



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

2nd December 2021

## Principal's Message

By Mrs Kath Boyd

***"The true strength in our classroom lies in the collaboration of learners . . .  
not in the knowledge of one expert."*** (Reggio Emilia Educator)

This week, our Stage 4 Teachers are assisting me by reflecting upon their current learning program in relation to the upcoming **Stage 4 to Kindergarten Transition**. It's hard to imagine beginning 2022 without the majority of our current Stage 4 children! Fortunately, this Teaching Team (including the wonderful Rebecca) are adept at helping children prepare for their transition from early learning to primary education. They have made every effort to ensure that this move is a positive experience. This team is compiled of extremely dedicated, nurturing and creative Educators who are a joy to work with. Led by the marvellous, multi-skilled Lauren, Veronika & Luan, the educational program offered each week is second to none. We believe that these students will 'fly' into Kindergarten and be confident, involved and curious learners.

***"Independence and practising self-help skills contributes to the development of self-esteem, identity and wellbeing in children."*** (Lauren) Doing things for themselves creates a sense of achievement and success. When children have the opportunity to make choices and decisions, to have a voice, to attempt tasks for themselves, and to take on responsibilities, they become competent and capable learners and their sense of agency is supported. Self-help skills are so important for young children to master so that they may become independent and confident within themselves.

When preparing the Stage 4 children for the transition to big school, the teachers encourage them to practise a variety of skills throughout the day. From the moment the children walk into the classroom at 8am they are encouraged to greet their teachers, place their bags and belongings inside their lockers, their water bottles on the trolley, say a quick goodbye to their parents, and then settle into the classroom with an engaging activity. During the day the children practise correct hygiene skills such as hand-washing and nose-blowing, dress themselves, and serve themselves at the dining tables. They locate items including glue sticks and scissors to construct their artistic projects, write or identify their names on their paintings and written work, engage in simple cooking experiences, recognise their belongings, explore their learning environments, and learn to solve small conflicts with their peers during their play. These might sound like insignificant things but these self-help skills set children up for success when they enter primary school and even for life. One of the best things we can do for our children is to allow them to do things for themselves (safely and within reason).

Role-model how a task or skill should be completed first, guide and prompt them, be patient, allow the children to practise, use trial and error and make mistakes along the way. In the end the children will become increasingly confident and proud of themselves because they have learnt a new process and skill, completed a task with little to no assistance, and also learnt to think for themselves. Our everyday practices are guided by the following EYLF Learning Outcomes: *'Children develop their emerging autonomy, inter-dependence, resilience and sense of agency'* (1.2) and *'Children take increasing responsibility for their own health and physical wellbeing'* (3.2).

Every day in the Stage 4 classroom, the teachers notice how much the children can absorb. They acquire so much knowledge and turn it into practical skills for their everyday lives. Australia's Early Years Learning Framework (EYLF) emphasises **play-based learning** as a way for children to better understand their world. Meaningful play experiences are planned depending on the skill we are trying to develop e.g. fine-motor skills or patterning. *"When we program something as straightforward as small world play, for instance, in which the children manipulate figurines and dramatise imaginative scenarios, if we look closer, they are enhancing language development, social skills and self-regulation (how they manage their behaviour and control their emotions)."* (Veronika) These are of the utmost importance for a child who is transitioning to 'big school'.

Every time we observe a child playing in our class, it is very clear that they are either learning a new skill or extending on previous knowledge. Children learn best when their interests are incorporated into the engaging activities we provide, they put their hands up and ask questions, and they become involved in those experiences for longer when we respond to their strengths, abilities and interests. We can convert every single interest our children have into a tool that we can apply in any learning area. As teachers, we are so proud to have created meaningful relationships with each one of our Stage 4 children. We have learnt who they are, what they like and which skills they have or need to refine in order to scaffold their learning to a deeper level. With that being said, the use of a play-based practice focusing on interest based learning has transformed the Stage 4 children into powerful and eager learners ready to start their next journey at Kindergarten.

*"In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning via open ended questioning, providing feedback, challenging their thinking and guiding their learning. They make use of spontaneous 'teachable moments' to scaffold children's learning."* (EYLF, p. 17)

**Partnerships between parents and teachers** play a big role in creating a circle of security for the children. When the children notice the significant people in their lives communicating and working well together, they learn how to relate to others. They also develop trust, feel valued, and the most important; feel safe - which are essential for creating positive learning experiences. As their teachers, we do our best to apply active listening skills and maintain eye contact when the children talk; these are key to nourishing the relationships with the children. We welcome the children with greetings, smiles and hugs. During the learning experiences we maintain continuous engagement and encourage them to communicate with us when they face challenges.

*"Mums and dads, your efforts to maintain communication with the teachers in person and through online platforms - such as Tapestry and email - are greatly appreciated. Thank you for setting a good example when you greet us in the morning, and thank you for saying 'Goodbye' at pick up time."* (Luan)

Wishing you all a joyful weekend.

*Pictured above: Indigenous perspective experience inspired by the works of Australian artist, Bronwyn Bancroft. Pictured below: Cooper, Araiya, Allegra and Olivia (4R) learning about the Noongar Six Seasons.*



### *“Invest in your hair. It is the crown you never take off”* (Unknown)

This week, we focused on the profession **hairdressers**. We all love to get spoiled and get our hair done as we feel so nice once we look fresh. Each morning, the children were invited to explore what it's like to be a hairdresser. A hairdresser's job is to help us design or organise hair in the way we want it and suits us. Hence we explored food colourings. Firstly, we did a food colouring and milk experiment to get the understanding of how hairdressers mixed various colours to dye your hair into the colour you want. It's the process of a chemical reaction. We also introduced dyed spaghetti to assist with the how hair is dyed and each time we altered with the colour to the right consistency,

Each morning, it has been so lovely to see the children arrive at school with their hair all done up in little pigtails. As a spontaneous experience, the children were invited to sit on a chair like they were at a real hairdressing salon, having a mirror in front of them to look at themselves. Some of the children did each other's hair as well, it was very cute to see. Our provocation table was set up with our first client to get his/hers hair done with a mirror, hair dryer, and combs and explore various hairstyles that hairdressers do everyday. As we continued, the children were engaged in hairdressers' dramatic play as they were brushing, combing and organising their hair.

As part of our group time, each child took turns combing the doll's hair, which is a great opportunity for them to understand the concept of how we comb our hair and also to develop these skills in the future. We also set up our beauty salon, which included lipstick, glitter nail polish and lip gloss with an applicator. As part of our creative and sensory experiences, we incorporated nature to create facial expressions and also a leaf collage. There were various leaves and flowers for the children to design various hairstyles. As a creative experience, the children also used hair combs and discovered the patterns that would make the colour black. Our sensory experience was a salt sensory play, where there were some cups for the children to scoop and create various patterns to enhance their fine motor skills and creativity.

Next week, we will be focusing on **Weather Presenter**.

Natalie, Doris, May, Angelica and Xanthe



## Stage 1R: The Hairdressers



# Stage 1R: Happy Snaps



***“The greatest gifts you can give your children are the roots of responsibility and the wings of independence.”*** (Denis Waitley)

After exploring and building on the important developmental milestones with our young learners, we gave emphasis on how the children can gain self-confidence and independence through their social play and their adult interactions. Promoting the children's independence is such a crucial skill to learn as it develops other vital qualities such as patience, concentration, self-help, cooperation, self-discipline and self-trust.

Taking care of themselves through our meal routine and remembering their drop-off and pick-up routine such as putting their bottles on the trolley, bags in their lockers, and participating in their own learning experiences are just a few of the things that we want to increase in practice. Which led us to prepare them for a sensory fine motor and practical life skills activity. We harvested herbs from our own garden and mixed them up with real bananas and mango for them to investigate.

We also allowed them to use cutlery as their practice for their meal times being an important aspect of their growth and development more so increasing their likelihood of gaining their independence. So as part of the self agency, we gave the children various kitchen utensils and paint and allowed them to explore the utensils. Each item is common in our kitchens and they really enjoyed using them. Perhaps one day they may even learn to cook with them. Though if their painting is anything to go by, be ready for some messes.

This week, a cognitive and fine motor skill activity challenged our children to balance synthetic eggs on hygienic craft rolls. Grasping the eggs 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 eggs to keep them on top of each roll. We also provided the children a 'Sunflower Investigation' Activity, through this we invited the group to have a closer look at this beautiful flower, exploring its colours, texture size and smell. Such sensory stimulation derived from interacting with natural environments allows children to learn with all of their senses. It has also allowed each child to discover the natural world around them as well as promote enthusiasm in their own learning.

More so, through physical motor activity of learning about number names and figures as well as shapes using the painter's tape, we allowed the group to place beaded number bags inside the shapes triangle, rectangle and diamond at the same time identifying each of them increasing their cognitive and physical motor skills.

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

Charity, Heather, Fatima, Kai, Resie and Mayu



# Stage 1E: Promoting Independence and Self Agency



## Stage 1E: Kitchen Utensils Artwork



***"When ignorance is our master there is no possibility of real peace."*** (Dalai Lama)

We all want a peaceful world for children. To do that, we need to help them understand that other cultures should be embraced, not feared from an early age. This week, we had another opportunity to help 2R have a deep appreciation for the enriching differences they'll encounter throughout their life.

We travelled to the 'Mother Continent', **Africa** and shared some information we knew about Africa with 2R. The Sahara in Northern Africa is the largest hot desert in the world and the most famous pyramids were built in ancient Egypt. So to make the learning more meaningful, we created some desert small worlds using magic sand, tumbleweeds, cactus plants, and desert animals. 2R used pyramid shaped moulds to create pyramids in our Sahara magic sand sensory trays and they looked just like the real ones. This experience provided children an opportunity to play and learn imaginatively. Art of the week encouraged our little ones to create cactus handprints crafts. We simply covered their hands with green paint and they made handprints on white paper and created a collage that was joyful and colourful.

In Africa, we can find some of the largest mammals on this planet. Among them are the largest land mammal, the African elephant, the tallest mammal, the giraffe, and the fastest mammal, the cheetah! We introduced the African animals to the children using the Safari Sensory trays filled with these amazing African animals. It was such a pleasure watching children potter around, playing alongside each other, having little conversations which gave us precious glimpses into what's going on in their little minds.

As some of the main natural resources in Africa are minerals such as gold, diamonds, and platinum, we created sand sensory trays with hidden treasures for them to look for gold and diamonds. Our curious and determined children were so proud to show us what they found and were encouraged to count out loud their findings as well!

We also shared the history of coffee with our little learners. Coffee can trace its heritage back centuries to the ancient coffee forests on the Ethiopian plateau. Then, it was being grown in the Yemeni district of Arabia, Persia, Egypt, Syria, and Turkey. Inspired by that, 2R enjoyed our coffee beans sensory trays which made our room smell gorgeously coffee-fied! They pretended to make coffees using mini containers, spoons and real coffee capsules. They were pouring, scooping, filling, dumping, and overflowing coffee beans. Besides, we made slime with coffee powder and it helped us to be present while we used all of our senses and practiced mindfulness at the same time. Children also practiced small motor skills by scooping and pouring and engaged in cooperative play with their peers.

Just a friendly reminder that [2R's End of Year Celebration](#) is next week on **Thursday 9th of December**. We can't wait to celebrate your child's achievements with you all.

Sara, Manoela, Vivian, Connie, Kai and Intisar



## Stage 2R: Celebrating the African Continent (Part 1)



## Stage 2R: Celebrating the African Continent (Part 2)



***“A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.”*** (Amelia Earhart)

Kindness is contagious and has the ability to change the world. Simple acts like listening to a person in need, saying hi to a new friend or feeding stray dogs are pure forms of kindness. These acts inspire others to be kind and compassionate in different situations and forms. Acts of kindness help us form connections with others which are reported to be a strong factor in increasing happiness.

Throughout this week's discussion, we defined kindness through a variety of stories. The highlight book of the week was *Kindness Grows* by Britta Teckentrup. This picture book metaphorically illustrates how kindness and conflict can grow and spread. It's all about how angry words can create a crack that can get bigger and bigger and separate us from others. But if we are kind and talk to others then the crack can turn into a tree and something that can flourish. Also, *Kindness Makes Us Strong* by Helen Beer and *When I'm Feeling Kind* by Trace Moroney informed us how being kind feels like and what it means to be kind. The visual images and simply written story helped our friends to recognise that when we take care of ourselves, share toys, take turns, use nice words, and comfort others, we are being kind.

To provide opportunities for our children to explore relationships with animals and develop an awareness of the impact of human activity on animals, we opened up our very own vet clinic. Our children looked after the sick (stuffed) animals by gently patting them, applying bandages around them, and checking for ticks in their ears and paws. The children were showing their respect and care for the animals as they tried to help them feel better at the clinic.

We were invited to engage in a STEM activity that required us to build bridges for dinosaurs. The floor was covered in lava, our friends kindly built bridges and led the dinosaurs through. Building bridges on top of two paper cups required persistence, carefulness, and concentration. Our friends were patiently involved in a trial and error process to build and rebuild to make the bridge stronger and wider.

The foundation of environmental education is learning respect for the natural environment. An easy way to spark your child's interest in these topics is by beginning with a small garden project, garden sensory play and natural walks. To introduce to the children the concept of kindness toward the environment children were also invited to an ocean small world, removing plastic straws and cellophane to save the ocean creatures.

We were involved in a healthy baking class and Yoga session with Miss Tracey to learn how to be kind to ourselves. Thank you, 2E friends for a wonderful time learning about kindness.

Have a peaceful weekend!

Mia, Carina and Tracey



## Stage 2E: Kindness Makes Us Strong



## Stage 2E: We Are All Kind



***“Our world is built on biology and once we begin to understand it, it then becomes a technology”*** (Ryan Bethencourt)

Using the natural world around us as inspiration to explore **biology**, this week our focus was on discovering how things work, categorising and investigating. Throughout the week, the children have been using natural materials such as jacaranda flowers which have bloomed impressively over the past few weeks, collected rocks from around the school and from their home and leaves from the school grounds. With these materials, the children have been able to explore the characteristics of these natural curiosities, such as how to extract the colour from a flower petal, using their senses to explore rocks and using leaves to understand photosynthesis and transpiration.

One of our artworks this week saw the children using jacaranda flowers to create a unique collage on their paper. With the use of a hammer or flat bottle to pound the flowers to extract the pigment from them, leaving a wonderful purple stain on their paper. Another artwork used a visual prompt of a DNA strand for children to paint using watercolours. As the children painted, there was shared learning through discussion as they discussed the colours, shapes and what they mean. The children were fascinated by the idea that DNA is found in nearly every living organism.

In Miss Grace's group, the children were invited to make a bracelet using coloured beads and Morse code. This experience allows children to extend upon their knowledge of coding, alphabet knowledge and fine motor skills. As the children matched the letters of their name to the alphabet Morse code sheet, the children had to count how many beads were needed and of which colour to ensure that they could spell their letter in code. Once they had the beads they needed, the children then threaded them on their pipe cleaner. This was a very challenging experience, however, with teacher assistance, the children loved matching the beads to their letters and creating their very own unique bracelet.

With Miss Pa, the children did rock testing. They searched for rocks around the school. Then, they tested the rocks by rubbing them to feel the texture. Most of the rocks that the children found appeared to be smooth with one exception, which was rough. Then, the children dropped water on the rocks to see whether they could absorb some water. Again, the majority of them didn't absorb the water, however, one rock showed that water could pass through, sparking discussions of why and how. This process was repeated with vinegar to test for limestone, unfortunately no limestone was found. Finally, the children pounded the rocks to see their hardness. One of the rocks broke when they pounded it but the rest remained intact.

Next week, we will be looking to the skies to learn about the **Sun, Stars and Space**.

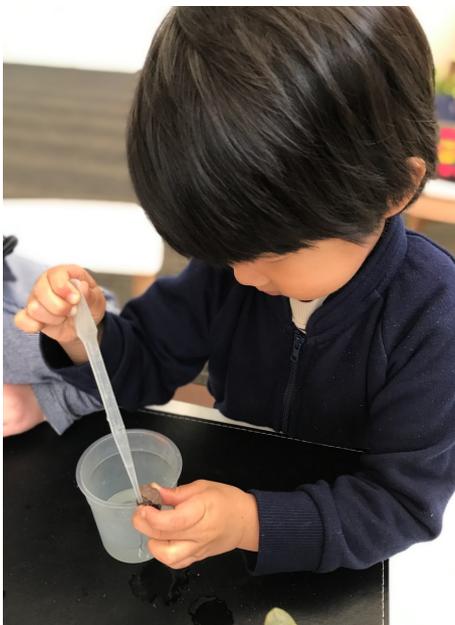
Grace, Pa, Margaret, Resie and Kai



## Stage 3R: Natural Collages



# Stage 3R: Coded Bracelets & Experimenting on Rocks



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

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: Pre-Mathematics



# Stage 3E: Creative Experiences



***"The seasons are what a symphony ought to be: four perfect movements in harmony with each other."*** (Arthur Rubinstein)

A wonder of the **four seasons** has taken over our classroom this week. It all started with the definition of the weather as a state of the atmosphere at a particular place and time in regards to heat, wind, and rain. A season is a period of the year that is distinguished by special climate conditions. The four seasons - spring, summer, autumn, and winter follow one another regularly. Each has its own light, temperature, and weather patterns that repeat yearly. Learning about the seasons helps children understand the passage of time and teaches them about change.

As we are in the month of **Spring**, we have started to explore Spring by engaging in discussions about its characteristics. This learning has moved to the concept of visual arts, as a class we engaged in guided drawing. Guided drawing is a step-by-step approach to drawing something. Our learning focus of Spring has formed the foundation theme as we concentrated on drawing flowers growing from the ground up. To complete the artwork, the children applied watercolour to represent the colours of Spring. The spring flower sensory trays supported the children's learning and they loved to absorb its beauty in a calm manner.

*Sing Me The Summer* by Jane Godwin and Alison Lester invites the reader to splash into **Summer** with a glorious love letter to the season. It celebrates those precious everyday moments that stay with us forever. The children were asked the question: What do you like to do in Summer?

Alex: "Play outside."

Alina: "Eat ice blocks at the beach with my sister. I like chocolate."

Allegra: "In summer I love eating ice cream at Nielsen Park and climb on the rocks."

Bella: "I like to play in summer in the park."

Cooper: "Go to the beach and play in the sand."

Henry: "Ride my bike at the puppy park."

Kieran: "Eat ice cream at the beach."

Olivia: "Play at the seaside."

Tylor: "Play tennis and eat ice blocks."

Vance: "Playing basketball and golf with my dad and my sister."

In order to understand the continuous cycle of the 12 months and the 4 seasons, I explained to the children how time is relevant to the Earth's relationship with the sun. The Earth orbits around the sun. Seasons occur because the Earth is tilted on its axis. Axis is an invisible line in which an object spins. A season is a period of the year that is distinguished by special climate conditions. The four seasons follow one another regularly. Each has its own light, temperature, and weather patterns that repeat yearly. The seasons in the Northern Hemisphere are the opposite of those in the Southern Hemisphere. This means that in Australia, being part of the Southern Hemisphere, Winter begins in June.

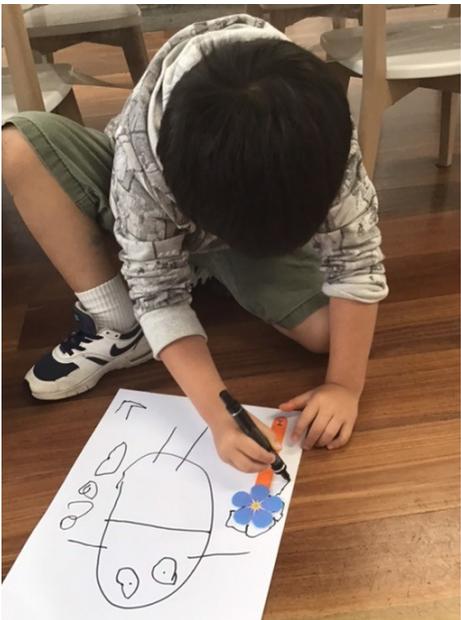
To gain a deeper understanding of the interpretation of the seasons, we have listened to Vivaldi's *The Four Seasons* violin concertos Spring and Summer pieces. Each gives a musical expression to a season of the year. Exploring how the instruments represent life and change felt in each season. The children were encouraged to feel the music and move their bodies to the tempo.

Wishing you all a lovely weekend ahead!

Veronika, Rebecca and Rowel



# Stage 4R: Spring



# Stage 4R: Summer



**"The beautiful thing about fear is that when you run to it, it runs away."** (Robin Sharma)

This week, we are concluding our Colour Monster provocation and focusing on our black monster who represents fear. When we feel scared, our heart beats faster, we might sweat or have a tummy ache. We might have a phobia that we need to work through and perhaps it will take us a few attempts before we feel more confident about trying something new. Everyone is scared of something and that's okay. We can always rely on our parents, teachers and friends to talk through our fears and feel safe again.

Our story of the week was called *When I'm Feeling Scared* by Trace Moroney. We read how Bunny was scared of the dark, creepy, crawly spiders, and of bullies in the schoolyard. We discussed how spiders are usually more afraid of us because we are much bigger, and that the dark can play tricks on us. Bullies are just people who feel insecure deep inside and want us to feel the same way. Thankfully, we have a bully-free zone at Reddam and they are not welcome here.

I asked the children "What are you scared of?"

Emma: "I'm scared of spooky, spooky shadows because they look like monsters."

George: "When I first slid on the ice when I was ice-skating."

Margaux: "I'm scared of losing my favourite toys."

During our morning session the children explored the variety of black and scary learning experiences at our tables. There were discovery trays filled with spiders, insects and creepy crawlies, dinosaur worlds to construct with natural materials, and white plasticine to shape into ghosts with googly eyes. Dominoes were used to create patterns and aid the children's counting skills, and we fed some hungry spiders by counting how many insects got stuck in their webs. At our drawing table the children coloured in their own colour monsters based on the emotions that resonated most with them throughout our provocation and were able to describe their feelings more clearly.

Our Author of the Week was Oliver Jeffers and we read *Lost and Found*, *Up and Down*, and *Here We Are*. Oliver was born in Belfast in Northern Ireland and he has written and illustrated many story books. The children loved his thoughtful stories and reflected on their own friendships and their role in our world. This week we also explored sounds that appear in the middle and end of our phonics words. We started with an easier sound - EE. We made up an action by making donkey ears and said "EEEEEE - OR!" and for OO, we pretended we were a cuckoo bird nodding back and forth. The children have been so interested in enhancing their pre-reading skills this term and always look forward to our daily phonics sessions.

Next week, we will focus on the children's transition to kindergarten, discuss our school orientations and how they are feeling both nervous and excited about starting the next chapter in their lives.

Lauren, Luan, Rebecca and Rowel



# Stage 4E: Exploring What Makes Us Scared (Part 1)



## Stage 4E: Exploring What Makes Us Scared (Part 2)



# Playball

By Coach Lauren Guttman

Hi everyone!

We started our lesson today playing the Playball version of 'dodge-ball'. The children ran around the court as I tried to catch them with a beanbag. We discussed how we can show good sportsmanship after we were caught - remembering that *"it's only a game!"*

We concentrated on tennis – the children love tennis and were so excited to see that I brought tennis bats with me.

We ran around the court balancing a bean bag on our bat – always remembering to keep the bat nice and flat so that the beanbag didn't fall off.

Next, I asked the children to flick their bean bags high up to the sky with their bats. The children displayed their gross body strength and muscle tone as their bean bags went soaring up.

I then gave each child a ball and we 'boofed' (our very own Playball word) the ball away with the bat. We also did little 'boofs' with our bat, when I blew my whistle, the children stopped the ball with their bat nicely and gently. I went faster and faster, challenging the children's listening skills.

I gave the children an opportunity to hit a ball off of a ball holder. I even encouraged the children to try to bounce the ball with the bat. The children bounced the ball, then waited for it to 'pop up' before swinging their bats.

We crossed the 'Playball river' on 'lily pads' (beanbags) and cheered so nicely for our fellow teammates.

Such a fun lesson!



Hello Reddam Families!

I was so grateful to share another creative morning with your beautiful children this week!

In Stage 1, building on their interest in the tactile quality of various materials, I planned a lesson focusing on texture. The children created a texture collage using a wide variety of materials including wood, lace and wool. The children used glue sticks. I showed them the features: the cap, the stick, the wheel at the bottom. I then gave the children some tips on how to hold it. They really enjoyed rolling the glue on the surface of the cardboard. As they glued the materials onto the surface of the board, the children took time in making their selection as all the colours and textures were inviting.

The children in Stage 2 continued to work on their assemblage piece. They added colour painting on every surface area possible! The children worked on this piece collaboratively. Collaborative play has many benefits including learning to share, take turns, follow rules and negotiating.

I focused on the element of line with the stage 3 children. Over the last few weeks, I observed that the children were a little timid when drawing lines. We therefore created a 'bad hair day' artwork. Each child was given a basic face. Using various lines, they added hair. When introducing the activity, I presented different kinds of lines. I explained that a line is actually a moving dot. You always start with a dot and then you move it anyway you like, and you will have a line. If you move straight then you will have a straight line, up and down and you have a zigzag line, wavy and you will have a curvy line, etc. The children had lots of fun creating various lines which resulted in crazy hair. We had such fun making this artwork.

Stage 4 completed their individual portrait canvas paintings. They outlined the details and embellished the canvases. They then started a second large collaborative canvas piece which will be auctioned in the coming weeks. The first layer involved applying paint by dipping balloons into paint and splotching it on the canvas. The texture created is magnificent.



This week in Drama we had a look at superheroes from stories and in real life. The thinking question for Stage 3 and 4 was "What is a fruit or vegetable of the same colour as you are sitting on?" By far the hardest to name were blue and purple!

After our parachute play, Stage 1 had a look at all kinds of emotions and expressions. They watched as I sang *Twinkle Twinkle* in lots of different emotions including sad, angry, happy, and tired. Stage 1 then showed me their muscles and flew around the room like a superhero. They were visited by Lorry the Lorikeet to finish the lesson.

In Stages 2, 3 and 4, we began by discussing all kinds of superheroes like firemen, police, spider man, superman, and teachers. We played a quick game where I listed some superheroes and the children decided if they were good guys or bad guys. Afterwards, we discussed that there are lots of different emotions that we might need to use to convey a superhero character. We sang *Twinkle Twinkle* and used our faces and voices to make different emotions.

I told the children of a new superhero that is called Mr/Miss Muscles. They have that name because they are super strong from eating all their fruits and vegetables. The children mimed eating up all their food, showing me their muscles, and lifting something very heavy. This superhero has a special phone that receives emergencies from the community. Xavian from Stage 4 called it the community hotline! When they received a call, they had to answer "Hello! What? Of course, we'll be there soon!" Mr/Miss Muscles had a call from someone who saw a kitten stuck up a tree, an old lady who needed help crossing the road, a fire in a kitchen, and a robber stealing something valuable. We acted out each scenario together as a class.

In Stage 4, we split into two groups and acted out the police/robber scenario. Some children were the robbers and some were the police. The robbers mimed stealing something valuable, the police received the call, and then the two groups worked together to act out being caught and sending the robber to jail. Rohan confidently said "You're under arrest!"

After our superhero scenarios, Stage 3 and 4 broke off into pairs to do a mirror and statue exercise. The pairs faced each other- one person moved while the other copied. We also had a go making statues- one person "moulded" the other into a statue of a superhero.

We finished by getting a star for being super star students. Well done everyone!



Hello lovely families!

This week in music we revisited our songs about dinosaurs. We started with our new hello song, "I'm so happy to see you," I'm so pleased with how well the children recalled the song and drum rhythm.

We continued the music lesson with some warm up activities, as it's so important to warm up! 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' 'ee' and 'mm' sound, we made our voices go from high to low and back again. We used our fingers to rise and fall to match the pitch of our voices. 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 pretended to be bananas, and sang the 'Peel the Banana' song. The children giggled with me as we peeled, mashed and ate the banana.

Our first song of the week was *The Moose Song* which is a popular call and response camp song. The children copied my moves and called after me. We had a laugh as Fred the moose split his juice everywhere.

Next we recalled our song from last week *Walk The Dinosaur* by Queen Latifah. Stage 3 and 4 learnt the words and actions to the second verse of the song. 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. Stage 4 learnt that when I put my hand to my ears, it means I want them to raise their volume. Stage 4 is also learning about projection in place of shouting.

Stage 1 and 2 had a fun dance to *The Dinosaur Dance* by Little Angel. We swished our tails and stomped our feet to the rhythm of the song.

Upon request from last week, we learnt a new goodbye song to finish our lesson. The song is called *Goodbye In a Fun and Silly Way* and goes through popular animal rhymes for goodbye. Some examples include *See You Later, Alligator, Get Out of Here, Reindeer* and *Toodle-oo, Kangaroo*. Each week we will sing different animals with our goodbye song.

Well done to everyone for a great music lesson!



## Happy Birthday!

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



03/11 - Oliver (4E)



05/11 - Joshua (3R)



05/11 - Kyle (3R)