



Weekly Newsletter

Term 1

Friday 9th March 2012

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Jungle Jammin'

What a great morning we had with Lamine!

We began with the children naming the skins of the drums, starting with the 'Dom Dom' drum which Louis correctly named as reindeer skin on one side and cow skin on the other. Tyler correctly naming the skin on another as goat hide. The children then split into groups with the exploration of the drums, firstly using finger nails to replicate the sound of the wind, finger tip to represent the rain and finally with the whole hand fast to make the sound of a cheetah running.

Lamine talked about how the drum was like a very early mobile phone, which each tribe used to warn the neighbouring tribe about danger, such as an elephant coming into the village from the jungle, using a drum roll to represent the warning.

Each group had a turn replicating the sound of the wind, rain and an animal moving fast through the jungle with the children sitting clapping along to keep rhythm with the drums. Then singing ‘hey, hey’ in time with the beat.

After each group had a turn, Lamine introduced the master drum. Telling the children a little bit about where the drum came from and the tribe which the drum belonged to. How important it was for the villages to have the drum which was then the focal point of all the celebrations.

Everyone took a turn to play the master drum before Lamine played a song and sang ‘Welcome to My Village. Let’s Have a Good Time’.

He then spoke about how the music makes you feel happy and how it brings everyone together regardless of where you live, whether you are different or look the same, come from a different culture or hold different beliefs. We all like to feel happy and music is a good way to share that happiness.

He invited the children to name animals and the children then replicated each animal in dance while he played the drum. Hopping like a kangaroo, slithering like a snake, roaring like a lion, moving like an elephant and stomping like a dinosaur.

The photos have been uploaded onto the digital frame and have also been placed into the reflection journal which are both next to the sign-in book.

Term Dates....

Due to Easter falling early this year our first term should finish on the 30th March which would make first term just 8 weeks long. Due to not wanting the children to suffer two 11 week terms, we are going to continue on until the 5th April making Term 1, 9 weeks long.

To make up forty weeks for the year in line with the schools, the term dates are as follows;

Term 1	-	6 th February until 5 th April	=	9 weeks
Term 2	-	16 th April until 29 th June	=	11 weeks
Term 3	-	16 th July until 21 st September	=	10 weeks
Term 4	-	8 th October until 15 th December	=	10 weeks

This enables us to attend only one 11 week term instead of two.



In cookery this week the children made sushi. Developing their rolling, sequencing skills, cutting and exploring flavours from a different country and culture.



In art the children used their cutting, creative and gluing skills to make and construct a house from cardboard. Exploring how a 2D image can be transformed into a 3D shape.

In **P.E.** we explored the wind and how materials move and flow with the wind. Then ball skills, catching and throwing balls, turn taking and sharing.

Thank you to Kaeden for bringing in his story book 'Willbee the Bumblebee' which was a lovely story to read. The children really enjoyed listening to it!



Also a very big thank you to Amy, Mataya and Jay, who have very kindly offered to lend the children some books on a rotating basis enabling the children to listen and explore at circle.

School Mural....

Adele asked if the children could be involved with the school in decorating the mural on the wall by the stage with coloured disc's. Unfortunately having spoken to the art teacher we will not be able to, as they have worked out how precisely each disc is to be positioned and allocated the discs around the school. Also the paint is quite strong, which then brings in a health and safety issue with young children. She has promised to keep us in mind next time a big project is undertaken.

Toys...

Can we please ask parents to keep toys at home (unless it is a comforter), as it can be very distressing if the toy is lost or another child wants to play with it. Thank you for your understanding on this matter.

Unfortunately we will no longer be able to use the school reading books due to the expansion of the primary school with 4 prep classes and 3 year one classes. We will source and buy our own books, but until that occurs we will continue with the class pink, blue and green level materials.



We hope Alexander enjoyed his birthday on Monday and his birthday celebration with us on Tuesday.



Please remember we are closed on Monday 12th March for Labour day public holiday.



“Ourselves in Their Shoes” ...

What would you do if the only time you were given attention was when you misbehaved? Children need attention, and sometimes they seem to decide that negative attention – being spoken to sternly, reprimanded, redirected – is better than being ignored. It is important to give children attention at times when they are behaving in ways we want to encourage. One of our roles is to help children learn what to do, not just what not to do.

Children live up or down to our expectations; they believe what we tell them about themselves. Their identity or self- concept comes largely from the messages they get from important people in their lives. If a child gets messages that he is valued, that he makes a positive difference in other’s lives, he takes on that picture of himself and behaves in ways that reflect that picture. On the other hand, a child who is told often that she/he is naughty will eventually believe it and act that way.