



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM

ELS

26TH AUGUST 2016

Beryl's Message

By Beryl Cappello, Principal

"A Walk in the Park"

Excursions are valuable events for everyone, our children, our teachers and even the people beyond our fence. Stepping out into our community is a wonderful opportunity for our children to see the neighbourhood. It is also a lovely way for our community to see and value us.

Excursions are also a perfect way to expand our children's view of the world around them. To help them understand the role they play in society and to teach them what there is to see, discover and explore. With this in mind next week we are going to "take a walk in the park". Everyday, yes everyday!

We are going to hunt for nature, and learn more about what is behind the big brown fence. All our children will be taking part in this adventure each day next week. We will go out after morning tea and return just in time for lunch. We can't tell you the exact reason for our adventure, as it is a surprise for "Father's Day." However we can tell you it is going to be lots of fun.

Please check your email for full details about "our walk in the park". The email includes an excursion risk management plan and parent

consent forms. The consent forms will need to be returned signed by this Friday 26th August. There are spare forms at school if you need them. No child will be allowed to attend our "walk in the park" without a signed consent form. So please bring them back as soon as you can. To those who have already returned their forms we thank you.

We hope as our children become familiar with our "walks in the park" we will be able to venture further out and see more of our surroundings. We would like our children to have a "voice" in our community. To let people know who they are and why they are important.

The world outside our big brown fence has so much to offer, and we want to explore and understand as much of it as we possibly can. They are only little for a very short time, but in that very short time they can learn a lot. Let's help our children to be "connected with and contribute to their world" EYLF L.O.2. Let's give them the opportunities to participate in a meaningful way, and become the leaders of tomorrow.

If you have any ideas on community adventures that you think our children would like your suggestions are most welcome.

Beryl's Message Continued

By Beryl Cappello

"Book Week"

Engaging with children in an interactive reading experience is so important for developing literacy skills.

Children have a natural love for books. Using techniques such as asking them to point to items on the picture, or to predict what might happen next are great ways to get them involved.

We have had a wonderful week of interactive language and vocabulary development through our book week.

Many of our children dressed up as their favourite book characters and brought in their favourite book to share with their friends.

We would like to thank all the families who assisted their children to be part of this fun week.

As a thank you and a way of encouraging further language and literacy engagement at home, we bought a select of well known books and offered each child the opportunity to select a book from our book trolley to take home to keep.

We hope that from one loved book our children will start a lifetime love of reading.

We give a big thank to Christian and his Mum Catherine. They did a big clean up of Christian's book case this week.

They decided he was too big for some of his books. So they donated them to the children in stage 1 and 2.

The children had a wonderful time, sharing the books he donated and it is a wonderful addition to their library.

Beryl.



Stages 1 and 2

By Rochelle, Ruijuta & Tracey

What another busy week we have had with our Stage 1 & 2 children. Not only are they adapting and thriving within their new classroom environments, they have been actively involved in a variety of intentional teaching experiences, implemented based on their current interests.

As we have continued to focus on nature and bugs & insects, the Hungry Caterpillar has not only grabbed the attention of our children but it has sparked lots of interest on caterpillars and how they turn into beautiful butterflies. As a result of this, it has stemmed into many discussions and learning experiences where we have begun looking at the life-cycles of chickens and frogs and the changes that occur and why these occur.

The children have had the opportunity to sit and learn about the life-cycle of these animals in group experiences and although this has appeared to be quite challenging for the children to wrap their little minds around, it has enabled the educators to reflect on how we can re-create our learning experiences to engage the children on a more personal level.

Despite this, the children have appeared to enjoy themselves and the excitement they have shown with chickens and frogs and learning about these animals has been a joy to watch.

Our children have also continued to enjoy investigating our outdoor environment as they have watered our gardens. This has stemmed into discussions on plants, why they need to be watered and how they grow. As a result, we have also begun looking at the life-cycle of plants.

As the children interact and discover their natural environment, they are continuing to develop and grow in their respect for their environment. (EYLF 3:1)

It gives them the ability to gain insight into how to look after plants and their surroundings whilst also giving them the opportunity to take this on board and put their learning into practice. In time, we hope to create our own vegetable garden and begin growing plants which will further the children's involvement even more.



Stages 1 and 2

By Rochelle, Ruijuta & Tracey

COLOUR MIXING

With our large rainbow up in our classroom, this is just one of the many tools our children have been using to interact and identify colours with. For weeks, the children have been fascinated with colours and we desire to further this interest within our classrooms.

We have discovered that many of our children have well developed knowledge on the basic colours. As we have engaged in activities and encouraged the children to state the colours they see, we have been blown away by how some of the children know each and every colour around them. With some of the children excelling in these areas, we have identified that others are still requiring assistance. As a result, we will continue developing experiences for these children to further their growth in this area.

As we have focused on mixing colours and what happens when this occurs, we have communicated with the children about our main primary colours and conducted activities where the children have been

shown how certain colours can be mixed together, hence creating a new one.

Throughout the week, the children have participated in a science experiment where the educators have conducted an activity where they have looked at the main colours in a plate of milk and how these colours combine and change when a drop of dishwashing liquid is added. As the colours have combined, the children have been blown away at what was occurring before their eyes. Such an experience has enabled the children to learn about the interaction of properties in meaningful ways as they think about the different colours and how adding a material can change their compounds dramatically.

To sharpen the children's understanding within these areas even further, we will begin focusing on looking at the different shades of colours, i.e dark green and light green. We will also begin incorporating age-appropriate scientific experiments into our learning as we don't want to lose the interest they have displayed throughout this task.



Stages 1 and 2

By Rochelle, Ruijuta & Tracey

SELF HELP SKILLS

Being able to care for ourselves is not only an important life skill, it gives children a sense of self-confidence which contributes to a positive self-esteem. Through giving children opportunities and encouraging them to do such things that may prove challenging, they grow and become confident and bold learners, eager to try new tasks.

Over the last week, our children have been decorating their very own placemats to be used during meal times. Our children have been given the opportunity each day to prepare and set our table for these routines, placing their bowls, plates and cutlery onto each of the placemats, before our meal arrives.

As this takes place, the children are learning to be apart of our daily day-to-day activities within our room and are learning to be successful and find interest in trying new tasks.

As we begin instilling and incorporating this activity into our daily routine, we encourage

our families to do the same at home. Speak to your child about what we need to eat our meals and invite them to set the table. The more we encourage our children to take part, the more involved and willing they are when they are asked to do something.

With the warmer weather starting to make an appearance, we are also beginning to apply sunscreen to our children. Another way that we can help grow and develop their self-help skills is through giving them opportunities to apply sunscreen themselves whilst standing in front of a mirror. We have begun encouraging the children to rub their sunscreen all over their face, necks and arms and to approach their educators and ask for assistance if needed. Although this has proven challenging at times and the children have needed some guidance, we have been reminded that encouraging children to ask for assistance if they need it, rather than taking over if they are finding it hard, helps them grow further in these self-help experiences. Here's hoping the rain won't hang around for too long, so that our kiddies can begin becoming more familiar with this routine. They also can't wait to get back outside!



Photo Gallery



Photo Gallery



Stages 3 and 4

By Beryl Cappello

Book week has been a wonderful success with many of our children dressing up and bringing in book to share and read with their friends. The one book they still love and has remained their focus this week has been, "The very hungry caterpillar."

While this book is a picture based book it has many concepts to explore. The caterpillar who eats too many sometimes foods and gets sick was the focus of last week. Children talked about everyday food, fresh food and sometimes foods.

However, this week the focus has been on the days of the week. Each day the caterpillar adds a new food to his diet. The days of the week for most children are merely an abstract concept of time. However the hungry caterpillar takes it to a different level.

By learning the days of the week through a loved book children are making predictions and learning about real time. Sequencing the days are an important concept. Which day is first, what comes next, which days is last. Understanding the terms today, tomorrow and yesterday are very a

significant part of understanding.

Labelling allows children to make predictions about what happens next. For children who are anxious a simple picture calendar on the fridge with Yesterday, today and tomorrow helps them to plan what comes next and there are no surprises.

Children use the terms to talk about past (yesterday), today (now), and tomorrow (later). They are able to see how single days go over a course of three days to later understanding a whole week.

They also learn how many days are in the week and sequencing those days in order. Music and rhythm help them to playfully remember the sequence.



Stages 3 and 4

By Beryl Cappello

They also made caterpillars using colours. They cut out colour circles to represent the body and decorated their caterpillars with features.

Looking closely at what a real caterpillar looks like. They took pride in their work and left it for periods to take and break, revisiting later in the day to add another circle. This is the importance of having their own room, all the children are at the same level, They understand privacy and respect for each others work and work space.

They also watch each other and gain new ideas and concepts to try. If something is difficult they have a rest and come back persisting with the task at a later time.

It is important their work is left untouched so they can be in control of the process. Art is a process not a product, we need to value the process and give them time.

Finally they did a huge caterpillar floor puzzle. Puzzles are excellent for cognitive skills, problem solving, fine motor, hand eye co-ordination and developing strategies on

how to approach and achieve a goal together. As the transfer their knowledge and reason together they build social skills and a sense of belonging.

Once accomplished they have the satisfaction of knowing they did it together and they were part of a bigger group. They take pride in their achievements, boosting their self-confidence, self-esteem and preparing them for the next challenge in life.

I wonder if "The hungry caterpillar" will still be a favourite next week??

Lets wait and see. I think I have a hungry caterpillar puppet at home, maybe they can retell the story with the puppet.



Photo Gallery



Photo Gallery



Hello everyone!

Children love repetition!

They continued to explore things they see in the sky and the whale which is deep in the ocean. This week, the new whistle they heard was the “**cuckoo whistle**” from Germany.

They also played the **shakers** with the song, “Kookaburra”, exposing them to the different sounds by metal and plastic instruments. They also learned to **differentiate colours** as we sang a song on the colours of the **rainbow**.

Then they created their own rainbow with **scarves flying, swishing** and **twirling** in the air. The tired birds settled down and rested while a Justin played “Twinkle, twinkle”.

After that, they sat down to play the “**zig-zag**” **blocks**. These blocks require them to **scrape in order to produce a sound**. This is different from the bells and egg shakers where they had to shake to produce a sound.

Once again, we had so much fun learning together!

