



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

28TH OCTOBER 2016

Beryl's Message

By Beryl Cappello, Principal

"The Theory of Loose Parts."

It sounds like something you would find in a carpenter's workshop. However the theory of loose parts began in the 1970's when an architect Simon Nicholson introduced the belief that loose parts in our environment empowered creativity.

So what are these loose parts and how do they fit into our environment? Loose parts are materials that you can move, carry, combine and mix with other materials in multiple ways. They are non-specific, there is no direction and they can be used alone or combined in any combination you like.

There are many benefits to using loose parts, as they can be adapted, and manipulated in lots of different ways. Loose parts encourage creativity and imagination and they are open ended. They can assist children to process trauma and reconnect to the world. They are self-regulating and can reduce stress, which could normally hinder a child's learning.

The teachers at Reddam have been using loose parts in their classrooms to support the children's learning, encourage thinking and

develop their understanding of size, dimension and area. The children have really embraced working with the small parts constructing and deconstructing. As they learn that they are only limited by their imagination and own creativity. If they don't like the way something looks they can move it. If something feels wrong they can readjust it. They don't need to use the equipment in any particular way and when they finish they can take it all apart and make something else.

When children play with loose parts they develop skills and confidence in their own abilities. They have an open mind to play and are responsible for their own work and ideas. Loose parts are all about the process not the product. There is no specific outcome there is no end product the emphasis is on the pleasure of doing.

If you have small parts at home, buttons, stones, natural materials bring them along and help inspire our imagination and creativity.

Word from the rooms... Please remember it is getting warmer, assist your child to apply sunscreen on arrival.. It is located near the entrance and helps your child to stay "Sun Safe."

Photo Gallery



Stage 1

By Leonie

Stage One is growing... each week we seem to be getting new friends to our class. It is exciting to see each child's reaction and how they are supported to become part of the group. As we are growing we have created a new space in our other classroom for term 4. The children have really enjoyed this week getting use to their new environment and exploring the space and developing a sense of belonging. We hope you like our new classrooms and see how they are being used to develop different skills in each area. As we commence term 4 we begin to think about our new learning, interests and provocation for this term.

Welcome

On behalf of everyone in stage one we would like to express a big welcome to all our new friends Ozan, George, Angus and Emmeline. We welcome them and their families to Reddam and hope they are enjoying the new challenge. The staff are really excited that Stage one is growing and we are looking forward to learning all about each of you as individuals and as families in our Reddam community.

Family photos

Thank you to all the families that have already sent in a family photo. If you haven't as yet please could you do so over the next week. This adds a sense of

belonging to the room and allows children to share and understanding the importance of family. If it is easier for you to send via email please feel free to direct to my email Leonie.pride@reddamels.com.au

My email is also there if you wish to pass information on to me about concerns, interests or developments with your child. Feel free to send me a message.

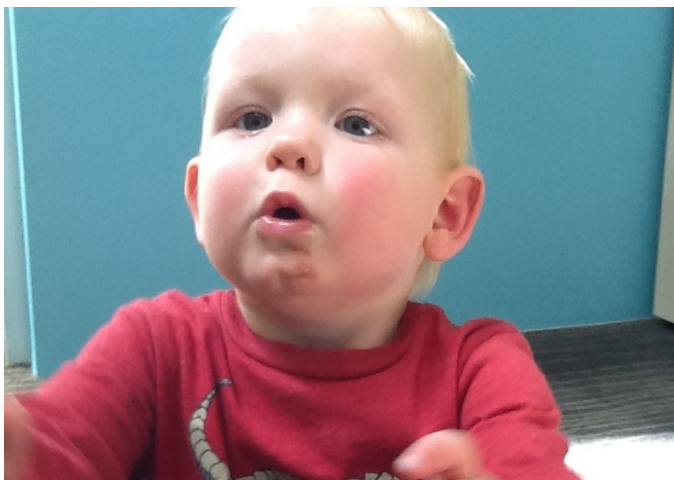
Provocation time

The beginning of the term is always a time to look at who we are and where we are going. We consider what the interests are in the room and how we will explore and develop those interests. Stage 1 are growing in numbers and so we thought we would explore "Whose in our Nest" (this is the term we used for the younger children in stage 1). The children love getting to know each other and learning about each other as they negotiate their play space and environment. As we explore each other we learn that something we have in common is "we love sensory play."

So we have decided to use this to develop our provocation for the term "Sensory Me." What is around me, what can I touch, hear, smell, taste and feel? Our senses are our discovery tools and we are learning to use these tools to learn about the world around us.



Stage 1: Photo Gallery



Stage 2

By Rochelle

Welcome to Term 4, over the holiday period, we welcomed Scarlett, Madeline and Yuan to our Stage 2 class. We extend a warm welcome to them and their families and look forward to getting to know them over the remainder of the year.

Our Stage 2 children are at an age now where they observe many things that are happening around them and in many cases, this happens to be things that educators don't often have a clear eye for.

Throughout this first week of Term, the educators have been listening very closely to the children, aiming at pin-pointing their current interests and brainstorming ideas for our upcoming provocation.

Sparked from one of our children stating, "Look a kookaburra" and pointing to the bird during our morning tea routine, we begun realising just how quick they are to latch onto and spot many things around them.

As we spoke about the kookaburra we saw and we asked a number of questions to the children:

Where does it live? Where does it come from? What does it eat? etc. From these discussions and seeing first hand the interest of the children as they thought cognitively about the questions posed, we are excited to announce to you our first provocation at Lindfield for Term 4, "What's up there".

Over the last week, we have begun discussing what types of things we see up in the sky and allowed the children to lead us in this learning. Sitting down with the children over the week, we have brainstormed and discussed the kinds of things we see. They have been encouraged to look around outside and think about what they can/might see. This is what we came up with:

"Aeroplane" – Angus

"Cloud" – Sienna, Scarlett

"Sun" – Jordan

"Moon & Stars" – Jayden, Yuan

"Kookaburra" – Anna

"Rockets" – Aaron, Jeremy



Stage 2

By Rochelle

As we gathered these ideas with the children, we realised just how creative their little minds are and that they have a great understanding of the outside world. Now it's time to extend these interests further and let it take priority in their learning.

A particular interest that the children have really been indicating has been rockets. Our Stage 2 children have been very excited as they have started thinking about what they are and where they go.

"Does it have people in it?" – Anna

"Where does it go?" – Scarlett

"Where does it go?" – Angus

From these questions, we have discussed with the children where rockets go, what they look like and the astronauts that travel in them. We have also begun speaking about how they travel to space and view all the different planets. The children appear to be amazed at the fact that these things are all "up there!"

To expand these areas, the children have enjoyed creating their own rockets during art and craft experiences along with their own

astronaut masks. We have also begun learning a "10,9,8 Blast Off" song where the children are travelling up into space as they "blast off".

Making our very own galaxy play-dough, with glitter, stars and moon sequence has been a highlight too along with creating play with a number of astronaut and rocket-ship figurines.

Heading into next week, we will begin looking at the solar system and focusing on the types of planets that our astronauts see up in the sky when they travel in rockets. We will make our very own paper mache planets whilst also continuing to learn our new "Blast Off" song.

Anything can happen with our little toddlers so we'll see where this interests take them. Our aim as educators is to be flexible with children's learning and take on board their current interests as best we can.

Many thanks and look forward to journeying with you over another week at Reddam.



Stage 2: Photo Gallery



Stage 2: Photo Gallery



Stages 3 and 4

By Pauline

Welcome to term four

Term 4 is here! The start of a new term is always very exciting as we listen to the children's conversations to plan our new provocation for the term. In the next week we celebrate Halloween and Diwali. The children are busy making "scary" things to create a Halloween atmosphere at our school. As Rujuta, one of our educators, and some of our families celebrate Diwali, Rujuta will be showing the children how they celebrate this festival....what they eat and what they do during this time. It is always very important for the children to learn about other children's cultures showing respect towards one another.

We would like to welcome Henry, Tilly and Aiden to our class! It has been great getting to know you and your families and hope that you will have a very special time here at Reddam House.

Family Photo

Could all families please bring a family photo for our classroom. This helps the children form a sense of belonging to the room. They

love to see who is in each family and discuss the difference, this is a great opportunity to learn about each other. You will also see "All about Me" papers next to the sign in sheets. Please take one home so that you and your child can add photos and information to help us get to know your child and family better.

Interest in the room

One morning this week, one of the children used a couple of wooden blocks, placed them together and balanced a small car on top of them. He lowered his head down and started blowing, trying to roll the car off the blocks. Some of the other children watched to see if the car would roll. This started our discussion on why he thinks the car would roll, which led into talks about what other things roll. We decided to use marbles in paint and made marble painting pictures. Some children used one marble at a time and some decided to use more than one. When marbles landed on the floor children learnt about space and movement and at what angle to hold the container so that the marbles would not fall. During this time the children were learning many science concepts while having fun!



Stages 3 and 4

By Pauline

Rabbits

One morning this week we were surprised to hear from the parents that was a white rabbit sitting under the slide in the park. Parents thought that it was a tame rabbit as they were able to stroke it without it hopping away. We decided to take our preschool children to the park with some carrots, hoping that the children would be able to stroke and feed the rabbit.

Unfortunately the rabbit did not want to eat our carrots preferring to eat the plants and grass in the park. The rabbit allowed us to stroke it, and we were told by people walking past, that it was someone's lost rabbit.

Unfortunately the rabbit would not allow us to catch it and so we had to leave it in the park.

Noticing how the children connected with the rabbit and wanted to take care of it, we decided to buy one for our classroom.

Nibbles had his first day at Reddam House on Tuesday. He is a Netherlands Dwarf Rabbit and is 8 weeks old.

The children have decided on some ways we should look after Nibbles – "sit when we are holding him", "feed him", "give him water", "clean his cage", "brush him" were some of the ideas. I am sure that Nibbles is going to be well taken care of!



Stages 3 & 4: Photo Gallery



Stages 3 & 4: Photo Gallery



Stages 3 & 4: Photo Gallery



Stage 1 & 2:

Stage 1 & 2 were busy with things to do around the house. They played with **bells** that were made of **metal**, which is the same material as their pots and pans at home. Then they pretended to eat apples and bananas. Using this song, we learned the different **vowel sounds** by substituting the sounds in words like "apples" and "bananas". They became "upples" and "bununus" and so on.

After eating, the children helped to **clean up** by singing "dust, dust, dust" and they used the scarves to clean various parts of the room. Don't be surprised if they want to help clean up at home this week!

They also put the clothes in the washing machine and wiggled and giggled till they were clean. After a long day's work, they rested from their labours and listened to a Quaker hymn "Simple Gift". Justin played on the **Soprano recorder** last week and this week, he played on the **Alto recorder**.

Stage 3 & 4:

Stage 3 children focused on songs about the family and friends. Through the song, "I love my family" children pointed the descending pitches of the **melodic shape** and used the egg shakers to enhance that experience. Then we explored members of the family with **high or low pitched voices** (imitating mummy, daddy, grandmother and grandfather). It was heartening to hear some parents telling me that their children commented that mummy has a high voice and daddy has a low voice at home. Music is really everywhere and could be a part of daily life... even at home.

We also learned how to tip-toe when baby brother/sister is sleeping. Justin suggested that if they wanted to ask for something at home, it would be nice if they said "**please**" and "**thank you**". The children agreed and we even sang a very nice song which contained these polite words. Ask your children to sing it to you this weekend!



Music: Photo Gallery

