



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

12th November 2021

Principal's Message

By Mrs Kath Boyd

"No one will protect what they don't care about; and no one will care about what they have never experienced." (David Attenborough)

Whilst many schools celebrated **International Outdoor Classroom Day** last week (4th November), it was business as usual at Reddam ELS Lindfield. We are so fortunate to have numerous outdoor spaces to explore . . . and each day (weather permitting) the teachers ensure that these spaces are utilised. Even when the rain falls and the majority of the day is spent indoors, all classes endeavour to spend some time exercising under the covered areas. Time spent outdoors each day makes children happier and healthier. It helps them develop a love of the natural world, which means they are more likely to grow up wanting to protect it. It is evident that spending time outdoors has a profound impact on children's physical and mental health. As the weather heats up, the children will spend time inside in the morning and afternoon sessions, and enjoy an indoor siesta/quiet activities during the hottest parts of the day. You may like to visit outdoorclassroomday.com for more at home outdoor play and learning ideas.

Stage 1 to Stage 2 Transition

Each time I visit the classrooms I am struck by the incredible developmental advances the children have made since the beginning of the year. The adorable Stage 1 students who spent a considerable amount of time in my arms when they first joined us are now independent, confident learners full of joy! Loving, nurturing relationships have developed between children and their teachers in all four Stages, and the friendships that have formed between peers is genuine. Through these relationships, the children have learnt that the world is safe and secure, that they are loved, who loves them, what happens when they laugh or feel upset, and much more.

"Our 1E children have been interacting beautifully with each other and their teachers. We are observing prolonged attention and focus during group times and free-play experiences. They are displaying confidence during play and taking control of their own learning journey."

(Miss Charity – 1E Core Teacher)

During this final term, the Teaching Teams will facilitate an educational program that leads the children (except for our very young babies) gently into the next stage. We want children who are transitioning to a new learning environment in January 2022 to feel excited and optimistic about this inevitable change.

The older Stage 1 children have evolved from 'babies' to 'toddlers' and now predominantly process information through sensory and motor input. Natalie, Charity and their teams ensure that the children are able to move around the varied learning environments easily and have time to explore materials thoroughly. Gross motor activities are prioritised as we recognise these children need opportunities to challenge their bodies to work for them. Climbing frames, slides, tunnels, large lightweight blocks, push & pull toys and dancing sessions are essential components of the program.

Principal's Message Continued...

By Mrs Kath Boyd

The increased interest in the Stage 1 dramatic play area is also a sign of the children's increasing cognitive maturity. Hats and handbags are favourites plus we have a team of detectives onsite at the moment! The dramatic play resources are often placed outdoors close to the gross motor equipment to allow for easy movement between these two popular spaces. The children are also encouraged to manipulate materials that are messy! Playing with sand, water, paint, chalk, play dough and glue enables the children to make discoveries about the natural and physical sciences.

When tired, our little ones can become easily overwhelmed and therefore we have a haven where they can just unwind and relax. Our Quiet Zone is lined with cushions and it is here where the children can enjoy cuddling an adult, looking at books or manipulating items that build their fine motor skills. The most inviting soft spots are in the arms and laps of their beloved teachers. Frequent cuddles and words of encouragement have given them the confidence for further exploration.

Toddlers' thinking is grounded in action and sensory experiences. Playing with pegs, threading experiences, puzzles and blocks help them develop eye-hand coordination. They are learning to recognise likeness and difference, to categorise, to learn colours and basic shapes and increase their ability to reason, solve problems and make comparisons. The teachers have been stimulating their senses with scented water and playdough, fresh flowers, herb collages and scent bottles. A variety of textures are also included throughout the room. The Stage 1 children love to feel things and learn about the properties of objects through their fingertips. Bubble wrap and contact paper (sticky side up) fascinate children as they explore with fingers and feet. They also enjoy listening to musical instruments, books/toys with built in sounds, and recordings of their own voice.

Stories about families, animals, nursery rhymes and make believe are the favourites in the room. Considering that toddlers' phenomenal growth of language is greatly influenced by adults who talk with them, we make every effort to listen to and elicit responses from each child. Stories read aloud are used as a major instructional strategy and we surround the children with an environment that values reading and thinking and encourages problem solving and communication.

"The children and I have been on a journey together this year. I could not be more proud of how much the children have developed. I adore them all, my teaching team and the Stage 1 parents. I know our toddlers are ready for the Stage 2 challenges that await. It's time to leave the nest Little Ones . . . "
(Miss Heather – 1E Teacher)

In the next newsletter I will focus on the Stage 2 to 3 Transition. Have a peaceful weekend.

Pictured above: Miss Heather (1E) and Stage 1 children tending to their flower planter. Pictured below: 3R friends farewell our fabulous Music Teacher—Miss Allegra.



“A farm is more than land and crops. It is a Family’s Heritage and Future.” (Unknown)

This week, we focused on **Farmers on the Land**. There are different types of farmers in Australia, including mixed crop and livestock farmers, dairy farmers, sugar cane growers and bee farmers.

Our provocation table was set up differently each day to visually engage the children to explore Farmers on the land. Specifically, they took their initiative to observe the lifecycle of the honeybees, from the egg to the adult, on Bee Farmer’s day. As the children learn through observation and discovery by having visual resources such as real-life specimens on hand, it offers an opportunity for them to develop their own understandings of the world around them. Also, they were invited to a simulation farmer’s market. There were some pretend foods, real fruit and vegetables, which included corn, carrots, pears, garlic and onions. This supported the children to learn about healthy foods through hands-on play experiences, while connecting these experiences to their real lives.

The children were also invited to a farm-themed sensory small world play, which inspired their own imaginative play. Meanwhile, the children were having fun with corn kernels scooping and pouring activity, in which the tray was filled with corn kernels, some pasta which symbolised bees standing on there, cups and a scoop were offered. The children practised their fine motor skills when scooping and pouring with the cups, which was a practical life skill as it helped them learn to feed themselves independently as well as develop their finger strength and muscle control.

Our creative experience followed on with pasta wheels to create the effect of the wheels on a tractor, a machinery that is used on farms to cut crops. The children pressed the pasta wheels into the colours of yellow and green, and then stamped the pasta wheels onto the paper to create the wheel effect. During the creative experience, they developed the learning dispositions of creativity and imagination, as well as improved their understanding of how symbols and pattern systems work.

To promote the children’s early literacy skills, we read various books incorporating our focus of the week during the group time. One of the stories was ‘Melli’ written by Isabelle & Quentin. Melli is a little bee and lives with her mother, queen bee and other sisters. One day a bear attacks the hive and Melli starts to discover the outside world and bring back some of its precious nectar while going through many obstacles, such as a hungry spider and a bird which eats bees.

Next week, we will be focusing on **Private Investigators**.

We hope you have a lovely weekend!

Natalie, Doris, May, Angelica and Xanthe



Stage 1R: Little Farmers (Part 1)



Stage 1R: Little Farmers (Part 2)



“Children must be taught how to think, not what to think.” (Margaret Mead)

Continuing on our focus on building and developing the cognitive learning abilities of our 1E children, this week we increased this crucial developmental milestone through dramatic play, investigation, advanced puzzle pieces activities, and sorting types of animals. Stretching their minds increases their problem solving skills, curiosity and creativity and imagination, all important for their growth and development.

An animal rescue activity was set-up for the children to challenge and explore their problem-solving and sensory skills. It invited children to use their senses and explore the sensation of the ‘cold’ item while also offering the opportunity to explore how to remove the items from the ice. Children also used mathematical skills when taking part in this activity. For example, they learned the differences between liquids and solids, at the same time building empathy towards the stuck animals touching base on their emotional skills.

A puzzle-a-thon was also spread out across the floors for the children to engage with. It was a bit advanced this time, as these puzzles do not have pegs and illustrations for reference therefore children were challenged further to complete the puzzles according to shapes and sizes. Quite a challenge but to no surprise, they were able to complete the pieces. Another interesting learning activity was when we engaged the group to investigate and explore two basic potted herbs we use at home. Basil and rosemary are just a few of the herbs that are tangible and easy to understand, even for the younger children. Their young brains are wired for learning and pattern recognition, and the same openness that allows a toddler to learn a language also allows them to recognise patterns in the natural landscape.

Children have a natural desire to make sense of their world. It makes perfect sense when they are drawn to sorting activities such as what we provided for them this week: different types of natural items such as rocks, sticks, gum nuts, dried flowers and wooden blocks, as well as group of animals and colourful 3D shape blocks that were aimed to be explored and be categorised by our young learners according to their types and colours.

Teaching children how to think rather than what to think is a game changer in their growth and development. Educators, teachers and parents have to encourage children to think for themselves, follow their interests and explore the ideas that inspire their curiosities. They will be confident and independent learners, as well as become creative adults who can initiate and innovate.

Physical Motor Development: Fine and Gross Motor is another topic that will be explored for the next two weeks. Week one will be all about the fine motor skills. Fine motor refers to the group of skills involved in the ability to manipulate smaller objects with the hands and fingers, for example, grasping, holding and pinching.

I hope everyone will have a wonderful weekend!

Charity, Heather, Fatima, Mayu and Resie



Stage 1E: Animal Rescue



Stage 1E: Investigating Shells & Doing Our Groceries



"A nation's culture resides in the hearts and in the soul of its people." (Mahatma Gandhi)

Observing and celebrating festivals from many different cultures is a wonderful way to introduce children to the wider world. This week, we had the opportunity to celebrate the festival of lights, Diwali with 2R and discover about Indian culture, one of the oldest cultures in the world!

Children were encouraged to engage their senses and gain a better understanding of this culture through our sensory experiences throughout the week. They created rangoli mandalas in a variety of designs using playdough and a range of loose parts. Moreover, they enjoyed using loose parts to make various rangoli designs on some wooden circular boards. The teachers adored all of the unique patterns the children created, their persistence and attention to details they had!

Another experience involved the children manipulating some colourful mixed beans sensory trays. Children naturally love to explore, investigate and play in an unstructured way and this experience provided a chance for this exploration. They were all fascinated by the different beans and so many beautiful Indian decorations they could see in these trays. This experience helped children with fine motor development, hand-eye coordination and control, cause and effect, concentration, spatial awareness, experimenting with shape and space, language development and mathematics such as capacity and measurement.

Our little ones enjoyed learning about Indian native animals while creating magical jungle scenes using magic and cotton sand and Indian animals including Indian leopard, Indian elephant, Blackbuck, Bengal Tiger and Asiatic Lion.

In India, turmeric is considered a healer's spice. For this reason, we used this magic spice to paint and create art with. Another creative experience was to mark the Diwali festival. The children showed their artistic abilities decorating salt dough candle holders. In India, clay lamps called diyas symbolise the human body. The light represents the soul. Hindus believe that light, or goodness, chases away darkness, or evil, during Diwali. 2R used different colours of paint and glitter to create them.

To conclude our week, we made an Indian dish called Aloo Tikki, a popular street food snack made with boiled potatoes, aromatic spices and herbs.

By expanding 2R's awareness of differences through our curriculum materials, we aimed to support them to develop the social and emotional skills necessary to form positive friendships. This will provide them with evidence that people who look or sound different to them are, at their core, really just like them.

May the weekend enrich your day with pleasure and blessings!

Sara, Manoela, Vivian, Connie, Intisar, Kai and Xanthe.



Stage 2R: Celebrating India and Diwali



Stage 2R: Creative and Culinary Experiences



"Sometimes superheroes reside in the heart's of small children fighting big battles." (Unknown)

Integrating the popular cultures (Disney, Marvel, children cartoons) into this week's focus - **Brave**, was one of the favourite discussions during group-time. Our 2E children have intense interests in sharing imagination in play and assigning different characters to friends. While Jasper loves Captain America who bravely fights baddies, Thomas adores multiple Disney characters such as Wall-e, Brave and Marshall in Paw Patrol. We extended their knowledge with a magnetic sorting game because some superheroes have magnetic power. The children were engaged in a science experiment in which they started a trial and error process when they tested magnetism objects.

We honoured the bravery of astronauts and community helpers such as firefighters and police officers through the stories *Give Me Some Space* by Philip Bunting and *Fire Engine Lil* by Andrew and Janet Mclean. We discussed how helping other people is brave, and people who work in first response positions put themselves in danger or set their first steps on the Moon and are brave. Everything has its first time. We read *Little Penguin Learns to Swim* by Eilidh Rose and Dubravka Kolarvic, a story about a penguin who is nervous about learning to swim, but finds courage through her friends who are all trying new things! To scaffold the contradictory feelings of being brave including, shy, nervous, anxious and scared, the literature *When I'm Feeling Scared* by Tracey Moroney engaged us in discussion of big deep breaths, what happens when we feel fear and how to overcome fear and anxiety. This can help children to cope with stressful situations/transitions.

What makes our 2E friends feel scared?

Kaylee: "A monster."

Lucas: "Bad guys."

Thomas: "Spiders."

2E friends feel brave...

Arley: "When I go asking for treats on Halloween."

Ellia: "When I'm with my mum."

Thomas: "When I look after my brother."

Jasper: "When I dressed up as Captain America."

On the provocation table, the children were invited to rescue insects which have been stuck in a red spider's web or aliens in a green puddle. The little rescue team used tongs and tweezers which enhanced their fine-motor and pincer grasp skills. These skills are significant for formal writing development and self-help skills. Every learning experience represented small world sensory play such as outer space, jungle, fire and Antarctica to manipulate and explore the sense of bravery.

Have a fabulous weekend!

Mia, Carina, Tracey and Intisar



Stage 2E: Emotion Monster Art



Stage 2E: We Are Brave



“Natural science is an important part of the preschool setting as it meets children’s natural curiosity of their surrounding environment while at the same time developing their social, linguistic and fine motor skills” (Vidal Carulla)

Reacting to reactions was the theme of this week’s provocation as the class focused on chemistry. Natural chemistry is a great way to engage children’s curiosities as they try to make sense of what they can see, smell, feel, hear and even taste. Our table experiences this week engage the children’s ability to problem solve and explore independently. The sensory trays this week have been filled with different substances such as baking powder, salt, bicarbonate of soda and flour with bottles of purple cabbage water which demonstrate the different acid and alkaline in the substances. The children were amazed at the different colours it produced, blues and purples. The use of the cabbage water was consistently available throughout the week for the children to explore, test and observe.

The creative art for this week used turmeric, washing powder and lemons to create beautiful art pieces. The chemistry involved saw the lemon juice changing the washing powder change the turmeric yellow paper into a deep brown and the lemon juice to turn it yellow again. This process works off the basis that acids and alkaline liquids change the colour of the turmeric but can also change it back depending on which one you use. The children were in awe of this and spent extended periods of time testing and experimenting with their art. Another art experience offered saw children using watercolours and salt to make textured pieces whilst also demonstrating the role that salt plays in absorbing moisture.

In our learning groups we extended upon the cabbage water experiment by introducing the children to litmus strips that test the pH balance of different liquids. The children were given a variety of liquids such as soapy water, vinegar, lemon juice, water and washing powder water to test. Firstly the children were shown how to read the strips by looking and matching the colours to the guide. The children then used their strips to explore the liquids themselves. Throughout this experience, the children are engaging in a scientific process as well as mathematical concepts as they match, categorise and observe changes.

In another group, the children explore different states of matter, such as liquid and solid. This was done through concrete manipulation of making ‘goop’. The children measured out the solid - cornflour, and then slowly added water. The children initially thought that it would become watery, however, once touching and feeling the mixture, the children were able to see that the ‘goop’ took on two different states of both solid and liquid depending on the pressure you applied to it. Learning through play allows children to “invest time and energy in play, and there are opportunities for learning when they do play” (Pellegrini, 2008).



Stage 3R: Reacting to Reactions (Part 1)

Other experiences saw the children making their own volcanoes using lemons, vinegar and bicarb soda to test which liquid produces the best result. The children were asked to make a volcano in the sandpit and add the bicarb soda. Then, having a taste test of the lemon and vinegar, they were asked to choose which one they would want for their volcano. The children chose different liquids and were observant of the results, comparing it with others and discussing the outcomes.

Next week we look at reflection and refractions!
Miss Grace, Miss Pa, Miss Margaret.



Stage 3R: Reacting to Reactions (Part 2)



“Education is not the filling of a pail, but the lighting of a fire.” (W.B. Yeats)

Art is naturally linked to creativity, an attribute that is increasingly being touted as one of the most important factors for the success of individuals, organisations and cultures. Artistic activities foster intellectual development. They stimulate both sides of the brain, helping to increase the capacity of memory, attention and concentration. If children engage in hands-on art activities, they learn much better in all disciplines. Not only is art fun but promotes creativity, it encourages neural connections, builds fine-motor skills, develops problem solving abilities, is a precursor to writing skills, helps children connect and become flexible thinkers. Art introduces children to new vocabulary and concepts. Research shows how the use of artistic expression can communicate information, shape thoughts and ideas, help develop reading skills, math and science.

The 3E children have embraced this week of **Life in Colour** by engaging in a variety of artistic and colour explosive learning experiences. We explored some wonderful artists and their specific techniques using some famous pieces as inspiration for our own art works, such as Van Gogh, Kandinsky and Australian artist Bronwyn Bancroft. With these artists in mind, the children were encouraged to incorporate lots of swirls and movement into their paintings, in addition to geometrics, concentric circles and indigenous painting techniques.

Group time discussions centred around primary colours, secondary colours, colour mixing and how we create shape. This led us to another artistic influence this week, George Seurat who made famous the technique ‘Pointillism’. Pointillism is the practice of applying small strokes or dots of colour to a surface so that from a distance they become visually blended together. We looked at the larger artworks like those of Monet and Van Gogh using the zoom feature on the iPad, to see how from far away the dots blend together to make different colours and shapes but upon closer inspection you can see they are made up of a collection of dots. Exploring the concept of pointillism for ourselves to create our own masterpieces, we used cotton buds and finger tips to build up the autumnal colours of leaves falling from a tree.

At the discovery table, the children enjoyed the sand trays, pouring and mixing the different coloured sands, building, moulding and creating. Some of the children enjoyed the colour sorting trays, using chopsticks to move things around into the various compartments, creating unique patterns, refining their fine motor skills and mathematical thinking. Multi-coloured water beads frozen in ice, were also available for the children to unfreeze with pipettes full of water, and uncover the colours within.

Next week, we will further extend on this learning of art and colour, introducing additional artists, techniques and colour experiments into the fold.

Have a wonderful weekend,

Deb & Priya



Stage 3E: Engineering (Part 1)



Stage 3E: Engineering (Part 2)



***"Let the sun bring drought and ruin come with the rain,
I will plant my fields."*** (Peter Galen Massey)

This week, our provocation is **Climate Change - Plant Identification and Gardening**. To introduce this topic, we began our learning by reading the book *Why should I protect nature?* by Mike Gordon. The book describes in an informative manner what the world would look like if we didn't protect nature and what we can do. The children brainstormed ideas about why we should protect nature:

Araiya: "So the Earth doesn't get hotter and the animals don't die."

Allegra: "We have to save nature because all the animals and all the humans can survive."

Cooper: "So that we have more wood to save the trees."

Henry: "So we can live and we won't die."

Tylor: "Otherwise everything is dead."

Our learning continued with the definition of what is soil: the upper layer of Earth in which plants grow, typically consisting of a mixture of organic remains such as clay and rock particles (Oxford Dictionary, 2021). The five layers of soil from surface down are as follows: organic (or hummus) layer, topsoil, subsoil layer, parent material and bedrock. The children engaged in making a tiny garden for their classroom by layering pebbles and soil as a basis to create a terrarium. The pebbles help the drainage in the glass jar and the soil provides food for the succulents (type of plants we used).

A further investigation into the types of plants introduced the two main groups of vascular and nonvascular plants. We learnt that vascular plants have transport tubes to move water (xylem) and nutrients/food (phloem). Nonvascular plants don't have those specialised tissues: no true roots, stems or leaves. They must be small and low to the ground and tend to grow in damp, moist places, such as the moss, liverworts and hornworts. A visit to our very own eco-garden placed theory into action. The children noticed that the lettuce, radishes and strawberries were ready to be picked. What a delicious treat!

Learning about plants we couldn't help wondering: what are the parts of a plant? We found out that plants have a root system and a shoot system. The root system consists of the root portion of the plant, grows downwards into the soil and is responsible for absorbing water and minerals, storing food and anchoring the plant. The shoot system generally grows above the ground and it includes the stem (supports the plant), fruit (protects the seed), and leaves (performs photosynthesis - responsible for creating oxygen and energy).

Wishing you a lovely weekend!

Veronika, Allegra and Luan



Stage 4R: Terrariums



Stage 4R: Checking Our Eco-Garden



“What one loves in childhood stays in the heart forever.” (Mary Jo Putney)

Our provocation continued this week, based on the story *When I'm Feeling Loved* by Trace Moroney. The class discussed who the people are in our lives that love us the most - our parents, our siblings, grandparents, friends and teachers too. When we feel loved we also feel supported, more confident and reassured that we are surrounded by the best people in our lives. When we spread love to others around us it makes them feel loved too, creating peace and harmony in our environments. Throughout the week, the children responded with many comments and observations about our other stories which included *The Scarecrows' Wedding* by Julia Donaldson and *Guess How Much I Love You* by Sam McBratney.

What do you and your family love to do together?

Aiden: “We ride bicycles together.”

Poppy: “We have pizza night.”

Olivia: “We go bushwalking.”

At our learning tables, the children engaged with pink-themed experiences to correspond with our pink colour monster. The children manipulated kinetic sand, play dough with heart cutters, used heart counters to practise their one-to-one correspondence, matched different shades of pinks and purples and decorated pink love hearts with sequins. Our artwork was inspired by Monet's *Water Lilies* series of paintings. The children used pastel shades of paints, tissue paper, coloured paper and crayons to create their own interpretation of the water lilies and we discussed how Monet and Van Gogh (our artist last week) were called 'impressionists,' as they painted their own impressions of the landscapes around them. Monet mostly painted gardens and landscapes, and the occasional building. Frog pond trays were also provided to correspond with the lily pad theme where the children could role-play with frogs and learnt about their life-cycle.

Our Author of the Week was Giles Andreae who writes fun stories about animals. We started with a well-known classic *Giraffes Can't Dance* where we read about Gerald and his dream to dance at the annual competition. At first, his long legs gave him grief and he found it hard to be graceful, but the more he practised, the better he became. The class discussed how there are some things we are good at and other things that we can't do... yet! If we practise and persist then anything is possible. Never let others tell you that you can't achieve your dreams and always believe in yourself. Our other stories included *The Lion Who Wanted to Love*, *Commotion in the Ocean*, and *Rumble in the Jungle*.

A special thank you to Rohan and Xavian for teaching us about Diwali and sharing their culture and traditions with us. Next week, the children will explore what it means to feel **angry**, learn to navigate these volcanic feelings, and what strategies they can use to calm down.

Lauren, Luan, Rebecca and Rowel



Stage 4E: Feeling Loved



Stage 4E: Monet's Water Lilies & Frog Ponds



Playball

By Coach Lauren Giuttman

Hi there!

This week, we warmed up with 'funny runs' – I placed cones on one side of the play area and the children stood on the opposite side. The children did 'funny runs' to the cones, they ran around the cone with hands on their knees, hopped on one foot, galloped and skipped.

I then placed the cones in a straight line and the children zig-zagged the cones; going in and out, in and out – a wonderful activity for crossing the midline. Next, the cones were placed in the shape of a circle. We marched around the circle and even danced around the circle. When I blew my whistle, we balanced one foot on the cone, remembering to keep our arms stretched out so as to help us balance. We spoke about how if we fall, 'we pick ourselves up, brush ourselves off and give it another go'.

We then played the *Shadow Game*. The children pretended to be my 'shadows' and we copied everything I did! Afterwards, we practiced bouncing 'Mr. Ball' – and learnt that we have to wait for Mr Ball to pop up as an introduction to basketball. The children practiced doing chest passes and then I lined them up and they had the opportunity to chest pass to me. We did 'bunny ears' pushing up to the sky starting on our heads and then I held up a hoop and the children tried to push a ball into the hoop.

I then strapped a basketball hoop to my back and ran around the play area. The children ran after me trying to throw foam balls into the crazy basketball hoop. The children were laughing and laughing. I rolled foam balls across the play area and the children had to try and catch them before they reached the opposite end of the court.

The children ran around the court and I tried to catch them with my crazy basketball net. We spoke about being a good sport, and that we don't get cross or upset if we get caught as it's only a game!

What a fun lesson!



Hello Reddam Families!

I was so happy to share some creativity with your beautiful children on Tuesday!

In Stage 1 the children were presented with a contact paper collage art invitation. Working collaboratively, the children were offered a range of materials which they could choose from. This week we focused on using a range of recycled and natural materials. The children had the autonomy of selecting colours and textures that appealed to them.

The children in Stage 2 continue to work on their colourful bird artwork. Starting with a watercolour wash over the top of their drawings, the children enjoyed the discovery as the two materials resisted each other. They then added a wing to their work. Each artwork is so unique and a true reflection of the creativity within each child.

3R began to look at the art created by Wassily Kandinsky. He was an expressionist who conveyed his feelings and emotions through the bold use of line and colour. Focusing on his work 'Square with Concentric Circles', one of his colour studies, the children created their own interpretation of this artwork. They used a combination of oil pastels and watercolour.

3E continued to develop an artwork based on their interest in insects. The children painted their insect images and collaged them onto a board adding various materials to create a mixed medial piece representing the insect in its environment.

This week 4R extended their explorations of ways to represent 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 the other facial features. This resulted in a fun yet technically challenging wire portrait. We will add further details to their work next week.

4E were introduced to the artwork of Amedeo Modigliani. We focused on his portraits which were modern in style characterized by long faces and necks. Using oil pastel on black paper, the children created their own responses to his work.

See you next week!



Ni Hao!

This week I returned to Reddam with many more songs and puppets to share the Mandarin language with the children.

We started our lesson with my greeting song, singing "Ni Hao" to each other. Greeting and acknowledging each child makes them feel welcomed and prepares them for learning. The children know my greeting song means that it's time to learn Mandarin!

After greeting each other we all jumped up to sing *Da Xiang* ('Big Elephant') to involve movement into the lesson. The children used their arms to make an elephant trunk and stomped their feet like elephants. We also sang the *Liang Zhi Lao Hu* ('Two Tigers') song, pointing to each body part the song mentioned the tigers were missing! Both songs introduce children to the Mandarin words for body parts and animals. Next, the children used their numeracy and fine motor skills to sing *The Finger Family*, which used each finger as a member of a family.

Afterwards I brought out my finger puppets. The children then practiced the complementary phrases song, which they sang beautifully! The children also learnt a new phrase 'bào bào' (hug) in Mandarin and used their finger puppets to hug each other, as well as me!

I then showed the children my clay puppets of the sun, moon and stars. The children practised the Mandarin phrases for each puppet individually, then sang *Xiao Xing Xing* ('Twinkle Twinkle Little Star') in Mandarin. The song differs slightly from the English version and compares the shining stars to twinkling eyes in the sky.

Lastly, we practised *Old McDonald* with felt puppets. I showed the children each animal puppet and explained the Mandarin phrases. I introduced the children to a memory game where I would add or remove a puppet from the collection while they closed their eyes, then they guessed which animal was added or taken to further practise and engrain each phrase.



Hello Reddam Families!

This week in drama we continued on our theme **Walk In My Shoes**. The shoe of choice was a hiking boot. The children used the parachute like a tent, as if they were camping!

In Stage 1 this week we had a visit from the Kookaburra puppet. Before he came out of the bag, we listened to his laugh and sang *Kookaburra Sits on the Old Gum Tree*. The children enjoyed kisses and cuddles from the puppet. To finish, we looked at my hiking boot and used our stomping feet!

In Stage 2, 3 and 4 we practiced our shoe poem words and actions. We will film our poem next week! Stage 2 pretended to put on their hiking boots and then came on an interactive adventure through the forest. We played a game called 'Monster is Coming' while listening to the song *Walking In the Bush* by Play School. When the music stopped and the maraca shook, the children had to freeze so that the monster didn't catch them! On the other side of the forest was a lake. We hopped into our boats in pairs and sang *Row, Row, Row, Your Boat* while rowing through the lake. We came across a crocodile who tipped our boat and had to quickly swim to shore. When we got to shore we dried off with a towel but we were so cold! We needed to make a fire. After filling up on roasted marshmallows, we fell asleep. While we were sleeping we heard the call of a Kookaburra. The children enjoyed kisses and cuddles from the Kookaburra puppet to finish.

In Stage 3 and 4, I showed the children my hiking boots and read them the story *Where The Wild Things Are* by Maurice Sendak. After reading the book, I asked the children to show me their terrible claws, gnash their terrible teeth, roar their terrible roars, and roll their terrible eyes, just like the "Wild Things" in the story. We then broke off into pairs and rowed our boats, like Max, through the ocean to where the wild things are.

Stage 4 split off into 2 groups: half were Max and the other half were the Wild Things. When the Max group arrived on the shore they saw the Wild Things dancing. They held up their hands and said in loud and clear voices "Be Still!" The Wild Things then bowed to Max and called him the king!

Stage 3 and 4 then went on a Wild Rumpus to the song *Rumpus* by Karen O and The Kids. In Stage 3, the children followed my actions, and in Stage 4, each child had a turn at being Max leading the Wild Rumpus.

To finish, we sat in a circle, made a campfire and pretended to roast marshmallows. We remembered that Max felt lonely, so the children showed me their best lonely expressions. We came home and had a quick visit from the Kookaburra puppet.

Next week is the last week of our "Walk In My Shoes" segment. I can't wait to see the finished poems and explore one last shoe. Well done everyone this week!



Happy Birthday!

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



10/11 - Elise (1R)



11/11 - Ryunosuke (4E)



11/11 - Luca (1R)

Happy Birthday!



12/11 - Kyle (2E)



13/11 - Gaby (1E)