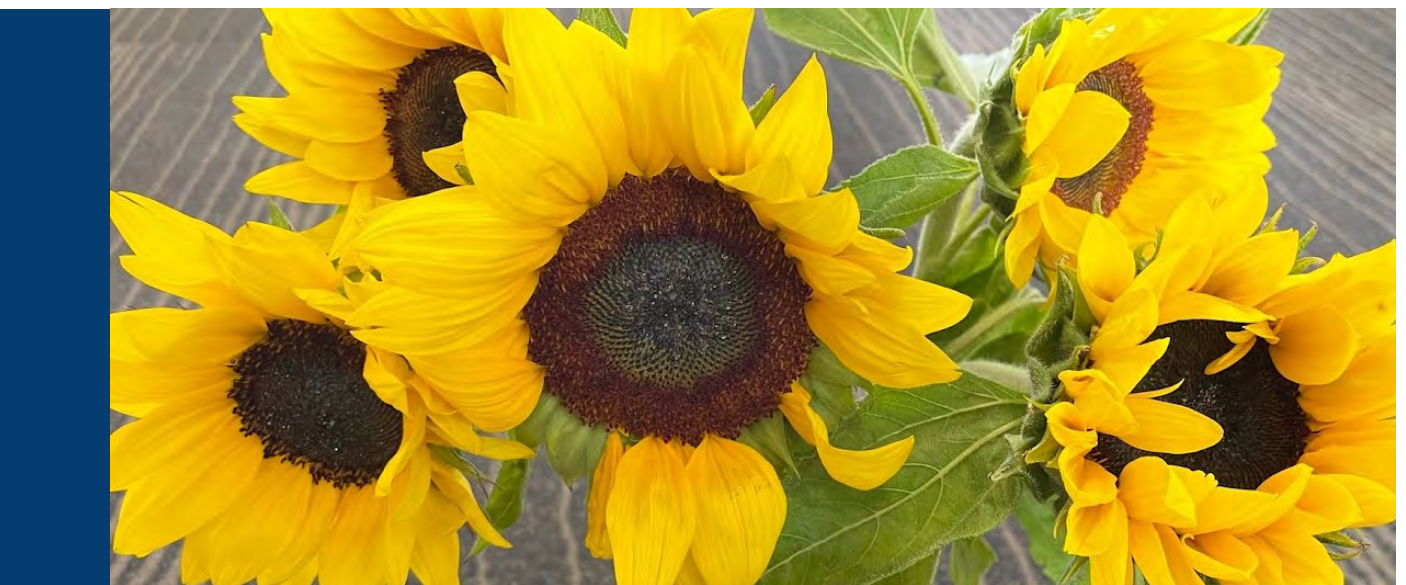
One of the children's favourite stories was called *The Jar of Happiness* by Ailsa Burrows. The little girl in the story filled her jar with the things that made her happy and carried it everywhere she went. The children shared what they would put into their jar of happiness including sunshine, seashells, flowers, glitter, jewellery, lollies and chocolate. Throughout the week the children were invited to fill their own jars, scooping sparkly gemstones and sequins into them. Our Author of the Week was Pamela Allen and the children compared her stories, the characters and illustrations from *The Potato People*, *My Cat Maisie*, *Our Daft Dog Danny* and *Inside Mary Elizabeth's House*. The children observed that Pamela's stories revolved around family and pets, with a funny problem that always needs to be solved.

At our learning tables, the children loved exploring the variety of yellow 'happy experiences'. They manipulated kinetic sand with sunflowers and gemstones, rolled and moulded yellow play dough to make flowers, melted ice, counted ducks in a pond, and created honeycomb patterns to make beehives. At our art table, the children took inspiration from Vincent van Gogh's 'Sunflowers,' using markers, pencils, paints and cellophane. The children's literacy and numeracy skills were also promoted as they continued to practise their one-to-one correspondence, categorising, addition and subtraction. To support the children's interest in reading, they have also participated in some basic phonics where they refined their letter and sound recognition to identify three-letter words.

Next week the children will be focusing on what it means to feel sad, lonely and disappointed. We'll explore stories written by Jane Godwin and start our Avocado Seed Project too.

Thank you for a wonderful week of learning!

Lauren, Luan and Rebecca



Stage 4E: Yellow - the colour of happiness



Stage 4E: Inspired by Van Gogh's 'Sunflowers'



Visual Arts

By Monica Morris

This week, in Stage 1 added a second layer to their paintings. They were offered a range of collage materials and they could choose to use whatever appealed to them. The children especially enjoyed the sensory feeling of touching and spreading the sticky glue.

2R continue to learn about Australian symbols. The children looked at the colourful art of Peter Cromer and his representation of birds. Focusing on the budgerigar, the children have begun to work on their own representation of this Australian bird. Today we painted the bird using a variety of bright colours. The children will create their own sculptural interpretation of the budgerigar.

2E continued to work on their collaborative art. I introduced the concept of abstract art to the children, and we looked at works by Kandinsky, Pollock and Mondrian. The children applied a second coat of paint using more defined strokes. Following this they sprayed paint over the surface. They loved the process of spraying and watching the paint drip in various directions.

3R continued their 'space' inspired artwork. Using a lead pencil, they carefully drew a spacecraft. They were guided as they were drawing. I broke down each stem into simple shapes. This was very beneficial for the children on a number of levels. They had the opportunity to work on their pencil grip. They practiced applying pressure to the pencil (it takes more effort to draw with a pencil than a marker) to achieve a line. They also practiced drawing shapes which is a skill.

The focus of the lesson with 3E was on mixing tints and shades. After drawing various shapes on the surface of a page, each child chose a paint colour. We added some white and later some black. The children had the challenge of painting each geometric shape a tint (colour+white) or shade (colour+black).

This week 4R painted their portraits using water colour. We reflected on the connections they have been making between emotions and representing emotion through colour. They then pondered what emotions they were feeling. They used the various colours to represent how they felt through their portraits.

4E continued working on their collaborative artwork. The children looked at the colourful illustrative work by artist Lisa Congdon. Using a black marker, they carefully represented flowers and animals on colourful cardboard which they collaged on the background painting they created last week.



Ni Hao!

It was so lovely to visit all the children again on Wednesday! Learning a language takes time, and plenty of repetition. As the children reacquaint themselves with our mandarin phrases, nursery rhymes and songs you will notice a lot of repeating songs which we will use to engrain basic terms and phrases to lay out a foundation of knowledge before we extend the children's understanding.

To start the lesson we sang the 'Hello, Ni Hao' song. The children sang along beautifully once again, with many children suggesting fun and silly actions to add in! Starting the lesson with a song that gets the children moving and giggling prepares them to be settled and relaxed further in the lesson. We then sang the nursery rhyme of 'Two Tigers'. The children stood up to dance along and acted out the Tiger's missing body parts, remembering the mandarin phrases for head, eyes and ears!

I brought out my finger puppets for the children next. Together we sang another song of greetings and complementary phrases. This song teaches children the mandarin phrases of 'Please' and 'thank you', 'sorry' and 'it's okay' and other phrases. While the children still had their finger puppets on, I taught the children a new phrase - "Qīnwěn", which means kiss. Using their finger puppets they 'kissed' different parts of themselves like their tummies and arms, giving us further opportunity to practice the mandarin phrases for body parts.

The children then sang 'Old MacDonald' with me as a call and response, all the while practicing farm animal phrases in mandarin! In this activity I show the children images of each animal we sing about.

To finish off the lesson I showed the children a sheet of animals where the children could set a red peg and a black peg to guide their sentences construction practice, making sentences in Mandarin like "I like the elephant, I do not like the mouse" and "I like the crocodile, I do not like the dog".

Another fantastic Mandarin lesson... well done Stages 2 - 4!



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 Reddam Families!

This week we focused on dancing, exploring how to emote, communicate and feel with our bodies. Our first activity was all about our dancing faces. We experimented making many different movements with our faces including scrunching up our noses, wiggling our tongues, raising our eyebrows and puffing up our cheeks! Once our faces were warmed up with all kinds of silly movements we stuck our arms and legs still to our sides and began listening to our song, 'Dancing Face' by Justine Clarke. Throughout the song we revised our dancing face movements, adding some wonderfully enigmatic faces of our own. This was such an engaging experience for the children as we continued to show our dancing faces to our friends for the rest of the lesson.

For our next song we incorporated the rest of our bodies, learning *The Monster Shuffle* by The Learning Station. As this song had a choreographed dance involved we set off to learn the monster moves first. We then discussed emoting and acting further, with an understanding that if I didn't emote with my face or use body language it would just be the 'Miss Allegra Shuffle'! We all turned on our scary monster faces and bodies and danced along to the Monster Shuffle. The children utilised not only their memory, but also movement to embody monsters throughout their performance.

To wrap our dancing extravaganza up we embarked on our final song, *Dancing Pants* by Justine Clarke. For this song I asked the children to incorporate their new dancing styles and body language into this freestyle-esque movement song. We went around the room planning what genres of dance we would use throughout the song- some children breakdanced, did ballet and even the can-can! As we danced, the children integrated their crazy dancing faces, their emotive monster bodies and encouraged each other to try new silly dance moves they were proud to show off.

The children had such a groovy time this week! It's so wonderful to see their confidence and independence shine through in the lessons, their individual expression through modes other than talking is so wonderful to experience.



Happy Birthday!

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



26/10 - Hugh (3E)



26/10 - Shawn (3E)



30/10 - Laura (3E)