



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

5th November 2021

Principal’s Message

By Mrs Kath Boyd

“You learn a lot when you’re barefoot. The first thing is every step you take is different.” (M. Franti)

Shoes do a great job at keeping little feet comfy and safe, but in the early years, there’s a big case for going **barefoot** when it is safe and appropriate. Wearing no shoes supports young children’s learning and development in a variety of ways.

Firstly, going barefoot **supports brain and nervous system development**. Babies are born with thousands of nerve endings in each foot, and touching things, like wet grass or soft sand, with their bare feet helps your bub to grow new neurological connections and tune in to their surroundings. *Pictured above: Mila Rose (4E) with radishes we picked from our eco-garden.*

Paediatrician, Dr Kacie Flegal, says barefootedness encourages ‘presence of mind and conscious awareness’ in little ones, and it supports the development of: Proprioception (aka spatial awareness); Balance; Coordination, and Neuromuscular strength (which involves nerves and muscles working together to create movement). Going sans shoes also helps to provide a great platform for the development of the ‘higher brain centres’ that are responsible for emotional control, problem-solving, language, social skills, and self-assurance as your child grows.

Open Day

On Saturday 27 November from 9am - 12pm, we are opening our school to interested families and friends of our current families. Current Stage 4 families are also invited to join us and be our School Ambassadors. If they are attending, 4R & 4E children must wear school uniform and a parent must stay on campus). Please pass this information onto anyone who may be interested in enrolling their child at our ELS - thank you! Interested visitors need to register via [this link](#).

At this event we will have fun activities for the children - including a jumping castle and face painting. Healthy nutritional snacks will be served and following Covid-19 protocols, all indoor activities will take place outside. If your friends can’t attend the Open Day, ask them to please contact Jennifer (Enrolment Officer) and [register for a personal tour](#).

Empowering your **child** with the best possible **start** into **Kindergarten**



REDDAM
ELS

Principal's Message Continued...

By Mrs Kath Boyd

Next, going barefoot **helps with walking**. At our school, the children in Stages 1 & 2 are in bare feet (or soft-soled shoes) as much as possible when they're learning to walk, so they can feel what their feet touch, and absorb important sensory information along the way. As the children move from a cautious toddle to a confident stride, walking barefoot:

- Strengthens their foot muscles and ligaments
- Develops the foot arch and joint mobility
- Supports good posture and body alignment, and
- Encourages a natural, healthy gait.

Going barefoot also helps children stay upright. Podiatrist, Tracy Byrne, says, *'The feedback [toddlers] get from the ground means there is less need to look down, which is what puts them off balance and causes them to fall down.'* As they pick up the pace, bare feet may also prevent injuries, because children have full control of their grippy feet. The soles of their feet will toughen up with more use, and they also learn how to tread lightly and assess potentially 'hurty' surfaces, like gravel. Plus, there are no pesky shoelaces to trip over!

Furthermore, going shoeless **frees up little feet to grow**. Children's feet grow fastest in their first four years, and they need room to lengthen and widen without being squished into a shoe shape. Over time, the soft foot cartilage a baby is born with 'ossifies' into harder bone, and barefootedness allows their feet to naturally develop as bones strengthen, toes spread, and a foot arch develops. Ill-fitting footwear can harm a child's soft foot bones, so it's important that any shoes they do wear, fit well. Toddlers need a flat, flexible sole, a solid heel backing, and laces, straps or fasteners that stop their foot from slipping around. *Pictured below:* Ishaan, Jasper and Ryo (3E) enjoying the sunshine in style.

Finally, **bare feet feel good!** There's something truly liberating about casting off the shoes and letting busy, little feet breathe. Going shoeless allows children to relax, play, blow off steam, and re-awaken the senses in direct connection with the natural environment (hello tickly grass, squelchy mud and warm sand!). Human-made surfaces like carpet, concrete and climbing equipment also ignite the senses and boost the mood. And whether a child removes their shoes at home, at school in the classroom, or in a safe outdoor space like the sandpit, they're likely to feel happy or calm when their feet are on the loose.

And what about germs? It's comforting to know that our skin is designed to keep out pathogens (organisms that cause disease), and hands are much more likely to touch things that cause illness (thus, the importance of hand hygiene). At school, our teachers scout out places that are safe for little feet, put sunscreen on bare skin, and explain when shoes do need to be worn.

Wishing all families a safe, joyful weekend.



“Letters are visits when friends are apart.” (Unknown)

This week we focused on **Postal workers**. As one of our community workers, a postal worker helps people deliver their letters, documents and parcels to any destination. Usually their job includes sorting letters and packages, according to the delivery sequence. We really appreciate their hard work as they work in all kinds of weather; no matter if it is raining or snowing, they still deliver our mail.

During this week, the children were invited to a range of post office dramatic plays. There were markers, chalks, colourful envelopes and a mailbox on the provocation table. Each child was encouraged to draw on an envelope and then post it in the mailbox. During the play, they were engaged in fine motor, cognitive and literacy skills.

Our creative experiences offered the children various opportunities to express their creativity, practise their imagination and develop their fine motor skills. One of the creative experiences engaged the children in the process of letter delivery, by putting an Australian Stamp onto a colourful envelope and then placing it into the mailbox slot. Also, as a part of Reddam Core Value, Kind Hearts, the children were encouraged to make their own postcards using a cardboard roll. They held a heart-shaped roll and pressed it into the colours of pink and yellow, followed by stamping the roll onto paper. Making the Kindness Heart Postcards supported our children to learn how to express their appreciation and to make thank you cards.

During our group time, the children were invited to a learning experience of envelope colour matching. There were three different colours of envelopes and paper, including red, yellow and green. The children were encouraged to pick a piece of paper and then put it in the corresponding envelope. The activity offered the children an opportunity to develop the numeracy concept of sorting by placing each colour in its correct envelope, which also challenged their problem-solving skills.

Next week we will be focusing on **Farmers on the Land**.

Natalie, Doris, May, Angelica and Allegra



Stage 1R: Postal Workers



Stage 1R: Kindness Postcards & Happy Snaps



Why is Cognitive Development important?

- Cognitive development provides children with the means of paying attention to thinking about the world around them.
- Everyday experiences can impact a child's cognitive development.
- Cognitive development encompasses a child's working memory, attention, as well as a child's ability to manage and respond to the experiences and information they experience on a daily basis.
- Cognitive development can be compared to a child's air traffic control tower – taking in information and processing it on a daily basis with intent and purpose.

These items of information about the importance of **cognitive development** inspired the Educators in 1E to organise and develop deliberate fun learning experiences for children. Putting together basic puzzles, reciting, identifying names of animals and objects, humming and singing nursery rhymes, reading books, building and constructing towers are just a few of the things that promote the development of cognition amongst our young learners.

The scribbling table allowed our group to practice eye-hand coordination skills essential for their pre-writing stage. It has been observed that the children were more interested in the marks they created rather than drawing objects. Another activity allowed them to match wooden blocks against their corresponding shapes, improving the children's visual perception and thinking skills. The same goes for building structures using the coloured 3D shapes.

We also invited the children to do a matching activity using socks. This practical life activity teaches children about visual discrimination, matching, care of self, and assists with the development of fine motor skills. All of the children were very clever at finding the perfect match for their socks. We also vary our cognitive explorations using natural resources, we provide leaves and colourful flowers to understand more of their world, dividing strawberries and apples into halves for basic division knowledge and as well as promoting healthy eating to our children.

Our artistic expression involved the use of a paint roller and the three primary colours red, yellow and blue. This tape resistance activity invited them to learn the first letter of their names and create its sound by covering it up with paint, then once dry, the tape will be peeled off leaving a bold white template of their letter names. The children practiced their wrist manipulation and hand-eye coordination as they rolled the tool up, down and sideways directions as well as learning more about the colours and letter sounds by verbal and artistic expression.

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

Charity, Heather, Fatima, Kai, Lizzie and Mayu



Stage 1E:



Stage 1E: Creative Experience



“Everyone smiles in the same language.” (George Carlin)

Regardless of the country we're raised in, it's important to instil a sense of acceptance and tolerance within our children. Once they learn a language well enough to communicate back and forth with others, they begin interacting with many people outside their immediate family and learn more about the wider world around them. We can introduce them from an early age to different cultures of the world, how they can expect to be treated by others, as well as how they themselves should treat others. This week we celebrated **American** culture.

Throughout the week, our sensory experiences including American themed playdough, rice sensory trays, shaving foam and fizzing flags introduced the children to the colours of American flags as well as developing their skills in all other areas. These experiences allow them to explore freely, encouraging their independence, introducing them to early mathematics skills and engaging with problem solving skills. The creative experience introduced our little ones to some of the people who have shaped America and our world with their actions and inventions. They created Garrett Morgan Traffic Light craft.

As Neil Armstrong, an American astronaut, became the first human to step on the moon and did amazing experiments there, we decided to introduce his story in a play-based way. With our moon walking slime children pretended to be astronauts walking on the moon. Learning through sensory exploration comes naturally to young children as they stimulate all their senses at once. 2R had been seen utilising the 'scientific method' of observing, forming a hypothesis, experimenting and making conclusions while they played!

Our cooking experience involved us making American burgers. The benefits of cooking with children are entirely worth the time and effort we spend with them. 2R were proud of their cooking and had an opportunity to learn about how burgers are made and where they come from.

To conclude our American week, we celebrated Halloween. With our Halloween sensory experiences 2R actively experimented with emotional and social roles. This helped them in the development of feelings and building self-esteem as well as development of language, thinking skills and more importantly their imagination.

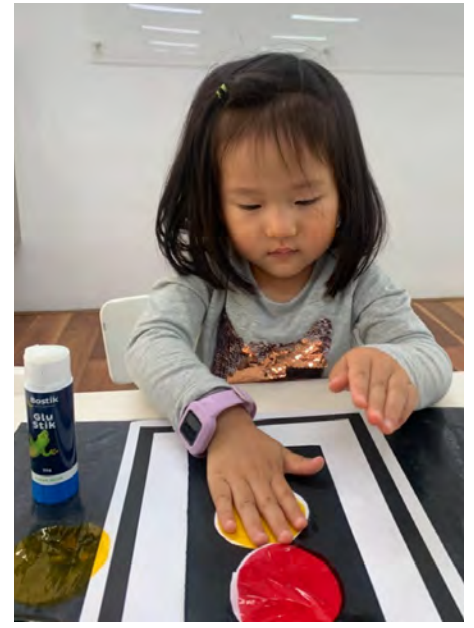
Every child is unique in interacting with the world around them, and what they invoke and receive from others and the environment also shapes how they think and behave. In 2R our aim has always been to help all children understand the differences they observed to encourage them to feel good about who they are, where they fit in the world and appreciate diversity in others.

We wish happiness and peace for you this weekend!

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



Stage 2R: Traffic Light Artwork & Making Burgers



Stage 2R: Exploring America



"World is brighter with the happiness of children." (Mehmet Murat Ildan)

Happy children learn better! We incorporated all of the children's interests into our daily activities to promote their engagement and enjoyment in learning. Our classroom was filled with giggles, laughter and pleasant surprises as we focused on recalling **HAPPY** memories and understanding happy feelings through a range of bright yellow activities. Discovering and experimenting with new things could put a smile on our faces. Our children were curious about mixing 3 primary colours using pipettes and cotton pads and observed the absorption process and results.

The highlight book of this week was *When I'm feeling happy* by Tracey Moroney. Following a bunny on a happy journey, we found out his happiness is similar to ours. He felt happy when he played with friends, helped his nana bake cookies, lent helping hands and went camping with his dad. Building upon the beautiful book, we went camping in a blue tent, enjoying marshmallows and mandarin ice-blocks, cooking, making sandwiches for a picnic, using kind words, and playing nicely with friends. All these little things made us feel full of joy and happiness. Additionally, 2E children feel happy when:

Alison: "I go to the park with mum, dad, Coco and have a picnic."

Easton: "I have a playdate with Liam and Kyle."

Liam: "I play with my sister - Kaylee"

Kyle: "Daddy gets me new toys."

On the art table, we created a symmetrical colourful butterfly with squeeze bottles. We listened attentively to Miss Tracey's instructions: "Squeeze different colours on one side, sprinkle some glitter, then fold the page." Following steps and instructions helped children to build logical thinking, cognitive development and understand instructional language. In the end of the art process, a beautiful symmetrical butterfly which now had similar wings. Our little artists were amazed, happy, giggled and requested to create more pieces of art.

To some people like Miss Tracey, cooking is a form of mindfulness and happy meditation. We tested this idea. During our group time we read *A New Friend for Mouse* by Jo Lacey and Gail Yerrill. This funny, heart-warming tale is all about friendship. To convince an Elephant, a little mouse baked a yummy cupcake and pie to prove that she is harmless. After eating yummy treats, they play together happily. Drawing on this story, Miss Mia invited us to make our own pizza. With healthy ingredients: tomatoes, beef, gluten free mini tortilla, pizza sauce and cheese, we followed the steps carefully. Surprisingly, Miss Tracey brought a popcorn machine so we could turn some corn kernel into puffy popcorn. This process triggered our sense of hearing, seeing and feeling. We were curious by the noise and were amazed at seeing the popcorn flying out from the machine. Cooking and eating our own healthy food made us feel happy! Having the children involved in cooking gives them the opportunity to develop self-help skills, as well as build their confidence and fine-motor skills.

Have a happy weekend!

Mia, Carina, Tracey, Georgia and May



Stage 2E: When I'm Feeling Happy



Stage 2E: Healthy Food, Happy Mood



“Children are programmed to explore and experiment right from the start, even as babies... tapping into their natural predispositions early on, during this key developmental phase, we can nurture and establish a positive approach to science education that will stay with them into the future.” (First Discoveres, 21)

Looking at **densities and materials** this week has allowed the 3R children to explore previously learned concepts with broader understandings and increase their knowledge in experimenting and using scientific processes to further extend their learning. Our table experiences encouraged the children to use trial and error with trays of water and different materials and items to experiment with what will sink or float. The children loved the coolness of the water and discovering which items sink and float, as well as guessing why that may be the case.

In our 'Morning Meetings' we have been discussing the idea of different densities - oil and water, hot and cold, and the addition of different substances in water (e.g. salt, sugar). In these yarning circles, the children were able to visually notice how oil and water do not mix with the use of our sensory pom pom bottles as prime examples. The children noted how the pom poms and glitter continued to stay within the oil layer, even after being shaken up. This concept was looked at closer in our learning groups.

With an Educator, the children were asked to think, hypothesise and discuss what could occur when mixing hot and cold coloured water - would it mix? The children were fascinated to discover that having the cold water in the bottom jar meant that the hot water in the top jar would not mix. The children then asked the Educator to flip the jars over, with assumptions from some that it would mix while others said it would not. Lo and behold, it did mix, creating purple water in both jars. The children decided that it was the result of the cold water being on top.

Another learning group found children mixing water with either salt, sugar and oil and then inserting a tomato. The children were intrigued to see that the tomato's position changed depending on the addition of different substances. Throughout the experiment, the children used trial & error and predicting skills.

Based on observations from the children, the class also has begun to learn about materials, their uses and what they're made from. Using a tray of water and different materials, the children were asked to hypothesise which materials would be 'waterproof' and which ones would not. The children were given the definition of 'waterproof' and as a result were able to predict if items were waterproof or not, with comments: *“It's wet but it hasn't changed”* whilst testing a block and *“It's very broken now,”* testing tissue paper. As an extension on this experience, in another learning group the children were given a scenario where they had to keep their small dinosaurs dry. The children went to collect materials from around the room and upon request and then made their own structures. The children chose a variety of materials such as blocks, paper, paper towels, foil and a plastic bag. The children then tested if their material would keep their dinosaur dry. Within the group, the children were constantly discussing what they predicted to happen and why.

Next week we look at chemistry through chemical reactions!

Miss Grace, Miss Pa, Miss Margaret, Mr Kai and Miss Resie



Stage 3R: Experiments



Stage 3R: Creative Experiences



“Creativity is the secret sauce to science, technology, engineering and math.” (Ainissa Ramirez)

Engineering is the process of designing and building, of solving problems. Using the application of science and math, engineers can figure out how things work and find practical uses for scientific discoveries. This week in 3E, we embarked on an exciting learning journey as we unfolded the world of engineering. At group times, we discussed the job of an engineer, as a person who designs and builds complex products, machines, systems or structures. Anything that is built must first be engineered, or planned out. It involves an understanding of how or why things work.

The children were invited to engage in various building and construction activities throughout the week, where they were tasked with being engineers, creating structures such as towers, bridges and other buildings. The biggest challenge was ensuring stability and structural strength using the processes of trial and error and problem solving skills. The children were enthusiastic to design and make a marble run, using mathematical thinking to make decisions about angles, curves, trajectory, and size. When a marble got stuck, they adjusted their design to allow the marble to pass through with ease.

Getting creative, the children made houses and other structures using matchsticks and playdough, seeing how high they could build. Cotton buds and pipe cleaners were also made available for bridge constructions, while paddle pop sticks and pegs inspired airplane production. In addition to this, the children took part in a sink or float experiment, where they tested out the weight and capacity of various loose parts in water.

Sensory trays containing a variety of metal parts such as screws, nuts and bolts were a big hit this week, as the children enjoyed using the magnets to pick up, sort and count each piece they could find in the sand. Extending on the mathematical concepts of engineering, the children explored shape and angle puzzles, involving the difficult task of fitting all the pieces back onto the board and re-creating the pictures in front of them. What a fun week of learning we have all had together!

Next week, continuing on our STEAM journey, we will discover the world of **Art: Life in Colour**. The children will have the opportunity to create masterpieces inspired by famous artists and learn about colour mixing and shading.

Have a wonderful weekend!

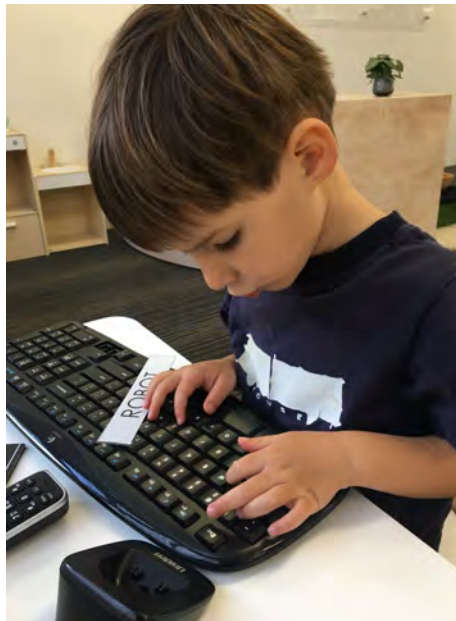
Deb, Priya and Shandie



Stage 3E: Robot Creations



Stage 3E: Exploring Technology



"What you do makes a difference, and you have to decide what kind of difference you want to make." (Jane Goodal)

In the Early Years, children develop their sense of autonomy: their ability to act on their own values and interests, and their sense of agency: the awareness to initiate, execute and control their own actions in the world; a pre-reflective awareness. The significance of this development allows children to make their own decisions based on personal experiences. For children to gain an understanding of the difference their actions can make can be related to their personal environment. It is evident that our planet is struggling due to actions of the human kind, therefore raising awareness from a very young age of **climate change** is our responsibility for the next generation.

I asked the children, *"What can we do about Climate Change?"*

Allegra: *"We have to help the planet."*

Ethan: *"Keep the trees."*

Mia: *"We reuse the rubbish."*

Cooper: *"Use less cars and factories, because they produce gas; and spread awareness!"*

Bella: *"We plant trees so they eat the bad gases; and don't cut the trees."*

Tylor: *"Plant more trees; and let the trees grow and water them."*

Araiya: *"Use less rubbish."*

Henry: *"Use less energy."*

Vance: *"If people cut trees tell them to stop."*

This week we have discussed ideas of responsibilities we can implement in order to reverse climate change. Our week began with the definition of 'rubbish'. We learnt where rubbish comes from and where it ends up. This was such an eye opening learning discussion! The children's responses displayed their awareness which provided the foundation for the week's learning. Saving energy was another topic captivating the children's interests, as they adopted the role of a 'green monster' inspired by the book *Why should I save energy?* by Jen Green keeping their eyes on opportunities to switch off electricity in our classroom. We have combined our learning using the three R's ('Reduce, Reuse, Recycle') by reusing paper that would end up in our rubbish bins, to make paper for ourselves. Each step of the process was exciting, from using the paper shredder to ripping and cutting paper into tiny pieces, to soaking paper in water and watching it dissolve. We will continue the process of paper making next week by pressing and drying a paper sheet.

Our 'green monsters' acted green for the planet by planting seeds to grow their own food: parsley and baby capsicum. It is so wonderful to see each child develop appreciation and responsibility to their own creation as they independently visit and water the seedlings on our verandah. Through this, the children gained understanding of what plants need to survive and flourish, which has led us to make our own 'food' for the seedlings to grow healthy and strong. A natural fertiliser full of nutrients for plants can be made from our food scraps. Instead of putting banana skin in the garbage bin, soaking it in water releases its beneficial nutrients. The banana skin fertiliser making is an easy and fun activity, but most of all, we found joy the next day using our sense of smell to see how the fertiliser progressed. The children's faces and comments were hilarious! Some children thought the solution was smelly, others compared it to a banana smoothie.

Warm regards,

Veronika, Allegra, Luan and Rowel



Stage 4R: Our 'Green Monsters'



Stage 4R: Recycling Paper



"Starry, starry night. Flaming flowers that brightly blaze. Swirling clouds in violet haze. Reflect in Vincent's eyes of china blue." (Don McLean)

Continuing with our provocation to support the children's social and emotional learning, our class explored what it means to feel **sad** and **disappointed** like the blue colour monster.

What makes you feel sad?

"When I get an ouchie." Viggo

"When my toys break." Xavier

"When someone doesn't listen to me." Poppy

Our book of the week, *When I'm Feeling Sad* by Trace Moroney illustrated the situations that Bunny went through that made him feel sad, and also the strategies he used to make himself feel better. We can take a deep breath, spend time with family and friends or enjoy an activity that we know will cheer us up again. Our Author of the Week, Jane Godwin has also written stories about the sadness we feel when we lose our favourite toys. In *Tilly*, the little girl's box of secret treasures was trapped forever under a step in her house after it was recarpeted, and in *Little One*, Pippi loses her favourite dolly and learns to carry on without the comfort of her cherished possession. Our class discussed how we should always try to keep our things in a safe spot to avoid them being misplaced or lost. The children also shared stories of when they have felt sad and devastated when their toys have broken or been left behind.

During our learning sessions, the children engaged with a variety of blue experiences. They manipulated kinetic sand and loose parts with scoops, and rolled out and moulded play dough. Ice was provided to melt with salt while the children watched it change into sparkling shards, and they went fishing for sea creatures in the blue ocean. At our art station we were inspired by another one of Van Gogh's paintings called *The Starry Night*. The children created their own interpretations using shades of blue, yellow, green and black, and they also incorporated coloured paper and cellophane into their masterpieces. Whilst painting, the class listened to Don McLean's song *Vincent* which evoked the sadness that Van Gogh experienced because he never sold a single painting when he was alive. The children commented that the song sounded sad and wondered if Vincent painted to make himself feel happy?

Our vegetable garden is thriving and we were excited to harvest the pink radishes. Some of the children said they tasted spicy while others enjoyed their distinct flavour. The children also started their avocado project to see if they can successfully germinate and grow new plants from the seeds. This project will require a lot of patience as we observe the changes to the seeds, but we are confident that we'll see some roots and shoots soon.

Thank you for a fantastic week of learning!

Lauren, Luan, Rebecca and Rowel



Stage 4E: Blue Experiences and Painting the 'Starry Night'



Stage 4E: Picking Radishes and Growing Avocado Seeds



Playball

By Coach Lauren Guttman

Hi everyone,

We started our lesson this week with the 'sticky, icky, wicky bean bag' game – we all ran around and when I blew my whistle, we all found a friend to stick our beanbag together with. We spoke about how *"It doesn't matter who we stick with because we are all friends together at Playball."*

I placed bean bags all over the play area and the children ran around. When I shouted "beanbag", they all ran to a beanbag, stood on the beanbag and did their best to balance on the beanbag without falling off. I went faster and faster and faster.

I placed beanbags in a row on the ground and the children all had a turn to be 'froggies' and jump from 'rock to rock', trying their best not to fall into the river. The children waited for their turns like true sportsmen and even cheered for their friends.

I then gave each child a beanbag and they ran after me trying to stick their beanbags to my legs and arms. It was so much fun!

We threw our beanbags up to the sky – 'as high as the clouds!' and then we balanced the beanbags on our heads and walked around very slowly and carefully. I taught the children how to do a 'foot flick', where we placed the beanbag on your foot and 'flick' it up to the sky.

I then held a hoop in front of the children and they each had a turn to throw their beanbag through the hoop.

We finished the lesson with 'The Pirates and the Treasure' game where I placed a hoop in front of each child and pretended it was a treasure chest! They stood opposite their own 'treasure chest' (hoop) and tried to throw their 'treasure' (beanbag) into the hoop. We remembered that if we stand close to the hoop, we throw gently; if we are standing far away from the hoop, we throw a little harder.

What a busy lesson! See you next week.



Hello Families,

This week in Stage 1, the children were presented with a contact paper collage art invitation. They worked collaboratively and used a range of materials. The activity was open ended, building their imagination.

Stage 2 continued their focus on Australian symbols. I showed the children the art of Peter Cromer and his representation of birds and we began to work on their representation of the budgerigar. Each child was presented with a bird shaped cardboard base. They showed various methods of mark making and chose vibrant colour combinations. Next week we will continue to add to this project.

3R continued their 'space' inspired artwork. They glued the rocket ship to a background and then carefully drew themselves as pilots. They also drew passengers to accompany them on the voyage. The focus for 3E was based on the children's interest in insects. We listened to sounds of various insects and identified them, then examined their structure. The children were then presented with half a drawing of an insect. They carefully drew the other side. This activity builds fine motor and pre-writing skills and helps extend the child's attention span.

4R expanded on their knowledge of portraiture by looking at the various approaches artists use when representing portraits. We looked at a portrait by Rene Magritte and Chuck Close. We then 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. The children were then challenged to represent themselves using a continuous, unbroken line. After I demonstrated how to carry this out the children created beautiful fluid portraits. Finally, the children used watercolours to add colour to their work.

This week 4E continued their exploration of portraits by creating a sculpture of their faces. The children looked at the wire sculptures created by Alexander Calder for inspiration. Using their continuous line drawing as a starting point, the children bent a wire hanger to form the shape of their face. They then used pipe cleaners, twisting them into various shapes to represent other facial features. This resulted in a fun, yet technically challenging wire portrait, which we will add to next week.



Hello wonderful Reddam Families,

This week in drama, we continued on our new theme **Walk In My Shoes**. Our lesson was centred around flippers. The children were challenged to make our parachute look like the ocean, we made calm waves, rough waves and created a tidal wave.

In Stage 1, we read *Hello, Little Fish!* by Lucy Cousins. At the end of the book, there is a mirror where the children could look at their fishy faces! We then had a visit from Timmy the Turtle, who played peekaboo with the children.

In Stage 2, 3 and 4, we practiced our shoe poem words and actions. Stage 4 added one more verse. I'm excited to see their performance in a couple of weeks.

I showed the children pictures of my flippers this week after discussing our rocket shoes from last week, then we set off on an underwater adventure. Before we went, we read the book *Sea* by Britta Teckentrup. After reading the book, I asked the children to swim with me in the water. I put on a song *Mahoney's Debut* by Alexandre Desplat and asked the children to swim with the music. In Stage 2, I showed cartoon pictures of various underwater creatures to turn into. Stage 3 and 4 were prompted by the pictures in the book. With different parts of the music, we used our bodies and imaginations to turn into different animals.

Lastly, in Stage 3 and 4 we played a fisherman game. I showed the children various cartoon animals from the sea, and explained that one child would leave the room while the others sat on the fish. The fisherman (the child who left) would then come back and say "I'm fishing for..." and then choose a fish like seahorse, shark or dolphin. Then the fisherman had 4 guesses to try and find the fish!

Stage 2 finished their lesson with a visit from Timmy the Turtle, who played peekaboo with them and caused lots of giggles.

I wonder what shoes we might look at next week? Well done, everyone!



This week we focused on the spooky night of Halloween.

We revised 'Monster Shuffle' from last week, focusing on the steps. I asked some of the children who remembered the moves to join in with me in teaching their friends again. I was very impressed with their attentive recall of the steps from last week! We then popped on our monster faces, which fit beautifully with our costumes, and shuffled about.

For our next song we clicked our listening ears on and popped our counting fingers in the air ready to walk through *The Skeleton Scat* by The Wiggles. First we played a steady rhythm on our laps, mimicking Emma Wiggle's drum solo. Then we manipulated our voices, making low pitched noises to fit Simon Wiggles low voice. Next up was Anthony Wiggle's Guitar, tickling and strumming our tummies and pretending to play the notes with our left hands. Finally we went over our scatting with Lachlan Wiggle from many weeks ago, making silly sounds such as 'Ba be da be doo' etc. The children loved adding all these disciplines together and worked very well with the quick changes between each.

Finally we got ready to sing a classic spooky song, *The Monster Mash*! First we learnt some dance moves to incorporate such as turning our hands to fists and mashing them together. We then learnt the classic *Thriller* Michael Jackson zombie dance moves, side to side with our scary faces. We added these and some other movements the children choreographed together and took a visit to the laboratory to wake up some monsters!

The children were in such a Halloween spirit today, it was so wonderful to see them all using their beautiful imaginations throughout this lesson. I will see you next week for my final lesson of the year, passing off to Miss Xanthe for the remainder of the term.



Happy Halloween!



Happy Halloween!



Happy Halloween!



Happy Birthday!

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



07/11 - Sosuke (3R)



07/11 - Tarik (3R)