



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

11TH NOVEMBER 2016

Beryl's Message

By Beryl Cappello, Principal

The 11th Hour of the 11th day of the 11th month attained a special significance in the post-war year.

The moment when hostilities ceased on the Western Front became universally associated with the remembrance of those who had died in the war.

This year marks the 98th anniversary of the armistice, which ended the First World War (1914 – 18).

The red remembrance poppy has become a familiar emblem of Remembrance Day due to the poem In Flanders Fields.

The poppies bloomed across some of the worst battlefields of Flanders in World War I. Their brilliant red colour became a symbol for the blood spilled in the war.

While our youngest children at Reddam Lindfield have no idea of Remembrance Day or the significance of the Red Poppies. They took part in an experience to commemorate the silent as the guns of the Western Front fell silent.

They did this through their senses, the sounds of silence and the colour of red paint.

"They shall grow not old, as we that are left grow old:

Age shall not weary them, nor the years condemn.

At the going down of the sun and in the morning,

We will remember them."

The ode is the fourth Stanza of the poem "For the Fallen" by Laurence Binyon.

Photo Gallery



Stage 1

By Leonie

Sensory Me

The Reggio Emilia Approach emphasises hands-on discovery learning that allows children to use all their senses. In Stage one this approach works really well as much of our learning is through a hands-on discovery.

This week in the garden Stage one was busy collecting leaves looking at the different size, shape and colour and even the smell. The teachers added the collected leaves into a paint experience to create an extension on their interest in the garden and develop small muscle skills.

Feathers how they make us laugh!

Exploring how a feather feels has brought a lot of delight to the children in stage 1 this week. The children have been fascinated with the feel of feathers, and they explored many ways to touch and hold them. The mouth was one popular way to explore but running the feathers over their face and skin created lots of laughter. We found out that we could tickle with our feathers, tickle our friends and make them laugh. We found out that we could put them on our heads and they would stay. We watched the feathers float down from up high, and watched what they did as we threw them into the air. Exploring touch is a

wonderful way to come in touch with our senses.

We are also in the process of making a touch and feel book. The feathers will be a large part of our touch and feel book.

We see light and dark

Light boxes allow open-ended exploration, inquiry and play. There are so many opportunities for our children's learning and exploring. How do the objects change when placed in a light box? By just looking, what do you think it would feel like? Are there many shades of colour? Why?

This week stage one has been responsible for the light boxes outside Stage 3/4 classrooms. Inside the boxes we have used objects that relate to our Provocation of 'Sensory Me' we are looking at Touch and Feel objects this week.

These Light Boxes not only give the children an opportunity to learn but an opportunity for our families to provoke thought and questions amongst their children about what they are learning. Please take the time to stop by the Light Boxes and see what we shared.



Stage 1

By Leonie

Our provocation song for "Sensory Me"

My Five Senses

With my Eyes I can see
I can see, I can see
With my eyes I can see a rainbow.

With my Ears I can Hear
I can hear, I can hear
With my ears I can hear a bird

With my tongue I can taste
I can taste, I can taste
With my tongue I can taste an apple

With my nose I can smell
I can smell, I can smell
With my nose I can smell a flower

With my hands I can touch
I can touch, I can touch
With my hands I can touch a cat

I have five senses
I can see
I can hear
I can smell
I can taste and I can touch

I have five senses.

Books, Books, Books

"The more that you read, the more things
you will know, the more that you learn the
more that places you will go"-Dr Suess

Reading with your children helps
them to become familiar with sounds, words,
language and the value of books. This all
builds early literacy skills, helping them to go
on to read successfully later in life.

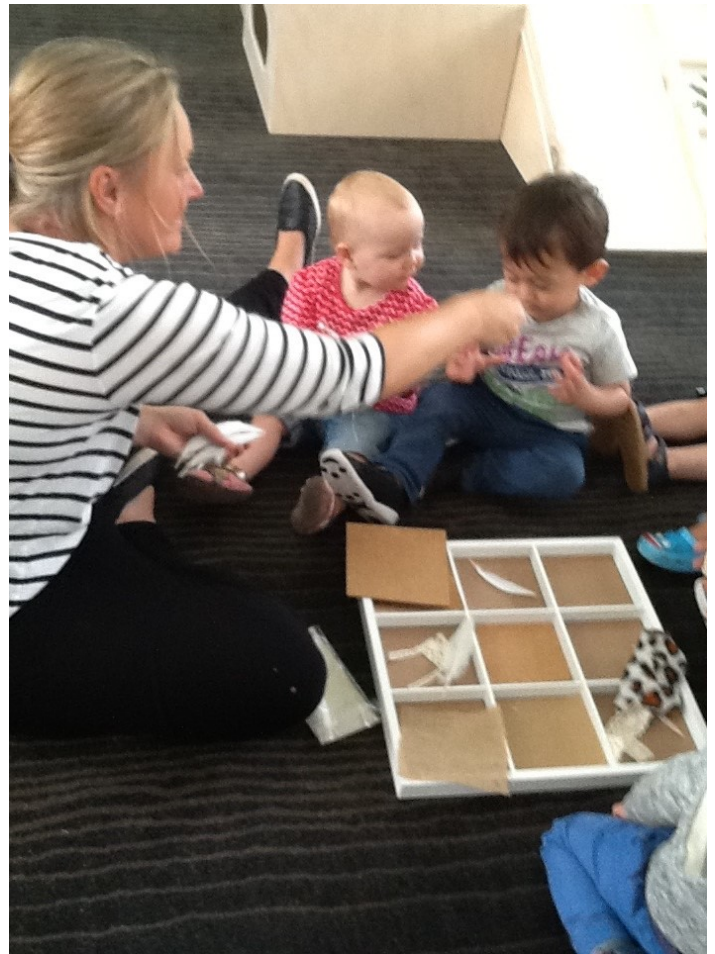
Reading stories sparks children's imagination,
stimulates curiosity and helps with brain
development.



Stage 1: Photo Gallery



Stage 1: Photo Gallery



Stage 2

By Rochelle & Tracey

Our stage two class is continuing to grow and this week we welcomed another friend into our room. We extend a very warm welcome to Jacob and his family and we look forward to getting to know them over the rest of this term.

Another HUGE week in our room has meant the children are continuing to thrive and extending their knowledge on our "What's Up There" provocation. Each day, the children are talking about and discovering the many things "up there" either through play with peers, individually or with discussions with our educators. We really love that they are learning so much about the wider world around them and taking our term 4 project on board!

Over this last week, we have continued to look at aeroplanes, since the children have really expressed a re-occurring interest in these. Towards the beginning of the week, the children joined together and participated in a group activity where they decorated their very own aeroplane. With colours chosen by the children themselves, they had a great time decorating their aeroplane with their hands, sponges and paint brushes. When dry, we attached some

clouds made the previous day, added some chairs and off we went! The children looked through the windows of the aeroplane and with guidance from their educators, discussed what they could see in the air, along with where they were travelling too. Australia happened to be their favourite destination! The children also had access to a snack table in flight and enjoyed choosing a number of different foods to enjoy. It was a great experience! Our aeroplane is now suspended in our room and each day, the children are continuing to enjoy play within this mode of transport. It's fantastic seeing and hearing their creative minds come to life as they discuss with their peers and engage in dramatic play together.

As the week progressed we continued our discussions in many different parts of an aeroplane, along with re-enacting the sounds of an aeroplane during group times. The children continue to spot plane high up in the sky and due to their strong interest, we will continue focusing on aeroplanes and over the coming weeks and may incorporate learning about the different kinds of aeroplanes that we may see too.



Stage 2

By Rochelle & Tracey

During the week, we have also gone on a number of nature walks with the children into our upper playground in the hope to spark the children's recognition of things that may be "up there". As we have conducted these experiences, the children have been more interested in spotting the small creatures that they can find along the ground rather than the ones in the air. We have also noted copious amounts of plants and pictures on the old classroom windows. It is lovely to see their interest in nature and the world around them grow.

While engaging in dramatic play the children were prompted by their educators as to what they could see outside their playground window. A number of the children stated they could see a rainbow. Others could see the sun and the moon. Since this was observed, we have begun looking at rainbows. We have discussed where we see them and the colours we see within. We documented the children's voices:

Oisin: "Blue."

Angus: "Blue."

Yuan: "Purple."

Sienna: "Pink."

Aaron: "Green."

Sid: "Orange."

Anna: "Red."

Jordan: "Blue."

The children's interest in colours has lead to participation in many craft experiences. They painted a number of colours, of their choice, onto paper using a rolling pin. After applying blobs of paint and placing a plastic sleeve over their paper, the children were amazed at how the rolling pins spread the paint in all different directions making new colours and tones. They were so proud of their artworks and as they commented on their creation, they enhanced their colour recognition ability, matching, identifying and labelling the colours.

Due to their interest in rainbows and colour we have also begun learning the song "I can sing a rainbow." It is proving very popular. We hope you have another great weekend! Can't believe how quickly the weeks are flying by at the moment!!



Stage 2: Photo Gallery



Stage 2: Photo Gallery



Stages 3 and 4

By Pauline

The children in stage 3 and 4 are taking an active part in our classroom provocation about changes and how changes occur.

This is a wonderful opportunity to do some experiments with them and involve them in some cause and effect. Understanding basic concepts of science is a way to build knowledge and get busy brains thinking.

Asking them "open ended questions" such as "what do you think will happen?" is the best way to get everyone thinking. Engaging them rather than telling them encourages thought and provokes problem-solving skills.

A quote by Benjamin Franklin "Tell me and I will forget, teach me and I will remember. But involve me and I will learn."

Magic Milk Science Experiment

We started the experiment by pouring milk onto a plate. We then poured food colouring into the milk, we watched closely to see if any of the colours mixed together. None of them did!

When we added the blue food colouring, Marissa said: "it's my daddy". William started singing our rainbow song and most of the

children joined him in a singing along. Before adding the dishwashing liquid, to the milk. I asked the children to predict "what do you think will happen?" Christian said "It will go purple". We carefully added one drop of dishwashing liquid to the middle of the milk. "It looks slimy!" said Christian.

As we looked closer we noticed that the colours began to spread away from the dishwashing liquid drop and began mixing and churning the colours together. It was absolutely amazing and the children observed it continually move and swirl for quite some time. Jackson: "It looks like a flower". As it was moving, Isabella thought that it looked like fireworks. Jackson then noticed that it was turning pink. Trying to explain what was happening and why was a little tricky to explain. It involves the property of water called "Surface Tension"

What is the science behind it?

Milk is made up of mostly water but it does contain vitamins, minerals, proteins and small droplets of fat. The fat and proteins are super sensitive to changes in the milk and so when the dishwashing liquid is added a chemical reaction occurs.



Stages 3 & 4: Photo Gallery



Stages 3 & 4: Photo Gallery

