



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM
— ELS —

23RD SEPTEMBER 2016

Simone's Message

By Simone Cooke, Principal

What a wonderful response we had to our Parent Teacher meetings this week. We thank each and every one of you for the effort you made to attend these meetings, for your patience in waiting to speak to the teachers and for your overwhelming support of our teachers and the educational programmes they are running.

We were inundated with positive feedback, which is always very affirming for our teachers who have been delighted to hear how happy your children are at Reddam and how much you value the educational programmes which they run.

It was particularly delightful to speak with Merin and Nithin Cherian whose son Aaron joined us this term from our Reddam School in Johannesburg and hearing how very much the shared Reddam philosophy that they enjoyed in South Africa is alive and thriving here at St Leonards. It is a lovely reminder that we are all part of a respected international organisation that has at its heart a belief in quality education, rich learning experiences, exceptional teachers and individualism which appreciates and values differences.

Parent Teacher meetings are a truly valuable tool which allows for the exchange of

information, enhances our knowledge of your children and allows us to share with you our insights and evaluation of each area of your child's development. I am sure we all agree that partnership between home and school is key to ensuring the best possible outcomes for our children. Should you have missed the opportunity to meet with your child's teacher please do not hesitate to contact them as they are more than happy to meet with you at an arranged time.

A huge thank you to all our teachers and educators for their dedication, hard work and genuine commitment to their children this term. As you can see, collating and documenting detailed assessments on each child is a mammoth undertaking and the teachers spend many hours each week documenting your child's development and their learning journey. They feel very privileged to part of your children's lives and we thank you for entrusting them to our care.

We look forward to many exciting adventures during our upcoming Vacation Programme which commences next week.

Warm regards,
Simone

Stage 1: The Nest & Hatchlings

By Gabriela Guimaraes

Wow! We have reached the end of the third term, and what an incredible term it has been!

All the children are so happy to be a part of our group and you can see it on their smiling faces and through their active engagement in learning and play, that they thoroughly enjoy coming to their educational setting and participating in all that we do.

As usual our term was action packed with lots of activities going on, keeping everyone busy and engaged. Throughout the term the children had access to many meaningful experiences and took part in many spontaneous play opportunities.

Building with an assortment of construction materials, imaginative play with props and dress-ups, reading a wide selection of books, engaging in a variety of craft experiences, learning about all the colours and lots of physical play outdoors are just some of the many activities that captured the children's interests.

Next term we will be introducing some new concepts and materials into our classroom as our main provocation will be animal prints and farm animals which was inspired by their keen interest in our petting farm during our last vacation programme.

It has been a great term and we are looking forward to having lots of fun together during the Vacation Programme.

Friendly Reminders:

- Vacation Programme begins next week. There is a copy of the program next to the sign in/out sheets, please take a copy so you are prepared for the weeks' events.
- As the weather is getting warmer please bring your child's hat to school and have an appropriate change of clothes in their bags, as well as applying sunscreen before you come to school.



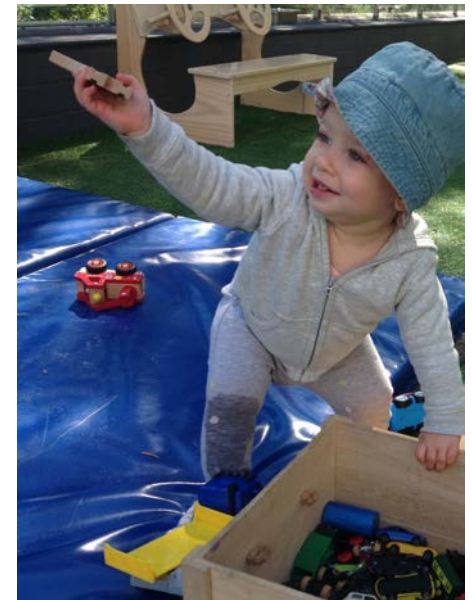
Stage 1: The Nest & Hatchlings

Photo Gallery



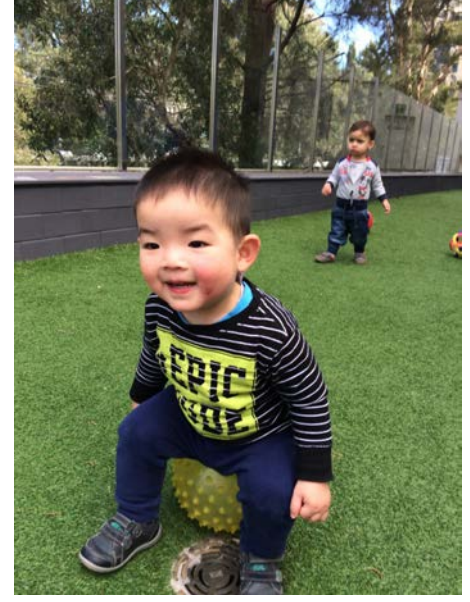
Stage 1: The Nest & Hatchlings

Photo Gallery



Stage 1: The Nest & Hatchlings

Photo Gallery



Stage 1: Fledglings & Chicks

By Michele Santos

Another term has flown by and I have been astonished and delighted by the children's progress! We have welcomed new friends and learned to interact in relation to others with care, empathy and respect.

This is evident when the children show interest in their friends as being part of a group. They happily engage in and contribute to shared play experiences and feel supported and confident to express a wide range of emotions and thoughts. They show empathy and respect for others, learning the impact of their actions.

During the past few weeks, the children have been exploring different art mediums and techniques. Children use processes such as exploration, collaboration and problem solving across all aspects of the curriculum.

Developing dispositions such as curiosity, persistence and creativity enables them to participate in and gain from learning.

Effective learners are also able to transfer and adapt what they have learned from one context to another and to locate and use resources for learning.

In a supportive active learning environment, children who are confident and involved learners are increasingly able to take responsibility for their own learning, personal regulation and contribution to their social environment.

Connections and continuity between learning experiences in different settings make learning more meaningful and increase children's feelings of belonging.

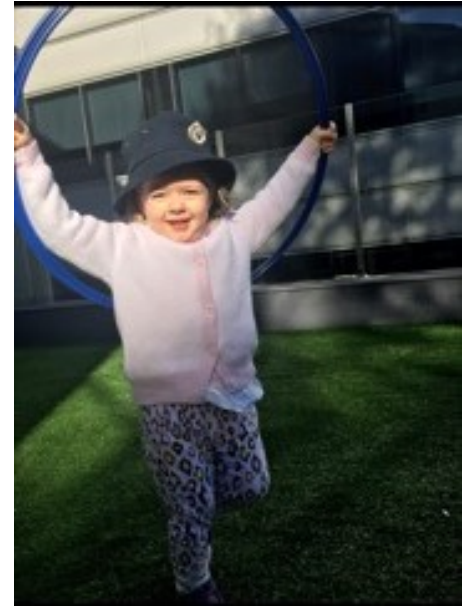
At the heart of the Reggio philosophy is the belief that children are full of curiosity and creativity; they are not empty memory banks waiting to be filled with facts, figures and dates.

"... a hundred worlds to discover
a hundred worlds to invent
a hundred worlds to dream."



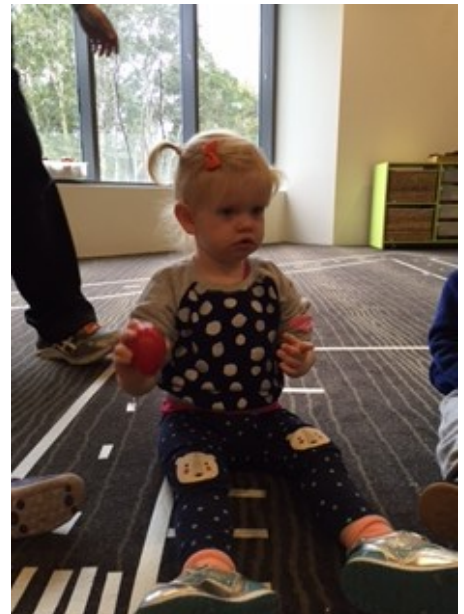
Stage 1: Fledglings & Chicks

Photo Gallery



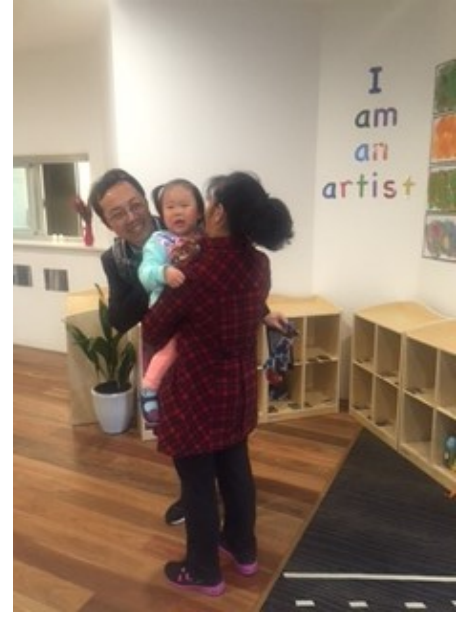
Stage 1: Fledglings & Chicks

Photo Gallery



Stage 1: Fledglings & Chicks

Photo Gallery



Stage 2: Sparrows & Robins

By Kasia Rymarczyk

Dear Parents,

Firstly we would like to extend warm welcome to the new children and their families that have joined our class; we welcome Sofia and Christos as well as Liam and Finn. We wish you a lot of exciting learning experiences as well as lots and lots of fun.

We have come to the end of very productive term 3, next week the holiday programme will start and we have many engaging activities planned for all the children. The holiday programme is displayed in the room for parents to look at if you. If you wish to book any extra days please speak to Lisa at the front desk and I am sure she will do her best to accommodate your needs.

In the final newsletter of the term we like to reflect back on what children have learnt as well as talk about the plans for near future.

During Term 3 the children have been engaged in discovering the growth and changes in plants and humans and the changes that happen in the world that surrounds them. Through their projects they learnt how to observe, think and experiment. They have learnt how to research information and how to communicate their thoughts

through art and drawing. The children experimented with mathematical concepts of measuring and time. They took on a nurturing role while taking care of the plants in the 'plant hospital' and the results of their care were actually very impressive. People who donated the "sick" plants will be delighted to see that they are now healthy and glowing.

Children used their senses, their minds and their bodies to find out about and make sense of what they see, feel and experience in the world around them. They gathered information and developed new skills, including thinking skills. They formed ideas and theories and tested these out.

We were also deeply engaged in storytelling; story listening and book analysis this term, while looking at and talking about illustrations and possible story flow. Children's brains become active when we listen to stories and if we start to think about, talk and analyse stories the magic of imagination happens and that for children is everything. Imagination is essential in the learning process and fosters cognitive development. Young children often learn through imaginative play.



Stage 2: Sparrows & Robins

By Kasia Rymarczyk

Through imaginary games and storytelling children are more likely to adapt learning habits, develop their communication skills and improve their vocabulary. We never underestimate children's intelligence and always use stories that are a level above where they are at now, in order to challenge and extend their learning. In the final term of the year we will continue to work within a project based approach as we are finding that this approach is the most engaging for children and gives them a good balance of intentional teaching as well as child led learning.

In early childhood, projects can be defined as open ended studies of everyday topics which are worthy of being included in an educational program. Projects emerge from the questions children raise and develop according to their particular interests. We are already talking to children about what we will investigate next, we have some ideas and the plans are in developing stage in which children are very involved.

It was so lovely to meet with all my parents during the parent-teacher meetings, they have been of great value for us as the exchange of information as what you tell about your child adds greatly to our understanding of what is important to you in

terms of your child's education. The partnership between school and home is extremely important and we want to thank you for giving up your time to attend. It was delightful to get to know that all of you recognize that the early childhood is the most crucial period of every human's life and positive early learning experiences are essential for best outcomes for children.

Children learn through play, however play-based learning is most effective when it is interactive, physical and concrete, and involves teachers, materials and the environment. Environments need to be engaging and respond to children's individual abilities and interests. In our school the teachers take an active role in children's learning through observation, listening, questioning, constructive feedback and open communication. Learning is an active process that must involve children's engagement. As teachers we foster learning by planning activities through which they can experience success as learners. We plan activities that are suited to children's individual needs and connect with their experiences and interests while at the same time challenging them to extend their knowledge, refine their skills, and work together to solve problems.



Stage 2: Sparrows & Robins

Photo Gallery



Stage 2: Sparrows & Robins

Photo Gallery



Stage 3

By Amanda McDonald

Introducing Amanda McDonald

For those of you who have not yet met me, my name is Amanda McDonald, I am a 4 year trained teacher with a Bachelor Degree in Early Childhood Education. For the past term I have been working in the Fledglings room. This week I commenced my first week in Stage 3 and I have loved every moment of it and am very excited to be working alongside Riina, Sue and Maddie.

We have had a lovely time in the Kookaburras this week. We have welcomed Layla and Nathaniel into our group and both of them have settled in well and have already made lots of friends. We are very excited to have them join us here at Reddam.

This week we have continued with our Provocation about healthy food. The children began the week by revisiting what 'healthy foods' and 'sometimes' foods are, through a group discussion. The children have a broad understanding of which foods they can eat lots of and which foods they should only have sometimes.

The children then identified foods in these two categories by cutting out pictures in

magazines and placing them on the 'healthy' or 'sometimes' page.

We have also been working on a rainbow that will be displayed in the dining area which will show all the foods that fit into the colours of the healthy foods rainbow. The children have been using paint rollers to paint large pieces of paper which were then cut out in the shape of a rainbow. We have lots of pictures of healthy foods which the children have drawn, painted and cut out. These will go onto the rainbow ready for display. We are hoping that by doing this we can draw attention to all the healthy and colourful foods that we should be eating daily.

A little later in the week the children got to enjoy making their own fruit salad. We discussed what sorts of things they might find in a fruit salad and then we all cut up some bananas, apples and strawberries and put them in a big bowl to have after lunch. We mixed through some honey and then sprinkled coconut on top. The children had so much fun making the fruit salad and even more fun eating it!



Stage 3 Photo Gallery



Stage 3 Photo Gallery



Stage 4

By Sue Mayer

It is hard to believe that we are at the end of another term and there is only 13 weeks until Christmas. Where has the year gone?? As we reflect on the term and our project work on The Frozen World I can see that this topic has been of particular interest for the children. Stage 4 have impressed me with their resilience, patience and their growth as learners. Throughout the day the children have intermittently involved me in conversations of the knowledge they have learned, or come across in their paths outside school relating to this amazing part of our world.

There are so many more fascinating facts that we could delve into but I feel our direction will head into something different next term. The children are at that stage of development where their cognitive skills are catching up with their motor skills and they are ready to tackle the more complex skills of learning to read, write and start mathematical equations. Over the past week we went on a number hunt around the school. This was so much fun, the children set off with their clipboards and pencils and went searching. "I can see a number 7", "oh look there's a number 4", "on the car I can see a number 6".

The children are recognising their numbers

and are now practicing the skill of writing them.

We have also introduced the children to their own workbooks. Having a workbook allows the children to extend their own fine motor skills. For some children, perfection becomes very important in their work and they get frustrated when the work they do doesn't reflect the image they have in their brain. Having a workbook allows the children's work to stay permanent and learn to work around those little imperfections and adapt.

As we head into our last term together we are extending our school readiness skills to include more writing and sounding of letters. Ways that you can help at home is to continue to read your to your children and allow time for them to experiment 'sounding out words' and practice writing at home and looking at numbers in your neighbourhood on evening walks or as you travel around. On a more practical note it is a good idea to take the children to a public toilet and get them to practice closing and latching the door, for boys demonstrate how to use a urinal.

As with any learning children want to be engaged, learning should be fun and it is all those incidental happenings throughout the day where learning occurs most naturally.



Stage 4

Photo Gallery



Stage 4 Photo Gallery



Stage 1 & 2:

This week, our little ones focused on the sound of cars and drove around with some travelling songs. The sudden stops enabled children to exercise **inhibitory control** (the fun way of learning discipline for children). They drove and stopped when the lights were "red" and moved on when the lights turned "green". The roads were also challenging as some were bumpy and we even got into a traffic jam where the cars were literally crawling! When it started to rain, we did the "windshield wiper dance".

The lady with the bells came round the mountain once again and the children had lots of fun with the **bells**.

We also learned some **Mathematics through a counting song**, "2 little black birds". The children learned that when one bird flew away, there was only one left. And when the other also flew away, there were none left. One by one, the birds returned and we were able to sing "2 little black birds" again. The **scarves** were used this time as birds in the sky!

Stage 3 & 4:

This week, the children listened to the sounds of the dog as the **focused listening** activity. We learned that the big dogs made a **lower sound** and the smaller dogs **sounded higher**. Then we went on to sing a few songs about dogs. The song "Rover" required the children to follow directions to "sit down", "lie down" and "roll over". They also "walked", "ran", "skipped" and "jumped" etc. according to the lyrics of the song which was spontaneously created.

Another song we did was "Bow wow wow". For this song, the children kept the beat and tapped the **bordun** on the notes "F" and "C". This was a build up from previous lessons where we had learned to tap the **steady beat** by clapping, stomping, playing on sticks, bells etc. They also learned the difference between the **beat** and the **rhythm** of a song; the beat being the unchanging and steady tapping while the rhythm follows the lyrics of the song. Some children also learned to play a part of the **melody** of the song.



Physical Education

By Spencer Clifton

The Stage 1s started off the lesson with running between two marked points, changing speed and direction. Our next activity involved the Simon Says game, each week of playing the game we have progressed in our exercises, a few examples are reaching for the sky, jumping, core strength rolling. Our next activity involved a problem solving exercise that made use of different colour bean bags and hoola hoops. The bean bags were placed on one side with the colour hoola hoops placed on the other, the children would collect one coloured bean bag and place it into the matching colour hoop.

The Stage 2s had a fantastic week of sport where we explored our special awareness and kicking soccer balls.

We started the lesson off with our animal movements and sprint running. Our first game for the lesson made use of different coloured hoops placed in four sections of the exercises area, different colours were called out with the children moving around the area trying to

find the specific colour. The game mirrored our previous game of colour hoops but as the children have progressed the games have been manipulated to increase the challenge aspect. Our next game racing cars, made use of the colour hoops from the previous game in which the children selected a coloured hoop that would become their race car. We would drive around the exercise area performing different movements trying to avoid collisions with our friends.

The Stage 3s and Stage 4s had a great week of sport. We finished off the term with a few fun games which we have learnt over the course of the year, namely "sharks and island" and "bull rush". Each game focused on spacial awareness, dynamic movements, speed change, isolated movement and proprioception. Sharks and island made involved the children moving between the islands trying to avoid being tipped by the Sharks and Bull rush involved running between two set points trying to avoid the tipper through direction change.

