



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

26th November 2021

Principal’s Message

By Mrs Kath Boyd

The Reddam ELS Lindfield Stage 3 classrooms are truly magical spaces. As soon as I enter this warm environment, I am enveloped by a sense of calm and struck by the beautiful presentation of the natural resources. Happy children, delightfully engaged in a multitude of creative experiences, chat comfortably with their peers. Core Teachers Grace (3R) and Deb (3E) together with their fabulous teaching teams provide a superior play-based Reggio Inspired learning program, that encourages the children to progress in every developmental area. So how have these lucky children been prepared for the transition from Stage 3 to Stage 4?

“Around the age of four . . . children learn to imagine, to become more independent, to broaden their skills through play, fantasy, and exploration, and to engage, participate and cooperate with others, including peers.” (Erik Erickson)

Children’s **social development** is fundamental in building the skills necessary to: communicate and connect with others in meaningful ways, negotiate in order to resolve peer to peer conflict, engage in cooperative play, help with self-regulation, and assist children to cope with changes. Throughout this term, the teachers in Stage 3 have been preparing the children for their transition to Stage 4 with a program and experiences aimed at enhancing these social skills. They have been providing opportunities for the children to interact with their peers in a supportive and safe environment. These goals are being achieved mostly through natural interactions between peers. They are also enhanced when teachers initiate one-to-one interactions with children, by modelling empathy and respect to children, through our learning environments that promote small group interactions and play experiences, and when we as teachers demonstrate communication strategies that support children. *“To continue to prepare children for their transition into Stage 4, parents can encourage cooperative play, negotiation and turn-taking in the home environment, encourage children to follow guidelines and engage in dramatic and pretend play with children.”* (Deb)

The importance of developing **Fundamental Movement Skills** within children of this age influences our daily practice. Providing young children opportunities to refine the fundamental movements gives them the ability to move with confidence and competence as they grow. A wide variety of learning experiences have been implemented within our program which take place in both the indoor and outdoor learning environments. These experiences have offered opportunities for all children to further develop their gross motor skills, balance, strength, and coordination. Both Stage 3 classes will also wrap-up their **S.T.E.A.M. provocations** over the next few weeks. The children have been exploring Gardener’s logical-mathematical intelligences (1989). This refers to your “child’s ability to reason, solve problems, and learn using numbers, abstract visual information, and analysis of cause-and-effect relationships.” (Logsdon, 21). *“During the next few weeks, we will continue to follow the children’s natural curiosities and explore different sciences that will spark exploration, hypothesising and testing their theories.”* (Grace)

"We always respect and value the children individually as capable learners because we know that the way we speak to them matters. Our words travel beyond their ears, settle into the creases of their hearts and self-esteem. How we speak to the children becomes their inner voice." (Pa) Throughout the year, we have created opportunities that encourage the Stage 3 children to practice their **communication skills** and use intentional language. We use strategies to expand their vocabulary and help them reach the next level of complexity - such as being engaged in everyday conversation and using complex sentences. We also endeavour to follow the children's lead so they remain engaged and feel empowered to try out new words and communicate in new ways. All teachers in Stage 3 comment on, discuss with the children and describe the children's play. We praise their attempts to communicate to help create positive feelings around communication and motivate them to continue to try and add new words. We read books, tell stories and go on many imaginative 'adventures' in order to teach them about language and help them get to know sounds, words and further develop literacy skills.

Cognitive development is significant for children to think about and understand the world around them. It links to their learning and thought process, exploration, experimentation and problem-solving. In the Stage 3 classroom, the children have been engaging in a wide variety of learning experiences to enhance their cognitive abilities and get them ready to transit to Stage 4. The teachers expand on children's interests, strengths and needs accordingly. "With guidance and encouragement, the children are able to explore different ways of learning and solving problems by themselves." (Margaret)

Through **creative play**, the Stage 3 children express feelings, communicate, practise, and improve their coordination and motor skills, and refine their decision-making, problem-solving and critical thinking abilities. During this year, the children have enjoyed the vast number of creative activities that have been presented. We often remark on the marvellous creativity demonstrated in the children's drawings, dramatic play sessions, and artistic experiences. The Stage 3 children demonstrate an imaginative use of colour, themes, and flights of fancy in their language. As teachers, we play an important role in supporting children's ability in art, dramatic expression, and creative responses to problems. "Creative power increases a young child's desire to learn and supports intellectual development." (Priya)

Wishing you all and dry and safe weekend.

Pictured above: Alexander (3R) marvelling at his reflection. Pictured below: Stage 3E creating self-portraits during a Visual Arts lesson.



“Peace begins with a smile.” (Mother Teresa)

This week, we focused on the profession **dentistry**. A dentist is a doctor who is specially trained to care for our teeth. Throughout this week, the children took up the role of dentists, starting from basic dental work and then learning how to look after their teeth. Each morning, we set up the dental-themed pretend play on the provocation table to offer the children space and time to explore. There was a range of pretend play dentist kits on the table, such as a bottle of mouthwash, syringes, dentist’s mirror, a drill, a pretend mouth, teeth and toothbrush. The children demonstrated their curiosity by manipulating each tool on the table. They also liked to use a toothbrush to brush teeth (little rocks on the pink playdough). Also, one of our learning experiences was incorporating the extraction of teeth. This was a procedure when a person’s tooth is not healthy leaving no other choice for the dentist but to pull it out. To represent this, we used pink paper as the mouth and we used natural pebbles to create the teeth. The equipment that the children used, such as pretend forceps, allowed the children to develop and enhance their hand grip when they extracted the teeth from the mouth.

During our group time, the children were shown a block with playdough in between which represents food debris and plaque hiding between teeth. From this study, the children learnt the importance of keeping their teeth clean. The teacher demonstrated how to floss and remove the playdough which offered the children an opportunity to refine their fine motor skills and provided a basic understanding of oral hygiene. One of our creative experiences was to explore painting with a toothbrush. The children were encouraged to use toothbrushes and various coloured paints to brush a large tooth shape paper thoroughly. This art activity was all about the process and exploring an unusual painting tool. The children enjoyed exploring the toothbrush, having fun making marks and patterns with it.

Also, the children were invited to different dental sensory Play, which can stimulate their sensory capabilities and practise their imaginary skills while having a lot of fun. On one of the sensory play, we set up the tray filled with shaving foam, a white ice-cube tray which was symbolising teeth, toothbrushes as well as the other dental tools. The children were encouraged to use the toothbrush and different tools to remove the plaque and clean the teeth in the tray. In the other sensory tray, the children saw a few yummy marshmallows on the pink magic sand, which symbolised teeth and gum. This offered the children an opportunity to strengthen their hand-eye coordination skills using tweezers to take out the teeth.

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

Hope you have a lovely weekend,

Natalie, Doris, May, Angelica and Xanthe



Stage 1R: Caring For Our Teeth



Stage 1R: Dentists In Action



“To keep gross motor skills in optimal condition, it is important to ensure that children under two years of age get to move throughout the day-preferably for four hours or more of active movement. Give them regular opportunities to crawl, climb, jump, roll, walk and run.”

(Balanced and Barefoot, Angela B. Hanscom)

This week was another opportunity to promote independence and confidence amongst our young learners through our focus on developing their gross motor skills. Gross motor is one of the crucial physical motor skills children need to build at an early age that benefits children in various ways. Working on gross motor skills helps a child gain strength and confidence in his/her body. It also helps them get exercise and physical activity, which is important for a healthy lifestyle. Developing these skills helps children's ability to do more complex skills in future activities, such as playing sports with a team. We challenged the group to complete a pillow balancing circuit and number hopping game. Learning balance helps children develop their concentration needed for sitting and paying attention to group learning activities. The uneven surface added an extra challenge for their leg and torso coordination, this also significantly increased numeracy and colour skills.

Also, 1E group continued to work on developing this skill through a set of activities. We engaged with the painter's tape floor activity. We prepared 4 straight lines to encourage children to jump from one line to another, followed by coloured number dots reviewing their numeracy and hopping skills. This was finished with shapes of rectangle, diamond and triangle adding new vocabulary words to their word bank. Most importantly, this task aimed to improve the children's leg strength, body coordination and balance which are important for their growth and development. Extending these activities, we invited the group to dance along to Patty Shukla's *I Can Do It* action song. Doing jumping jacks, hopping from side to side, bending and touching toes are just a few of the bodily movements that involve the children's large muscle group. These types of movements are important for young children to practice as they develop because they help children learn how to coordinate and control their body movements.

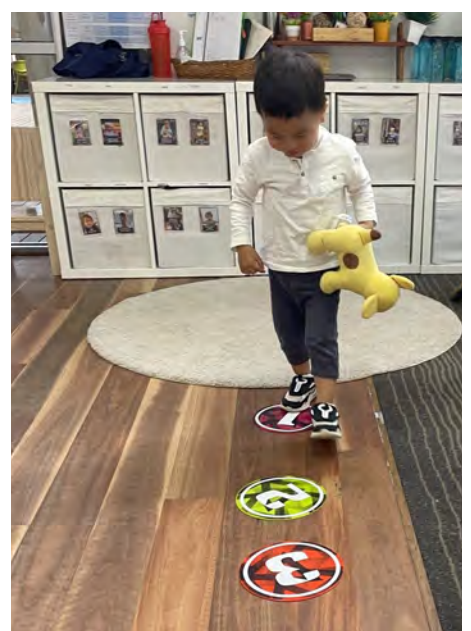
I am very glad to share with you the children's happiness, security and connectedness to others during this time of year. We have observed warm displays of friendships amongst our young learners. Increasing self-awareness is shown through their beautiful interactions with their peers and educators. Supporting this developing independence, we hope to continue developing and building more important developmental milestones in our children in our future learning journey.

Wishing you all a lovely weekend!

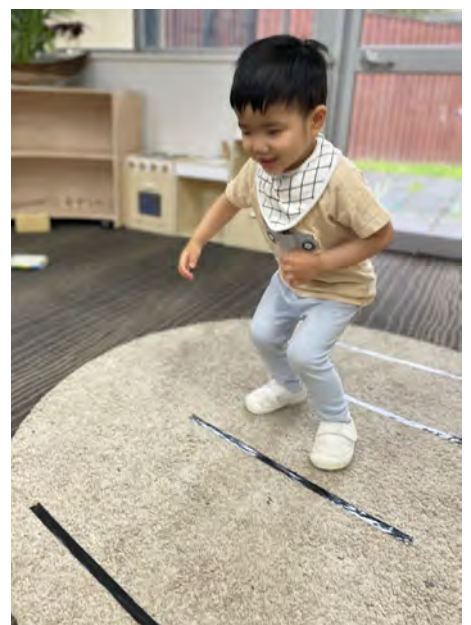
Charity, Heather, Fatima, Mayu, Resie and Kai



Stage 1E: Working On Our Gross Motor Skills (Part 1)



Stage 1E: Working On Our Gross Motor Skills (Part 2)



“The art of teaching is the art of assisting discovery.” (Mark Van Doren)

We believe that learning about cultures helps children appreciate diversity and cultivate a keen interest in the world at large. This week, the children were offered a variety of sensory experiences to discover **Japan** and **Korea**.

Rice is a massive staple in Japanese cooking and has even been referred to as the essence of the culture within Japanese society. 2R were encouraged to manipulate all they could discover in our rice sensory trays filled with wooden sushi in different varieties using chopsticks. This kind of play uses all 5 senses, but the tactile sense is mostly used and as children process information through their senses, it made the experience more meaningful.

The Japanese Zen or dry garden is a symbolic representation of the world, the established order and nature. They are designed to calm the mind. A Zen garden is meant to be a meditative place, free from distractions and conveying a sense of infinity and emptiness. To provide mindfulness and introduce Japanese culture in our room, children were encouraged to create their own mini Japanese Zen gardens. Sitting calmly, focused, quiet, concentrated is what described children the most while they were engaged creating patterns using mini rakes. This experience encouraged children to develop increasing care for self, others, and the environment.

Cooking with children is the best way to introduce a culture to them. We couldn't discover Japan and not make sushi. So to bring a taste of Japan to our room, we made Grilled Salmon Nigiri with our little chefs. 2R loved the whole process, especially grilling the salmon. Moreover, Miss Vivian made Korean Sushi with the children called Kimbap. She explained to us that the Kimbap and Japanese sushi differ from each other in terms of the use of rice and the fillings. As for the fillings, the Japanese use mostly raw fish, but in Korea, cooked or preserved items are used to stuff the sushi, and kimbap have more fillings compared to Japanese sushi. For our Kimbap sushi, we used cooked chicken, cucumber, capsicums, and carrots. Children helped Miss Vivian to place the stuffing on the seaweed and roll the sushi.

Our Korean slime with the colours of blue, yellow and red featuring a tri-coloured variation of the Korean Taegeuk symbol enhanced children's exploration skills in almost all areas and promoted mindfulness, helped them focus and encouraged them to play independently. Red, blue, and yellow represent Earth, heaven, and humanity respectively in Korean culture. 2R's creative experiences involved children making Japanese paper fans and Korean hanbok crafts. They all looked stunning and colourful.

I hope this week we helped our little ones learn to value their own unique identities more, and to find beauty and joy in the differences around them.

Have a nice weekend chilling out with your family and friends!

Sara, Vivian, Manoela, Connie, Intisar, Kai, Mayu and Kalani



Stage 2R: Culinary & Creative Experiences



Stage 2R: Celebrating Japan and South Korea



“The art of research already exists in the hands of children acutely sensitive to the pleasure of surprise. The wonder of learning, of knowing, of understanding is one of the first, fundamental sensations each human being expects from experiences faced alone or with others.”

(Loris Malaguzzi)

This week's focus is **Surprise** in which we explore how surprise feels like and why some people love surprises. Children innately love learning. Young children know how to take the smallest observation, object, or surprise and turn it into a learning experience. They employ investigative techniques without even knowing how to define them as such. Surprise upends what learners believe and helps them to make discoveries; giving strong opportunities for independent learning.

Science experiments always excite and amaze young children. We engaged in a primary colour mixing experiment. The primary colours include red, yellow, and blue. What happens if you mix 2 primary colours together? When two primary colours such as yellow and blue are combined, they produce a secondary colour, green. Our children were amazed and called nearby friends or teachers to share their discovery.

A growing interest in hands-on STEM education has brought the magic milk experience. This activity offered our children a sense of surprise and wonder as to when they touched with cotton swabs, the colour burst. Moreover, we engaged in a science activity which we found reflecting rainbows from compact disks and torch light. Felix was surprised and started to sing the 'I can sing a rainbow'. Easton and Alison were also surprised and called Miss Mia to share their discovery.

Drawing on a beautiful story, *Little Gray's Birthday Surprise* by Kart Newson and Louise Pigott, our children were invited to decorate birthday cakes and cupcakes. From simple playdough, our friends engaged in pretend play in which little bakers manipulated kitchen tools and their hands to knead, press, roll and divide portions for cupcakes. With all the loose parts, we created beautiful cupcakes for the special events. Spontaneously, our children engaged in numeracy experience when they used three candles for their cupcakes.

A special surprise in group time was *The Book with No Pictures* by B. J. Novak. This is the first time 2E read a book with only words and letters. Listening to a book with no pictures helped our friends to understand that letters and words make meaning by themselves. Also, this builds up comprehension skills which are significant for learning to read and write. Our friends were intrigued by this book. They laughed out loud after every word and sentence as this book made Miss Mia say silly words and do silly things.

This week's artwork was inspired by STEAM. Magnetic painting was another amazing surprise. Moving a little wand underneath a plastic tray made a magnetic ball rolling around. What a delightful surprise!

Have a wonderful weekend!

Mia, Carina and Tracey



Stage 2E: Magical Magnets



Stage 2E: Surprise!



“When children engage in constructive play, they quickly learn about methods that can either give them results or that don’t work. They also learn to become flexible with their approach while solving a problem.” (Cheqdin)

Continuing our journey through the world of STEAM, this week our focus was on **Engineering and Construction**. The children were enthusiastically interested in this and were engaged in the experiences throughout the week.

Using art as a means to test out design and layouts, the children used paper bags and cardboard to house cut outs to create their own houses and structures. With the use of a provocation picture depicting houses, the children used paddle pop sticks and collage materials to create beams, windows, doors and chimneys. The beauty of this experience was that the children were able to relate their knowledge of houses and how they are constructed to create their own, linking their real-life knowledge and applying it imaginatively.

In our small groups this week, we used loose materials to explore building and constructing, something in which the children are quite used to. With the addition of paper cups and paddle pop sticks instead of wooden blocks, the children were challenged to make stable and intricate structures. Throughout these small groups, the children could be seen working together to construct tall towers and problem-solving to make circular structures also.

To continue to strengthen the children's fine motor skills, they were asked to thread straws onto pipe cleaners which they then shaped into 3D shapes and prisms. Once they created their shape, the children then used a bubble solution to create many bubbles.

Next week, we will look at the world of **biology**.

Grace, Pa, Margaret, Resie and Kai



Stage 3R: Construction



Stage 3R: Bubble Machines, Tensile Bubbles & Home Creations



“Learning is not a race for information, it’s a walk of discovery.” (Anonymous)

Throughout the early years of life, children notice and explore mathematical dimensions of their world. They compare quantities, find patterns, navigate in space, and grapple with real problems such as balancing a tall block building or sharing toys fairly with another friend. Mathematics helps children make sense of their world outside of school and helps them construct a solid foundation for success in school. Mathematical thinking begins in the early years with dialogue and real world exploration. It is primarily about further developing those cognitive skills and that is where our focus began this week.

The children were invited to engage in various numeracy learning experiences this week. Throughout the classroom, there were opportunities for mathematical thinking with pattern matching, shape puzzles, shape matching, fraction pizzas and number recognition. The children even engaged in some basic addition, subtraction and division using the paddle pop stick ‘ice-cream’ counters to split evenly with their friends. The sensory table offered slime trays in which frogs were hidden in order for the children to find, count and sort in the correct order. In addition to this, there was an opportunity to explore size and measurements with the wooden blocks and cylinders. Outside, the children were introduced to the game of dominoes and they were challenged to count and match up each side, working together to play every move.

To further extend on our learning about shapes, we had a look at some shapes that are less familiar to the children, such as a Rhombus, Hexagon and Octagon. The children were then tasked with recreating these shapes using the Geoboards and elastic bands. Inspired by our recent learning about the artist Kandinsky and our learning about shapes, the children were invited to create the famous masterpiece *Circles in Squares* using scissors to cut out the shapes and fitting them together on their page, ensuring that the circles are concentric, from largest to smallest. This was a challenging task which they mastered with confidence and enthusiasm.

Next week, we will be wrapping up this term’s provocations and taking a look back at all of our learning over the past seven weeks, reflecting on and re-visiting some of our favourite learning experiences.

We hope you have a wonderful weekend!

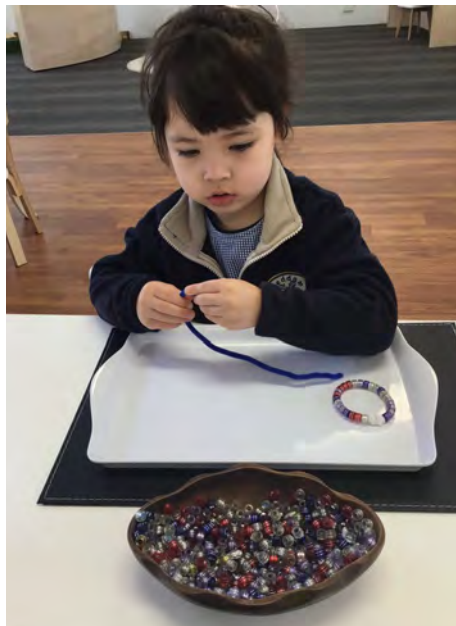
Deb, Priya and Shandie



Stage 3E: Creative Experiences



Stage 3E: Colour Exploration



“Practicing sustainability empowers children to construct knowledge, explore values and develop an appreciation of the environment and its relationship to their worlds. This lays the foundations for an environmentally responsible adulthood.” (Australian Children’s Education and Care Quality Authority)

Over the past weeks 4R have investigated, explored and categorised the waste we, humans produce in our daily lives. The children have become very familiar with the Australian recycling system laying their learning foundations of sustainability. This week we have explored four man made **recyclable materials: plastic, paper, glass and metal.**

The learning of **plastic** was introduced with a story titled *Planet Full of Plastic* by Neal Layton that painted the eye-opening picture of just how much plastic ends up in our oceans, creating garbage patches. The children were fascinated to learn that there is more than one garbage patch circulating in our waters! An educational video introduced the recycling system as we watched the Western Sydney factory collect, compress, clean and process old plastic bottles into new items, such as new bottles, furniture, clothing, and more. We have truly understood the simple act of disposing of our rubbish the correct way.

On Wednesday, the children shared their established knowledge of where **paper** comes from, Kieran explained *“Paper is made from trees”* and gained the understanding of this process evolves:

1. trees being cut down and transported to factories
2. removal of bark called de-barking
3. the remaining wood is chopped into small pieces
4. soaked in water and whitened
5. compressed to remove water into a large roll
5. cut to size

A sustainable practice focuses on reusing man made materials. This idea was the foundation of our week’s art experience inviting children to use recycled magazine pages to rip or tear into small pieces as collage materials. Once children made a drawing, they carefully selected pages displaying the relevant colours to their artwork. Most children created the sea with the sun above. In our garden, new mulch was being laid and the children took advantage to interact with this raw material by physically exploring its texture.

Next, we explored the wonder of **glass**. Such a versatile and unique material. The children were prompted to look around in their environment to find glass-made items. The knowledge of sand being melted at a very high temperature fascinated the children’s minds. They used the recycled glass jars as art mediums by painting them to create succulent terrariums for our classroom.

On Friday, we concluded our recyclable materials learning by focusing on metals. **Metals** are minerals found in underground rocks. Metals are very useful materials due to their many properties such as strength, toughness and stiffness. When heated metals can be shaped into anything from a tiny paper clip to a huge aircraft. They are also good conductors of electricity making them useful for electronics and cooking pans. Shiny metals like gold and silver are used to make jewellery. The collection of metals offered a sensory experience as the children took a closer look at metal objects feeling them and attempting to bend them.

Thank you for an inquisitive week!

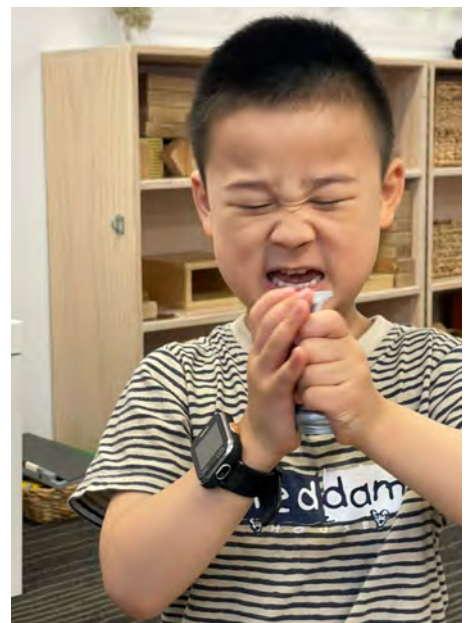
Veronika, Luan, Rebecca and Rowel



Stage 4R: Working With Recyclable Materials (Part 1)



Stage 4R: Working With Recyclable Materials (Part 2)



"If you see someone without a smile, give them one of yours." (Dolly Parton)

The year is almost over and the children's learning and development has come so far. Their self-help skills have improved each week, they have been learning to self-regulate and express their feelings more clearly, and they are all demonstrating a maturity that shows that they are ready for 'Big School.' This week, we focused on what it means to feel **calm** like the green Colour Monster, and how we can show **kindness** to those around us. Our story of the week was *When I'm Feeling Kind* by Trace Moroney, where we saw how Bunny helped his grandma around the house, he asked if his friend was okay after they fell over, he listened to his friend talk about their problems and he gave lots of hugs. Bunny also reminded us to show kindness towards ourselves by keeping healthy, exercising, eating a balanced diet and getting lots of sleep. When we show kindness to others we create a calm, peaceful and happy environment for everyone.

How can we show kindness towards others?

Oliver: "You can break your bickie in half and share it with someone else."

Rohan: "You can donate your old toys that you don't need anymore."

Henry: "My baby sister ran out of her seaweed so I gave some of mine to her."

During our morning sessions, the children enjoyed manipulating green kinetic sand with scoops, sculpting with green playdough, and constructing insect gardens for camouflaging grasshoppers. Counting and one-to-one correspondence was promoted with numbered leaves and bumble-bee counters and they created towers out of wooden stacking stones, accented with green gems and miniature trees. Our literacy station invited the children to focus on the shapes of capital letters and construct them out of sticks, stones and wood chips. At our art station, the children constructed colourful crowns that corresponded with the story *The Smartest Giant in Town* by Julia Donaldson.

Our Author of the Week was Rod Clement and we read *Feathers for Phoebe* and *Olga the Brolga*. The children enjoyed these comedic animal stories, the rhythm and rhyme of the text, and how animated the illustrations looked. Top Dog was a favourite with children, which featured Samson the poodle, a corporate high-flier who worked on the top floor of an office building. He rewarded his workers with a pat on the head, kind words, and every now and then a little treat - a BONE-US! Our class had a rich discussion about what jobs dogs can have in our community. They can be assistant dogs to help disabled people move around safely, and they can be trained to be sniffer dogs at the police station and at the airport too. There are even therapy dogs who trot around the hospital and cheer patients up when they are recovering. Dogs are truly wonderful!

Next week we are concluding our Colour Monster provocation where we will explore what it means to feel **scared** and **nervous**. The children will also share how they are feeling about transitioning to kindergarten next year. Exciting times!

Lauren, Luan, Rebecca and Rowel



Stage 4E: Inspired by Calm and Kindness



Stage 4E: Literacy Experiences



Playball

By Coach Lauren Giuttman

Hi champs!

I taught the children how to play the 'shark and the stingray' game this week. The sharks and the stingrays cross over the ocean without 'boofing' into each other. I changed the pace of the game and the children went faster and faster until they were running around in circles.

I handed out hoops to each child, then gave them an array of instructions - jump into the hoop, jump out of the hoop, jump over the hoop, walk around the hoop, etc. Each child then attempted to spin the hoop, wait for it to fall onto the ground and jump inside. Wait, wait, wait and jump!

I then brought out a parachute and we played games like 'keep the ball up' and 'popcorn'. Afterwards, I placed some hurdles on the court and the children threw balls over as well as rolling under the hurdles. I also held up a hoop so the children could throw their balls through the hoop.

Next I set out an obstacle course for the children with hurdles, beanbags, a tunnel and hoops. The children moved through each piece of equipment, and remembered to cheer for their friends.

I then encouraged the children to run around the court as I rolled 'hot balls' towards their feet. The children really needed to use footwork skills and concentrate to dodge the balls.

Finally I divided the children into two relay teams, using a beanbag as a baton. I set up hurdles for both teams and the children raced as they jumped over each challenge. I reminded the children that *"it isn't important who wins, it's just awesome to have some fun and be a true sport"*.

See you next week!



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 go '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 worked on an assemblage piece. They constructed this art wall from recycled materials. Everything these students create makes me want to open a children's art museum. I am so inspired by their creative minds. Your children are so innovative because they don't feel any constraints on their imagination. This rich, process-art experience is wonderful as there is no-one telling them how things should look. They have no vision in their heads – or if they do, they are flexible and fluid in their execution – they are purely creating and making from their instincts and their heart. I call this an art assemblage. It's similar to collage but uses more 3-dimensional materials that stick out from the base. It's an incredible collaborative art invitation that fully engages the children.

Stage 3 was engaged in a line printing exercise. The work they created is really captivating! The children were given cardboard and black paint. They had the freedom to create anything they wanted. The range of subjects included: cities and buildings, flowers, stars, trains, letters, trees, animals, robots, as well as abstract designs.

4R 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. This week 4E added a second layer to a large collaborative canvas painting. We will be working on this with 4R over the coming weeks. They added a second layer using paint with a texture medium. We utilised warm colours applying them in spherical shapes and curved lines. The children loved working together on such a large scale artwork.

Have a great weekend!



Hello lovely families,

This week in drama, we explored our home, Australia. The thinking question for Stage 3 and 4 this week was *What is your favourite Australian animal?* Jacob in stage 3 creatively answered that his favourite was a biting spider! Before shaking the parachute, we learnt a quick song to the tune of 'Frere Jacques' that mentioned cuddly koalas, possums, wallabies, wombats and kangaroos.

All classes began by looking at a map of Australia and discussing the pictures. Stage 4 were asked to share facts about different parts of the map, and were encouraged to name certain landmarks and iconic Australian places, foods, and animals. The other Stages were prompted and informed of the places and things on the map. When asked where we lived, Ashton confidently stated "South America" and Hugo said "Planet Earth!"

After looking at the map, Stage 1 had a visit from 3 Australian animals: a lorikeet, a platypus, and a koala. The children enjoyed listening to the lorikeet sing, and loved getting cuddles from the puppets. Dylan used such gentle hands with my animal friends, and Joel was fascinated by the koala. Well done Stage 1!

After looking at the map in Stages 2, 3 and 4, the children were shown some pictures of famous landmarks. I asked the children to make these shapes with their bodies! The children used their bodies to make the Sydney Opera House, the Harbour Bridge, Uluru, and Luna Park. Stage 4 broke off into groups of 3 and 4 to make their shapes. Cooper said "We're lying down to make a flat surface" when making Uluru with his group.

Next, in Stages 3 and 4, we made some picture postcards, drawing on our previous knowledge of places in Australia. I announced the location and then named some things you might find there for example, The Great Barrier Reef and fish, dolphins, scuba divers, coral etc. Then, I left the room for 10 seconds while the children worked as a whole class to create their picture. I was so impressed at how the classes worked in a team! We are constantly working on improving our ensemble skills in drama class.

To finish, the children were treated to a visit from three of my Australian puppets: the lorikeet, the koala and the platypus. Stage 4 shared interesting facts about each animal. Stage 2 showed me what they would look like as each animal.

Well done to everyone on a great exploration of our home, Australia!



Hello Reddam Families,

What a joy to start music specialist classes at Reddam Lindfield this week! Our focus for the lesson was dinosaurs. As it was my first music class, I taught the children a new welcome song called *I'm so happy to see you*. The children used their bodies as drums to keep the rhythm of the song.

It is so important to warm up our bodies and voices before we sing, so we started today's music lesson with some warm up activities. First, we used 2 fingers to massage our cheeks, eyebrows, noses, chin and neck. We then wriggled our fingers, elbows and shoulders, stomped our feet and wriggled our knees. We turned our hands into fists and lightly massaged our legs.

Now that our bodies were warm, we were able to warm up our voices. Placing a finger in the air, on an "oo" "aa" and "ee" sound, we made our voices go from high to low and back again. We made our fingers rise and fall to match the pitch of our voices, like it was falling from a cliff and bouncing back again. We then pretended to hold an apple and the children copied my sounds. 'A' is an excellent vowel to open the vocal cords and create a full bodied sound. Next, we pressed our lips together and the children copied as we hummed various pitches and rhythms. The vibration on the lips encourages the voice to sit forward. By doing these activities, the children are learning different placement of the voice within the mouth, and learning to sing in different pitches, tempos and rhythms.

Our first song of the week was *The Dinosaur Dance* by Little Angel. The children learnt the moves before standing and dancing. We swished our tails, chomped our jaws, stomped our feet and roared. The children in stage 2 were encouraged to say the words and do the actions, while stage 1 did so well at copying. Next in stage 1 and 2, we had a go at banging our chest and saying "boom boom acka-lacka-lacka boom" before putting on the song *Walk The Dinosaur* by Queen Latifah. The children had fun following me around the room walking like a dinosaur, and copying the actions of the chorus.

In Stage 3 and 4, I find the most effective way of learning a song is through call and response. I called the words, and the children repeated after me. This week we learnt the first verse of *Walk the Dinosaur* by Queen Latifah. We had to repeat our "boom boom acka-lacka-lacka boom" 4 times, and the children we challenged to face different ways for each repeat. We had a giggle as we added in some fun moves for the verse before dancing and singing to the chorus. In Stage 4, I turned the volume of the music down so that I could hear their amazing singing voices. Next week in stage 3 and 4 we will learn the second verse of our dinosaur song.

As equally important as warming up, we need to cool down our voices after doing lots of singing. We did our finger falls again, but at a lower volume. It's important not to strain our voices in a cool down. We finished by massaging our bodies once more and singing our goodbye song.

Next week we will continue on our dinosaur theme and will learn a new goodbye song, upon special request from stage 4. Well done to everyone on fantastic singing on this wet Friday!

See you next week!



Happy Birthday!

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



27/11 - Ishaan (3E)