



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



19th November 2021

Principal's Message

By Mrs Kath Boyd

"The journey of 1000 miles begins with a single step." (Confucius)

This week, the devoted Stage 2 Teachers are joining me to reflect upon their current learning program in relation to the **Stage 2 - Stage 3 Transition**. The 2R & 2E children are no longer young toddlers. They are now in the process of developing into strong, capable and active learners. Since the beginning of this term, the children have been practising important learning skills such as concentrating for longer periods, sitting still with legs crossed and following instructions without repeated requests. *"These skills are essential to their success in Stage 3 and without a doubt, they will be ready for their next adventure."* (Mia)

The Stage 2 Teachers have been supporting each child's emotional development, as they learn how to interact constructively and positively with others so that they are able to form strong and secure relationships. The children are also supported as they learn how to deal with change and challenges in a constructive way.

As the end of the year approaches, our Stage 2 Teams have been incorporating purposeful experiences in order to assist the children with this impending transition. The children have been developing their fine and gross motor skills throughout the year and will be expected to participate in a range of activities using these skills by themselves once in Stage 3. The Early Years Learning Framework places a focus on fine and gross motor skills as they *"provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves"*, as well as teaches children about the importance of physical fitness and health.

To foster their development of fine motor skills, the teachers have demonstrated the correct way to, for example, hold a spoon or fork correctly when eating or put on shoes. By scaffolding the children's development and providing them with positive feedback, they are learning these things by themselves. This also encourages children to become independent as they learn key self-help skills which will only help prepare them for Stage 3 adventures. We provide a range of resources and experiences which encourage the children to use their fine motor skills. These include drawing, painting, collaging and dramatic play. *"Our children are capable and creative with the ability to manipulate tools and different mediums to express themselves, imagine themselves and be themselves."* (Sara)

In order to support their gross motor skills; Stage 2 Teachers have incorporated 'Fundamental Movement Skills' into the learning program. These skills include running, jumping, side-sliding, skipping, galloping, hopping, leaping, catching, throwing and kicking. As children successfully develop these skills, they are able to take on more difficult physical challenges. To continue preparing your child for their transition at home; parents may invite their child to complete tasks by themselves, providing positive feedback and scaffolding as they go. *"Encouraging your child to engage in play-based experiences also invites them to learn about their spatial awareness as well as improves their motor skills."* (Vivian)

Principal's Message Continued...

By Mrs Kath Boyd

"To further support the smooth transition to the Stage 3 curriculum, we are continuing to provide cognitively challenging activities in order to cement the foundation for academic concepts such as numeracy, science and literacy." (Carina) Over the next four & a half weeks, we will also continue to provide an environment where language development is supported and conversation opportunities are promoted. Stage 3 children will be expected to communicate their feelings and needs through verbal interactions with their peers and teachers. "Providing children with language and communication skills empowers them to become confident individuals." (Manoela)

Important Upcoming Events

Open Day

A reminder that on **Saturday 27 November** from **9am - 12pm**, we are opening our school to interested families and friends of all our current Stage 1 - 4 families. At this event, we will have exciting 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. Current Stage 4 Families are invited to join us and be our School Ambassadors. If in attendance, 4R & 4E children must wear their Reddam uniform and at least one parent needs to remain on campus.

Visitors will need to register via this [link](#) to attend the Open Day or register for a [personal tour](#). If you could pass on this invitation to anyone who may be interested I would be very grateful.

2021 End-of-Year Celebrations & Stage 4 Graduation

We will be hosting outdoor End-of-Year Celebrations on the dates listed below and RSVP Sheets are now located in each room. 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

Enjoy the weekend with your sweet children.

Pictured above: 2R Japanese Zen Garden Experience. Pictured below: Literacy Group Time in 2E.



“One lie is enough to question all truths.” (Unknown)

This week, we focused on the profession, **Private Investigators**, also known as Detectives. A Detective is a person who investigates crime. Most Detectives are Police Officers. Some are private investigators who are hired by a private company or person. They spend a lot of time interviewing suspects and witnesses, collecting evidence and testifying in court.

To start off our week, the provocation table was set up with a detective themed dramatic play. There were magnifying glasses, a camera, evidence cards and a fingerprint chart. The children enjoyed experimenting with the tools and materials immersing their imagination in play.

To extend the provocation theme and stimulate the curiosity of the children, they were invited to look into a box with magnifying glasses. Under the box, there were some pretend insects, bugs and other items for the children to investigate. The box also had some little holes for them to have a closer look to see what they could find inside.

As for the sensory play, the children were encouraged to use tweezers or even their hands to search through oats and find the hidden animals. It included colour recognition into this hands-on sensory exploration, as there were different colours of the animals, such as orange sheep, purple horse, red rooster and blue cow.

During one of our group activities, Scavenger Hunt Game, the children demonstrated themselves as confident and involved learners, as the children took their initiative and applied their detective skills (observation and concentration) to find as many animals as possible around the garden area.

One of our creative experiences invited the children to design their own I Spy art. A variety of craft supplies were provided, including feathers, letters, googly eyes and heart shaped glitter. They practised their hand-eye coordination skill picking up things they wanted with their fingers and sticking onto a piece of paper to create their own masterpieces.

Next week, we are off to the **Dentist!**

We hope you have a lovely weekend,

Natalie, Doris, May, Angelica and Xanthe



Stage 1R: Little Detectives



Stage 1R: Extra Snaps



"Please don't rush me to write. I will, soon enough but right now, there are so many more important things that my hands have to do." (Anonymous)

There is no rush for little hands to write. There are many more important things for them to explore using the small group muscles of their hands. Little hands need time to build and strengthen all those muscles. And little minds need time to figure out how all those muscles work. Supporting this crucial development involving their dexterity, this week was filled with activities that promoted and challenged our young learners' fine motor abilities.

Scissor skills spaghetti sensory play and paper craft roll ball balancing were amongst the great challenges for our little hands. Grasping the balls strengthens the children's hands for pencil grip when they are ready to write. Also, this allowed them to practice their impulse control as they steady the rolls to keep the ball on top of each roll. Holding one's hand steady is a great way to build muscles and arm strength. Scissor play is a complex task but this introduction was a great way to assess the ability of focus, concentration and coordination from our developing learners which would be of great help for us to create and plan out more activities that will surely improve and support their current learning potentials.

We kept the challenges happening with our lacing cards available so the children could practise their threading skills. The looks of concentration on their faces are so precious! We encouraged them to maintain the fine skill of threading even more by providing another experience of threading beads onto a shoelace. Extending on this, another confidence skill we practiced with the children was helping and encouraging them to put on their socks. This is a great confidence booster once the children master this task. It was a fun time watching the children try to get their socks on and then the pleasure as they succeeded.

Inspired by Henri Matisse's *The Snail*, a collage artwork using coloured paper, cut and pasted on a blank canvas. Same goes with pasta sensory bowls and tongs transferring activity. Using their fine motor grip, the children were invited to transfer the pasta from one bowl to the next using the tongs. It serves as an opportunity for the children to develop their fine motor skills and pincer grasp preparing their hands for writing as they applied glue using a brush and enjoy the stickiness of this collage activity. The scribble table was still employed today as we continue to build on the children's eye-hand coordination and wrist manipulation skills crucial for their pre-writing abilities, the same is true with our elastic bands and pine cones activity. With their teacher's guidance and modelling, the group was shown how to spell out and write their names and wrap the elastic bands around the pinecones.

Next week will be all about the second part of **Physical Motor Development: Gross Motor**, which requires whole body movement and which involves the large muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table.

Wishing everyone a great weekend!
Charity, Heather, Fatima, Mayu and Resie



Stage 1E: Practising Our Fine Motor Skills



Stage 1E: Snail Artwork



***“Tell me, I forget. Show me, I remember.
Involve me, I understand.”*** (Chinese Proverb)

Cultural awareness and tradition play important roles in helping young children develop a positive sense of identity and build self-esteem. This week, we travelled to China. Red is the national colour of China and symbolises happiness and good fortune, and yellow is the colour of royalty. Inspired by these two vibrant colours, we had a variety of red and yellow sensory experiences. 2R manipulated yellow and red playdough and engaged their creativity. The Chinese rice sensory trays encouraged their fine motor skills as there was lots of fabulous filling and emptying going on.

The ancient Chinese thought that the snake could prolong life and considered it to be a symbol of good luck, great harvest, and reproduction. Our red slime along with red and yellow plastic snakes promoted mindfulness, helping children focus and encouraging them to play independently as well. Chinese writing characters go back more than 3,000 years. Writing each character is like drawing a tiny picture. Pictures were drawn to resemble the items they represented. This led us to create art using black paint and pretend to write the Chinese Characters and words.

Moreover, 2R were encouraged to learn how to use chopsticks to transfer cooked noodles. It was fascinating to watch how they attempted to use the chopsticks and invited them to investigate and problem-solve. We talked about the animals that live in China including the giant panda, snow leopard, red panda and many more. Children created natural habitats for pandas using natural resources.

Dumplings are such a popular and meaningful food product in both Asia and other parts of the world. Miss Connie explained to 2R that dumplings were invented by Zhang Zhongjing, a Chinese medicine practitioner. She then told us the story behind this food being passed down from generation to generation across many cultures.

It was a difficult winter and many were experiencing ill effects from the cold. To help people warm up, Zhongjing took mutton, herbs and chilis, and wrapped them in dough, then steamed them to bind everything together and keep them warm. These steaming, pillow-like treats helped people overcome the cold weather, while the herbs that Zhongjing put inside improved blood circulation and prevented frostbite. Many different cultures invented their own dumplings and many of those dumplings look quite different from what Zhongjing first created. By understanding this unique history, we understand more about how food has functioned in general throughout the human experience both as a practicality and as medicine for the mind, body and soul.

There is simply no food that's better than the dumpling for illuminating this important point and showing us that for all of our differences, food is one of the primary unifying factors that binds us together. So this week, 2R were invited to another cooking experience and we made chicken dumplings which involved everyone in our room in the process and they turned out to be the most delicious dumplings in the world!

Here are the days to refuel your soul and get lost in fun. Best wishes for the weekend!

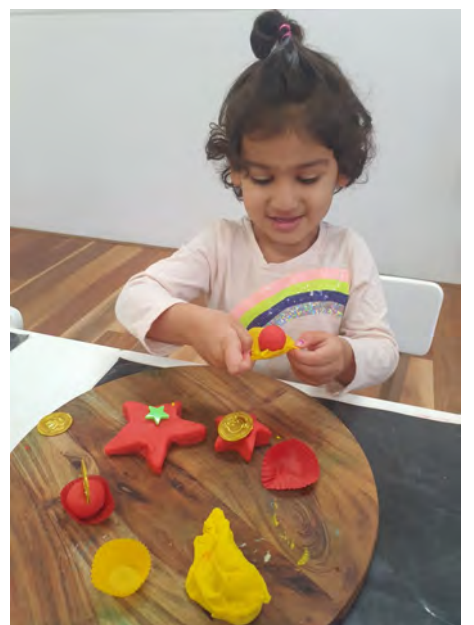
Sara, Vivian, Manoela, Connie, Intisar, Kai and Xanthe



Stage 2R: Celebrating China (Part 1)



Stage 2R: Celebrating China (Part 2)



“Each child is supported to regulate their behaviours, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.”

(Australian Children’s Education and Care Quality Authority)

Children need cooperative opportunities such as group time discussions to identify a range of their own feelings and others’ feelings, recognise the consequences of their actions with others, react to others and think of altruistic alternatives to resolve distressing situations. When cooperative groups function well, children learn socially responsible behaviours, receive feedback of their actions, respect one another, and they learn to think for others.

This week’s focus was **It’s Okay to be UPSET**, in which we explored what it means to be upset and what calming strategies can be applied to handle strong feelings. Learning about feelings and how to cope with negative feelings is a lifelong learning process. Also, people have different perceptions of their feelings and emotions. Instead of assigning the right answers/strategies to cope with anger, we asked questions to elaborate and extend their understanding of these emotions through a range of stories and interactions.

We read an Australian favourite story called *The Very Cranky Bear* by Nick Bland. This was a humorous, rhyming story with an important message of listening carefully to your friends’ needs and thinking of problems from their point of view. The book approached negative emotions in an age-appropriate way, providing opportunities for children to discuss what makes them feel cranky. We also read *When I’m Feeling Angry* by Tracey Moroney, which further informed children of what anger might feel like, and how to help ourselves feel better when we’re angry.

Calming lavender scented rice was the most favourite sensory activity. Our 2E friends spent a long amount of time scooping and transferring the rice into a small jar. Filling, scooping, and pouring activities help develop fine motor skills as well as using math concepts such as less and more. These tasks help children coordinate their hand movements with what they are seeing, feeling, and smelling. Miss Tracey surprised us with a magic bottle. She put colourful paper clips in there and filled them with water. When we kept the magnetic wand close to the bottle, the paper clips went up and down and danced along. While our friends were all wondering, Miss Tracey carefully explained how a magnet works to promote physical science in young ages.

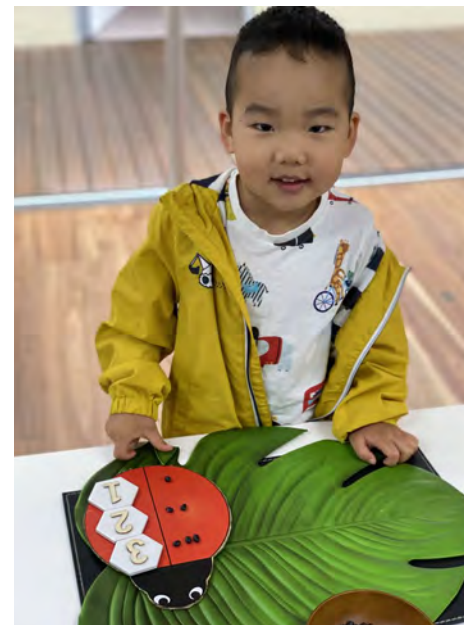
To enhance our friends’ numeracy skills, the ladybug dot counting and watermelon seed counting activities helped them assign the right quantity of dots/seeds (black beans) to a number symbol. The children mastered their 1:1 correspondence and number recognition with minimal assistance. We also practiced additional language and number recognition when Miss Mia asked “How many more to make five?”

Have a peaceful weekend!

Mia, Tracey and Carina



Stage 2E: When I'm Feeling Upset (Part 1)



Stage 2E: When I'm Feeling Upset (Part 2)



“Children are natural scientists and engineers – they are explorative and creative, working out how the world works through their experiences. Through play, we can tune into children’s natural curiosities, and facilitate making explicit links in their enquiries and learning.” (J. Kristy)

Children can explore **reflections** through play and everyday experiences. Through the use of mirrors, you can demonstrate that images reflect because they bounce light off the surface. **Refraction** is a phenomenon that is often confused with reflections. However, unlike a reflection where light bounces backwards – a refraction occurs when light passes *through* a medium. This week, the children explore these two complex concepts in an attempt to understand how these work in our world.

The creative art offered this week encourages the children to explore reflections through symmetrical drawing using half of a leaf as the starting point to then draw the rest of it. This is a fun way to understand that reflection can also be used to reflect another half to complete the image. Another art project for the children this week used shadows for the children to draw, or copy. Using small torches and blocks, the children were able to shine their torch onto their structure before being encouraged to draw the shadow they created. The sensory table had mirrors and gems for the children to use as part of their loose parts reflection play. During this experience, the children made intricate designs and patterns which were reflected in the mirror. The children commented that *“It looks like there’s more gems now”*. The children were also intrigued by looking at their own reflection in the mirror. In one of our learning groups, the children explored light using the spectroscope made from recycled materials. A spectroscope is a device that measures the spectrum of light using the slit at the end bending the light waves as they pass through the glass. The children enjoyed looking through the tubes and the holes in the tube which they all said that they saw rainbows in.

The group with Mr. Kai explored reflection with light and CDs. The children observed how the light from the torch could travel and reflected some colours (we used the torch from a mobile phone). The children also mentioned that they could see rainbows. Having two experiences where the children could see rainbows, we further asked them why they saw rainbows from the reflection. The answer wasn’t yet given so the children can continue their hypothesis. Another experiment that further explores the idea of refractions and reflection is making a ‘solar oven’ by covering a box with reflective materials - in this case foil. The children were asked to think of which material would reflect the light best and were able to test their hypothesis using a torch on different materials. They then chose the foil which they then glued to a box. Then, adding a piece of chocolate into the box and placing it in the sun, the children were able to visit the box throughout the day to observe the changes. Unfortunately due to the weather, the chocolate remained in a solid state. This productive failure allows learners to persist in generating and exploring different processes and solutions.

Next week, we take a closer look at engineering, construction and technology.

Grace, Pa, Margaret, Kai and Tas



Stage 3R: Reflections and Refractions (Part 1)



Stage 3R: Reflections and Refractions (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.

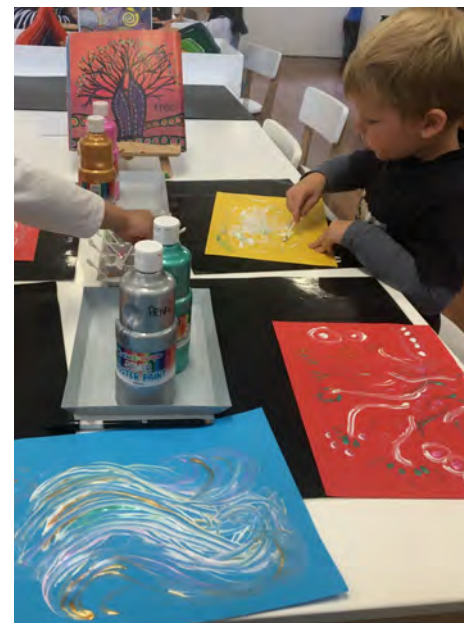
At the discovery table, the children enjoyed the sand trays, pouring and mixing the different coloured sands, building, moulding and creating. Some of the children enjoyed the colour sorting trays, using chopsticks to move things around into the various compartments, creating unique patterns, refining 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, Shandie and Tas



Stage 3E: Art & Colour (Part 1)



Stage 3E: Art & Colour (Part 2)



"There is no such thing as 'away'. When we throw anything away, it must go somewhere." (Annie Leonard)

This week, our **The World Around Me** provocation was all about *Recycling*. The children were opposed to the question of what recycling means. Araiya said, "Don't throw things in the waste bin so you can use them again." Well done! We watched an educational video explaining what recycling means and what are the things we can recycle. We learnt that glass, metal, some plastics, paper and cardboard can be recycled, whilst food, things that are broken beyond repair and some types of plastic can not. This learning has led us to look at the different types of bins we use in Australia and what goes inside each of them. The book *Questions and Answers about Recycling and Rubbish* by Usborne books explained further the process of recycling as with each flap we lifted, we learnt new interesting things. It was time to put learning into action: the class moved outside to paint large recycled cardboard boxes in the same colours of the different bins we use for recycling.

Red: waste bin - here we throw out food items (if we don't have a compost bin) and anything that cannot be reused or recycled

Blue: paper and cardboard

Yellow: recycling items, including glass, steel, aluminium and hard plastics

Green: garden waste, including leaves and pruning

We also learnt about the 'REDcycle' bin program, a stewardship between manufacturers, retailers and consumers sharing responsibility in creating a sustainable future. The REDcycle bin is located at your supermarket, where you can dispose of soft plastics, such as bread bags, biscuit packets, frozen food & veggie bags, paper goods packaging, and, more importantly, plastic bags. Any plastic that we can scrunch into a ball. They need to be as dry and empty as possible. This simple way of recycling helps to keep millions of plastic bags and packaging out of landfill. Not only that, the children were impressed to learn how these items can be reused by being transformed into an array of new products, such as plastic tables and chairs. The children were surprised to know that whilst some things take a few weeks or months to decompose, other products such as plastic can take millions of years or even more devastatingly not entirely disappear at all.

To know what to recycle, we had a look at packaging labels and learnt that they will tell us what can and what can't be recycled, or even in which condition we can recycle them. For instance, a box can be recycled but the wrap can only be recycled at a store drop off and the lid must be disposed of in the waste bin.

We read the eye-opening story *Somebody Swallowed Stanley* by Sarah Roberts. The children's inquiry on learning to reduce plastic usage and how to recycle it properly led us to read another story *The Tale of a Toothbrush - A story of plastic in our oceans* by M.G. Leonard, suggesting that we invest in bamboo toothbrushes rather than plastic, because bamboo is biodegradable. Another discussion occurred this time about where paper comes from and how important it is for us to recycle paper as many times as we can to save more trees from being cut down. We then made paper mache bowls out of recycled magazines. This was a great, creative sensory activity and easy for little hands to create something beautiful!

Next week, we will explore how recyclable materials are made.

Have a lovely weekend!

Veronika, Luan and Rebecca



Stage 4R: Learning About and Creating Recycling Bins



Stage 4R: Paper Mache Bowls & Sorting Out Pretend Rubbish



"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos." (L.R. Knost)

This week, we are focusing on what it means to **feel angry and jealous**, and how we can use strategies to calm ourselves down so that things don't escalate. Our story of the week was *When I'm Feeling Angry* by Trace Moroney. We read how Bunny felt angry when his friends made fun of him, wrecked his sandcastle or when he got blamed for doing something he didn't do. Our class discussed how we can take deep breaths, sit in a quiet spot for five minutes before we go back and join our friends, play with our favourite toys to cheer us up, do some yoga and rest our bodies.

Christabelle: "I feel jealous when someone is better at drawing than me."

Margaux: "I feel angry when I make a friend at the park and then I have to go."

Viggo: "You can walk away and take some deep breaths or have a rest."

We also delved a little deeper into our angry feelings and learnt what it means to feel jealous. We read *When I'm Feeling Jealous* by Trace Moroney where Bunny was feeling sad and angry about his baby sister getting more attention than him, when a friend won a race instead of him, and when his friends owned toys that he didn't have. Feeling jealous can consume us so it's important that we can appreciate the things we already have and the things we are good at. You never know, someone might be jealous of us too?

During our morning sessions, the children engaged with a variety of red-themed learning experiences to correspond with our red and angry Colour Monster. Red and yellow vinegar was provided to make volcanic eruptions around dinosaurs, red water beads with ladybugs were slimy and relaxing to touch, red play dough was rolled out and manipulated and some kinetic sand was used to create gardens for our ladybugs. These minibeasts also featured in our counting experiences to promote rote counting and addition. At our art table the children painted their own interpretation of Monet's *The Poppy Field Near Argenteuil* where the red poppies stood out at the front of the painting.

Our Author of the Week was Mem Fox and we read her classics including *Shoes from Grandpa*, *The Magic Hat*, *Hattie and the Fox* and *Wilfrid Gordon MacDonal Partridge*. The children enjoyed the rhyming and rhythm of each text, how the words repeated themselves, and the humorous moments in each story. Our class has also been working on our letter and sound recognition to foster the children's interest in learning to read. They have been sounding out three-letter words and categorising them into rhyming groups. Well done, 4E!

Next week we will revisit the green Colour Monster and how he can teach us how to feel calm, relaxed and peaceful. We hope our avocado seeds will start to sprout too.

Lauren, Luan, Rebecca and Rowel



Stage 4E: Inspired by Feeling Angry



Stage 4E: Inspired by Monet's Red Poppies



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 piece of cardboard with splotches of paint on top. This was covered with glad wrap. The children were invited to feel the paint and smear it as it spread under their tiny little hands. They loved this tactile experience and tried to 'catch' all the paint spots! This activity was so inviting that some tried to peel away the plastic and even eat the artwork! As the children were hard at work, I narrated what was happening. How cool the paint feels on their hands as they squish it. The way the colours blend together and spread over the board.

The children in Stage 2 continue to work on their colourful bird artwork. They collaged this week adding an eye, bird beak and other embellishments. The children are so proud of their work.

Stage 3 continued to look at the art created by Wassily Kandinsky. Kandinsky 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.

This week 4R began to work on a large collaborative canvas painting. We will be working on this with 4E over the coming weeks. They added the first layer of paint using warm colours applying them in circular shapes. The children loved working together on such a large scale artwork.

4E started to work on individual portrait canvas paintings which they will take home for their graduation. They carefully sketched their faces before adding the first layer of paint to their artwork. We will work on these in the weeks to come.



Ni Hao!

This week I shared a story with the children called *Walking to School*, which was entirely in Mandarin. In the story, we followed the path of children using different modes of transportation to make their way to school. While reading, I selected keywords in the story including 'Zǒu' (walk), Gōnggòng qìchē (bus), Jǐngchá (police car) to focus on to expand the children's vocabulary. Storytelling engages children's interest while developing their sense of grammar, sentence structure as well as new words! It was lovely to see children across all age groups pointing out small details in the illustrations and practicing the mandarin phrases for what captured their interest.

To release some energy we sang and moved to our favourite songs *Da Xiang* (Big Elephant), and *Liang Zhi Lao Hu* (Two tigers), focusing on the mandarin phrases for different parts of the body. We also learnt a new song, *Sān zhī xiǎoxióng* (Three bears) which introduces physical descriptions of body shapes.

With Stages 2 and 3 I brought out my finger puppets to practice our complimentary phrases. The children are very confident with each phrase, so I decided to add in 'I love you' and 'I miss you' to our song!

We also sang *Old McDonald* which we practiced with felt puppets. The children are always excited when I present a new animal puppet into the verses and when we play a memory and recollection game to further practice the mandarin phrases for each animal.

In Stage 4 we focused on mandarin numeracy phrases. I handed each child a counting chart and we practiced the numbers 1 to 10 together while they identified and marked off each number on their chart.

Utilising Stage 4E's emotion charts, the children also shared how they were feeling in Mandarin.

I love visiting each class and seeing their excitement and passion for learning as well as their ever-growing vocabulary in Mandarin.



This week in drama it was our last week for the theme **Walk In My Shoes**. This week we had a look at High Heels through the story of Cinderella.

In Stage 1 this week we played peek-a-boo during our parachute play. After packing away the parachute, we had a look at the high heel shoe. We walked around on our tippy toes to *Bibbidi-Bobbidi-Boo* from the Cinderella soundtrack. We also danced around like we were at Cinderella's ball. Finally, we had a visit from the Kookaburra puppet. The children enjoyed kisses and cuddles from the puppet.

In Stage 3 and 4 we had one final practice of our shoe poem words and actions and then filmed it. I hope you enjoy the video of the poem! Next, I told the children that I had hidden a high heel in the room. The children searched for the shoe and then brought it back into the circle. We then read the story of Cinderella (the pop-up version). I invited the children to act out the story with me.

We began by scrubbing the floors, washing the windows, and sweeping just like Cinderella. We looked sad! The children then fell asleep. In Stage 4, I invited one child to be the Fairy Godmother, and tap each of their peers on the head to 'transform' them into a prince/princess ready for the ball. In Stage 2/3, I played the Fairy Godmother. The sleeping children listened for the fairy sound effect and were transformed! We then all turned into the godmother and used our wands, to the song *Bibbidi-Bobbidi Boo* from the Cinderella soundtrack to turn a pumpkin into a carriage and a white mouse into a horse. We then rode in the carriage to the ball.

In the story, Cinderella walks very regally into the ball. In stage 4, I encouraged the children to enter the ball in pairs. Stage 2 and 3 walked in in a big group. Once we were at the ball, we found a partner to dance the night away with to the song *Reception At The Palace/So This Is Love* from the Cinderella soundtrack. We listened out for the clock chime at midnight. We had to be fast! When we were leaving the reception, we lost a shoe on the stairs. Stage 3/4 comically had the idea to take off one of their own shoes! When we were back sleeping at home, we turned into the prince. The prince found the shoe and we put it on to find the 'perfect fit'.

In Stage 4 we finished with a circle game. One person had a picture of the prince, and the person opposite had a picture of Cinderella. We had to pass the pictures around the circle (pass the parcel style) and see if the prince could catch Cinderella!

Well done to everyone for coming on this 5 week adventure with me. Next week we will explore our home: Australia.



Happy Birthday!

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



16/11 - Alex (4R)



18/11 - Yuri (2R)



20/11 - Cooper (4R)

Happy Birthday!



21/11 - Jessica (3E)



21/11 - Eugenia(1R)