



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

19TH AUGUST 2016

Beryl's Message

By Beryl Cappello, Principal

Reading and Communication

It is widely recognized that the quality experiences children have in early childhood are critical to their future academic success.

To succeed in all areas of academic learning children need to be effective communicators. Reading aloud to children is widely recognized as the single most important experience we can do that leads to better communication.

Reading aloud builds word-sound awareness in children, encourages listening skills and reinforces word recognition.

It stimulates imagination, arouses cognitive skills and builds curiosity and memory, as well as giving children a sense of intimacy and wellbeing.

Books can help children to feel safe and secure encouraging them to build stronger relationships, while learning more about themselves and others.

Books remind children they belong to a particular group or family and encourage them to share what they know and ask questions about what they are yet to understand.

Taking time to read with a child sends an important message that reading is fun, exciting and worthwhile.

Why am I telling you all this?

As you might already know next week is Book Week (Monday 22nd August to Friday 26th August 2016).

Why do we need book week to remind us of the importance of books?

Sometimes, a reminder can do wonders to make us put aside our computer, our work and remember what is it like to turn the pages in a book, look at the pictures and bond with our children.

Karen, (Anna's Mum), reminded me of this today!

Karen asked if Anna could bring her favourite book along next week and dress up as her favourite book character for book week.

So we are going to do just that!!

Beryl's Message Continued

By Beryl Cappello

We would like to invite all our children on everyday next week to come dressed as their favourite book character and bring along a favorite book to share.

Families please ensure costumes are comfortable and manageable for toileting, and books have names in them so they don't get lost.

We look forward to a fun filled week of books, reading, talking, listening, expressing, singing and establishing a good literacy foundation for life.

Please note all parent feedback at Reddam Lindfield is always taken seriously and from one small conversation come a whole week of learning and fun. Thank you Karen and Anna.

Hats

Now that it is getting warmer could I please remind all our families about being "SunSafe".

All children need to have a hat for school. Please label the hat with your child's name and ensure they either bring their hat each day in their bag or they leave it at school for everyday use.

Reddam ELS do have their own recommended school bucket hats, these maybe purchased from the uniform shop. Any enquiries and email orders can be directed to :

uniformshop@reddamhouse.com.au

The uniform shops is situated on Blair Street next to the Catholic Church around the corner from our Bondi Campus.

Opening hours are:

Monday to Thursday 9:30pm to 2:30pm.

Orders will be delivered direct to Lindfield.

We also have a multiform uniform both for our boys and girls.

This is an excellent way of introducing them to school and helping them to understand that they are part of a learning community.



Stages 1 and 2

By Rochelle, Ruijuta & Tracey

We strive to ensure that all children have the opportunity to grow, reach their potential and develop their confidence as they learn to become active and involved participants in learning.

We have had another fun, action packed week here at Reddam ELS Lindfield and the children are continuing to adapt to their environment and routines, becoming more familiar each and every day.

Our first week transitioning last week was a huge success and the children appeared to love visiting and engaging in play within their new rooms. It provided many opportunities for the children to begin interacting in age-appropriate activities with their peers, whilst also beginning to develop an awareness of their new programs. We have continued to do the same this week as we become more regular with this routine, we envisage that the children will continue to thrive in each of their learning environments here at Reddam.

We view our "Partnerships with families" (Principle 2 of EYLF) very highly here at Reddam ELS and the relationships our educators form with both children and their families has a significant effect on children's

involvement and their success in learning.

Children thrive when families and educators work together in partnership to support their child's learning and we want to thank each of our families who have informed us of their child's current interests and what they have been involved in each week/weekend. We love hearing from you and encourage you to never underestimate the significant role that you play here in your child's development, both at home and here at Reddam.

After discovering a spider within our classroom late last week, the children have been fascinated in exploring our natural environment for spiders and spider webs. As a class, we have headed outside and explored our surroundings, searching for spiders and their webs whilst also discussing how spiders make their webs, what they eat and the types of bugs that can become stuck when they fly through it.

This has sparked lots of interest amongst the children as they have begun recognising many bugs within these webs along with discovering other creepy crawlies on our adventures.



Stages 1 and 2

By Rochelle, Ruijuta & Tracey

The children have enjoyed creating their own spiders and spider webs, along with initiating this into their play, with many climbing on our balance beams and frames pretending to be spiders.

We decided to take this interest further and have begun looking at "Bugs and Insects" over this last week. With a number of visuals and interactive clips, we have learnt about the different bugs around us and what they look like.

We have continued to go on many walks outside, curious to find a number of bugs and insects discussed and the children have been ecstatic as they have discovered ants, moths, spiders and spider webs. Through these experiences, the children are continuing to develop their understanding of the world around them and developing respect for nature and their environment.

We have also created our very own butterflies during our art and craft experiences and the children have been very proud of their unique, individual artworks

as they have achieved these themselves.

Over the second half of this week, we have spent time transitioning into our new room and the children have had countless opportunities to spend time with peers of similar ages along with continuing to familiarise themselves with their new routine.

The small numbers in these rooms have enabled us as educators to meet the individual needs of each child and get to know them on a more personal level. It has also enabled us to cater for the different learning capacities and learning styles of each individual child.

Over the course of the week, the children have expressed interest in sea animals. Our children have participated in a number of hands on experiences regarding this topic, showing particular interest with our Under the Sea matching game.



Stages 1 and 2

By Rochelle, Rujuta & Tracey

As part of our intentional teaching routines, the children have each been given a bingo board and after receiving instruction from their educator, have been asked to match their small individual cards, identifying the creature and matching these same visuals onto the board in front of them. As the children have participated in such activities, they are improving their cognitive thinking skills distinguishing between the similarities and differences in animals, whilst also enhancing their brain functionality as they are training their memory to identify which visuals match together.

The children haven't been able to get enough out of this experience and their enthusiasm to be involved has shown us that these interactive activities are just what they need. Seeing first hand the excitement of children participate in such tasks helps us as educators identify how we can help them get the most out of each experience prepared.

Reflecting on our own individual practices as an educator ("Ongoing Learning & Reflective Practice" - Principle 5 of EYLF) is an important part in understanding children's interest and becoming adaptable to their

level of learning. A number of times over the last week, our educators have pre-prepared experiences for the children but this has not gone to plan as expected. Although we have been quickly surprised that the children have taken a different path, it has helped us recognise as educators that flexibility is key.

It helps us discover how important it is to follow the expressed interests of our children at any one time and that going along with this enables each child to reach their learning potential, gain more out of an experience and meet them at their level. Looking back and reflecting on experiences such as these helps us examine what happened in each setting and reflect on what we might change next time. Maybe it means giving children the opportunity to express what they want to collect on their adventure outside and asking them directly what they want to achieve.

We look forward to all that next week will hold. Have a wonderful weekend!

Rochelle, Rujuta & Tracey



Stages 3 and 4

By Beryl Cappello

The children's interest in the natural environment is really beginning to develop, as they show joy and excitement in the little things they find.

A spider's web, a worm, a butterfly. These have all caught their attention and sparked conversation and wonder about the world around them this week.

The kookaburra's have kept a close eye on the children. They no longer see them as a threat but come down to have a closer look watching and admiring them. They laugh as the children play and do a happy dance when they catch a worm to eat.

The old Classic story "The very Hungry Caterpillar" has become a favourite this week as they looked at the transformation of the caterpillar to butterfly.

Their knowledge of the story enabled them to sequence and extend cognitive ideas together as a group. They have talked about what the caterpillar ate and what it was that made him feel sick.

They discussed the types of food that he should have eaten.

They put the foods into groups. There are only two groups, sometimes foods and everyday foods. Not really a food pyramid however it made perfect sense to them.

They discuss what types of food grow in the garden and what come out of a packet.

Outside they collected treasure from the garden and brought it inside to create masterpieces.

They used sticks to spell out letters of the alphabet and make their names. They crush leaves to create a collage, did you know only the dry leaves can be crushed. They compare this to food that is fresh and not fresh.

They also continue to weave their magic with their stick people, using their fine motor skills and imagination.



Stages 3 and 4

By Beryl Cappello

The interest in the environment, led by the children has encouraged us to talk about an environmental education program. A program to encourage an holistic approach to sustainability.

Our National Quality Framework by which all children's services are structured. States that sustainability should be embedded into all our daily routines and practices. The framework urges us as teachers to talk to our children about how "all living things are interconnected."

It compels us to promote within our children a sense of responsibility and respect for their environment and environmental sustainability.

What does it mean??? What is authentic sustainable practice?? How can we do it at school?? Where do we start? How can we teach our children to be active participants in making social change? Yes, apparently we can and we are on a mission to find out how.

We have decided to contact our local council and the local library to assist us. We hope that they will give us some ideas that we can put into practice.

Things that we can do everyday with meaningful long lasting affects, for our children and their future.

If you have any ideas or you are in a position to talk to us, teach us, inspire us. We would love to hear from you. It is the little things we do now that will make a big difference to the future.



Hello everyone!

All the children continued to explore about the things they see in the sky and the whale which is deep in the ocean. They listened to a **bird whistle from Malaysia**.

We then listened to the "laughing" sounds of the Kookaburra from **Australia** (using the **Kookaburra whistle**) and even had a special visit from an Owl. The Owl song was sung in a **Minor Key** and children joined in to "who? Who? Who?" (Hoot, hoot, hoot) Birds from different countries do make very different sounds!

They then used the scarves to create their rainbow in the sky. We explored swishing the **scarves** over their heads, throwing them in the air, swishing from side to side, waving it up and down etc.

Our children made a "Ring Around a Rocket Ship". They **stretched up high** and all "fell down". Then all stayed on the ground to sing Twinkle, Twinkle.

It was a peaceful ending to an exciting exploration of things in the sky and down in the ocean.

They then did something even more amazing! We **creatively** made up a song with contributions and ideas of which kinds of food Mr Aitken Drum was made of. They sang this to an **ostinato** of "In the moon".

*An ostinato is a musical pattern which is repeated throughout a song without changing.



Photo Gallery



Photo Gallery

