



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

4TH NOVEMBER 2016

Beryl's Message

By Beryl Cappello, Principal

For those families who have been with us from the beginning you will have noticed lots of changes in the environment since we started.

The staff take great pride in making sure the environment is pleasing and inviting. As a Reggio inspired school we believe and view the setting as an integral part of the learning process. The environment is our "third teacher". As the third teacher the environment lets the children know how the children should use the room, the resources and the outdoor space. Sometimes this message is different to that set by the teachers. Teachers therefore need to work with and promote the third teacher.

Our teachers believe the children should feel they are welcome, and therefore they should be comfortable in moving things around to suit their play, their learning and their development. This gives them a greater sense of identity (L.O. 1. EYLF), security and acceptance.

We at Reddam believe our children are capable, confident and resourceful, and as such we take their ideas and play seriously.

We extend and challenge their thinking and invite them to lead the direction of the provocations rather than just follow what we think they need.

We encourage them to experience their senses, use their bodies and their minds while supporting their individual growth and creativity. We try to make everything aesthetically pleasing and enjoyable to the eye. We do this using light and natural elements in nature.

While showing a parent around our school this week, she questioned that we should have more toys. This led a discussion into, it not how much you have that determines the learning but how you use it. It is the natural environment the recycled materials and the setting that encourages imagination not the bells and whistle that surround it.

Insightful teachers that watch, listen, interact and know when to make changes is how learning is created and nurtured rather than a room full of brightly coloured one off use items. Nature naturally engages children, we should therefore encourage our children to engage nature and their third teacher.

Photo Gallery



"Sensory Me"

I love exploring the aesthetics of education... Simply by being thoughtful about what children touch, hear, see and smell during a learning experience, we can turn an ordinary experience into a lasting memory.

" Painting with Balloons"

Messy play is important for young children, giving them endless ways to develop and learn. This week stage one painted with balloons they were able to use the balloons and there hands to paint and mix colours, Also taking turns and learning how to work

co-operatively and collaboratively together uses their senses to discover and explore their environment and develop their, imagination, creative thinking and ability to problem solve and experiment with solutions.

We would love you to extend our provocation "Sensory Me" at home and explore with your child. Find one item around the house to discuss with your child. It's fun to prepare this experience as there is so much to explore in your own home. Choose one object such as :

Touch - Fluffy Balls

Hear - Bell

Smell - Fresh Herbs

Sight - Glass jar

Taste - Strawberries / Grapes

It is important to enjoy this process together with your child. There is no rush, and it is a delight to watch them explore each material thoroughly. Take photos and share with us your experience.

"We put Everything in our Mouth"

One of the ways Stage One learns is through putting things in their mouth we like to provide experiences that they of course they enjoy and that whilst they are exploring if something goes into their mouth they are going to be ok.

When we use play-dough it is gluten free as some of our children are allergic to Gluten we use rice flour and potato starch.

This week with play-dough we added our fresh and dried herbs. The different textures of the fresh and dried herbs were explored they were able to smell the herbs and some ventured further to taste and sit there and just eat the herbs mint was a favourite.



Stage 1: Photo Gallery



Stage 1: Photo Gallery



Stage 1: Photo Gallery



Stage 2

By Rochelle & Tracey

Over this last week, we have welcomed Oslin into our Stage 2 class. We extend a massive welcome to him and his family and look forward to getting to know you more over the coming months.

It's been a fun and interactive week with our Stage 2 children and they have loved continuing to look at all things associated with space and rocket-ships. At the beginning of the week, the children thrived interacting with our home-made galaxy play-dough.

With lots of glitter and star/moon sequence, the children loved creating a number of objects with this sensory material. The educators added rockets and astronaut figurines to further this area, enabling the children to extend their understanding of the outside world and particularly, space and all that is up there.

As this topic was very much a talking point amongst all of the children, we particularly noticed how eager they were to learn about rockets and where astronauts travel too. With these stimulating discussions, we also focused on planets and the children had the

opportunity to make their very own paper mâché solar system. The children took part in ripping up lots of newspaper into small pieces, allowing them to refine their fine motor and hand-eye coordination skills. The children were then given a balloon and asked to apply PVA glue, followed by the strips of newspaper.

This sensory experience also enabled the children to explore their touch senses on a different level and to explore how applying certain materials together enables a structure to form.

Although this task was challenging for the children and they did require assistance from educators, they appeared to really love this activity and even more so, loved getting messy!

Once their planets had dried, the children decorated their own planets before we added them to our room and they are now hanging amongst our solar system. Since these have been up on display, the children have loved identifying each of their hand-made planets.



Stage 2

By Rochelle & Tracey

As the week began drawing to a close, the children have been absolutely fascinated with aeroplanes in the sky. This arose after hearing one of our friends had returned from an overseas holiday and had recently been on an aeroplane.

The children have been very curious learning about this and as a result, we have pushed aside our learning on space and planets temporarily to follow the children's current interests. Who knows where this will now lead us!

Since then, we have begun looking at aeroplanes and all that they do along with looking at the different parts of an aeroplane. This has taken place through group discussions, watching short video clips and observing pictures in a number of different stories.

Over the remainder of the week and carrying into next week, the children will take part in a group activity where they will create their very own Reddam aeroplane and will be guided in using this through dramatic play.

We also plan on heading outdoors a number of times and exploring our environment as we look up into the sky and encourage the children to state what they can see. We hope to see some big aeroplanes too!

If your child is expressing any interest in our provocation, "what's up there", please let us know as we would love to hear about their current interests in this area so that we can adapt these into our school routine and weekly programs.

Thanks for another wonderful week and best wishes for a great weekend!

Miss Rochelle and Miss Tracey



Stage 2: Photo Gallery



Stage 2: Photo Gallery



Stage 2: Photo Gallery



Stage 2: Photo Gallery



Stages 3 and 4

By Pauline

The children have spent the week getting to know their new bunny Nibbles, and how to take care of him. They have been helping clean his cage, brush him, and give him food and water.

The children have been looking forward to their Halloween celebrations and have been creating spiders and pumpkins to decorate their room. When asked what they would be dressing up as for 'trick or treating' some replies were:

Jackson: "Pirate!"

Isabella: "Witch."

William: "Pirate."

Christian: "Vampire!"

When using our Halloween 'torch', we needed to find a very dark room in order to see the pictures that the torch projected. When switching the lights off in our classroom, we noticed that the room was too light to see the pictures.

We went into the bathroom, closed the door to make it dark...and could see the pictures well!

A ghost, spider, pumpkin, web, a bat.

We hope that you all enjoy this special time with your children.

Diwali celebrations - Rujita showed the children pictures of how the Hindu people celebrate Diwali.

This is when they celebrate New Year, give each other presents, cards and sweets. Lights and fireworks play an important part of the festival. She brought special coloured candles trimmed in gold and lit them for the children.

Rujita made them some traditional food to eat for afternoon tea. It was great for the children to learn about another culture and their festival.

The children continue to show an interest in letters and their names. Using beans, the children created their names.



Stages 3 & 4: Photo Gallery



Stages 3 & 4: Photo Gallery



Hello everyone!

We are so happy to see the number of children growing in our campus every week. We now have sufficient number of children to run a wider variety of music classes.

Stage 1:

Stage 1 children continue to learn about things in the sky this week. They enjoyed how the little birds go "hop, hop, hop". They also enjoyed flying around the room. Children were learning to follow simple actions which will prepare them for more formal instructions they would receive in the coming years of education.

In addition, they moved to the actions of the lyrics of a Yiddish lullaby, "Oh my little bird". In this song, they had to flap their "left" and "right" wings respectively and had to reach up high and down low. We teach children spatial awareness through the song!

For their social development, the children learned to shake hands, smile and wave at their friends as lively music was played.

The children were introduced to the Cuckoo whistle from Germany which was used as part of the song we sang. Then we also used a bird whistle and learned a chat which goes, "chi-ka-dee-dee-dee".

With the help of the classroom teachers, the children continued the cuckoo melodic pattern while another teacher did the chi-ka-dee-dee pattern. This created a polyphonic texture.

Polyphony is a musical texture characteristically found in Baroque music.

Stage 2:

Stage 2 continued to be 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 "bununs" and so on.



Stage 2 continued:

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".

In addition, the children "opened" and "shut" their windows in the house. This activity activated their fine motor skills as children discover that their hand has something called fingers on them! Finger games such as these give children the needed preparatory finger dexterity for future formal instrumental lessons.

Simply because most of the activities were repeated, the children participated very confidently as they felt "safe". When children know what is coming up, they build their confidence. That is why we repeat activities and establish routines in every class.

Stage 3 & 4:

Stage 3 children continued to sing 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).

After exploring the melodic contours, we played with "sand blocks" and imitated the sounds of the carpenter's saw and hammer. This was a fantastic song because it gave lots of opportunity for children to demonstrate their creativity. Not only did we explore different ways of creating the sawing and hammering sounds, we also arranged the blocks in different ways so as the design our own "dream house". The next time we sang the song, our children worked in pairs to saw, hammer, design and build their "team house".

Now that they have such a beautiful house, they started to have visitors. Children used the resonator bars; C and A, to reproduce the sound of the doorbell. Of course, we had a song to go along with it too! Everyone had a chance to play the melody of the doorbell song.

