



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM

ELS

5TH MAY 2017

Debbie's Message

By Debbie Zerbst, Principal

Creative Partnerships

Dear families,

Welcome back to Term 2. I hope you all had a joyful Easter break.

Our vacation care program was an enormous success. Each happy day went by with many fun and exciting things for our children to take part in. In this newsletter, the Da Vinci, Monet, Dali and Picasso room leaders will share some of their personal best moments.

I too would love to tell you one of my own best activities.

One of my many aspirations in creating the highest quality of education and care at Reddam ELS is to create and develop partnerships with parents. I know that when all stakeholders feel safe and trust in an environment in which babies, toddlers and young children are happy, feel they belong, and can develop to their fullest potential. The Early Childhood National Quality standards conceptualize quality, at least in part, with a commitment to developing learning environments that respect children's home language and culture.

Quality Area 6 focuses on collaborative relationships with families. Collaboration is fundamental to achieving quality outcomes for children. Quality Area 6 also focuses on community partnerships that are based on active communication, consultation and collaboration.

At our Reddam environment parents and practitioners are encouraged to work together to share information and expertise, and to make decisions in order to give children rich experiences across settings.

One example that illustrates positive family partnerships occurred during vacation care. On Tuesday 18 April, Olivia's mum from the Da Vinci class visited our school to introduce our children to a collection of Chinese traditional stories, songs and poems. Berry explained that China is full of many rich and wonderful traditional stories which you can enjoy with your children. Berry brought in some beautiful books and read them to all the children in each stage. Berry, most generously donated these beautifully illustrated books to our school. **We would like to thank her very much.** The piazza was filled with different activities from China. Many children and their family members played with the red and black Tangrams. This is an ancient Chinese puzzle of inspiration and beauty. Each day I am grateful of our rich cultural experiences at our fingertips daily.

Stage 1- Da Vincis

By Lauren & Rujuta

Welcome back to Term 2, I hope everyone had a lovely Easter break and got to relax with their beautiful babies. We welcome some new faces into the Da Vinci room. Senuth, Tristan, Sophia and Elise welcome to our Reddam family, we can't wait to watch you grow with us and form strong friendships with your peers and teachers.

We had so much fun over the holidays as we participated in our vacation care activities. A special day we enjoyed in particular was 'ti-dye day'- this activity is not a fashion statement, it's a science experiment, art project, and summer activity rolled into one. Children love working with colour. It stimulates their minds and provides a constructive creative outlet. The older children in particular, were more involved in the process of ti-dye. Rolling the bag into a circular shape and tying it up with a rubber band, then squirting different colour to create different patterns with a spray bottle. The children were amazed to see the outcome as the rubber band was removed and the ti-dye pattern on the sleeping bag was revealed. What an incredible experiment.

This term we will be exploring the provocation "under the sea"- taking an in depth look at the ocean, sea animals, shells, waves, sand and much more. The children have shown a great interest in water play so this provocation is essentially based off of that interest. This week we begin creating some sea animals for our 'under the sea' display on the wall. Using paper plates we make jellyfish- the children select from a variety of colours to paint with, many of the babies enjoy the dabbing method of painting, creating interesting effects on the paper plate while other like the stroking method. We also enjoyed using our hand prints to create crabs and our foot prints to create rainbow fish To swim in our ocean. The children have been admiring the wall all week as they explore the different creatures of the sea.

See you all next week,

From Lauren, Rujuta and Ella

Stage 1 Vacation Programme



Stage 2 - Monets

By Leonie

Hip Hip Hooray for the Holidays!!

Our nature walk to the neighbouring park was a great success. The children were excited for the adventure to begin. The teachers organised bags for the children to collect what they found along the way. We wanted them to bring them back to the classroom a way of bringing the outdoors in. Some of the children brought binoculars from home, which they shared with each other.

There were so many natural loose parts in the park to collect. When loose parts are offered to children they provide many opportunities, provocations and invitations to use, transport, combine and transform them. The more a material can do, the more intelligent it can become with children because what a material can do determines the potential for learning.

Watching the children explore in the natural environment, I was struck by the way they sensibly cared for their surrounding environment some children sat and collected things, others walked around finding different things, some sat and dug around the park floor in a way that they almost intuitively discover pleasing little nooks and crannies to place their materials they found.

It was a beautiful morning for exploring, capturing natural beauty, we sang morning songs in the park and the children also had time to play on the equipment.

On returning with all that we found the children created a beautiful piece of artwork together.

The holiday program is a wonderful time for the children and teachers to relax a little more together. One of the days we spent together over the break was a day with the jumping castle. The jumping castle always brings excitement to the children. They loved to explore the castle with its tunnel, slide and jumping pillow. The castle also had a ladder for them to attempt to climb which for some was a challenge but with encouragement and assistance once they reached the top they were proud they made it.

Thanks everyone for a great Holiday programme.

Stage 2 Vacation Programme



On Wednesday 26th April we had our 'Pyjama Party, Popcorn and Movie Magic Day.' It was great to see all of the children arrive at school in their Pyjamas excited for the day ahead, some of the educators wore their pyjamas too! Mid morning the children had a disco dance, the children danced to pop music and used streamers and scarfs. The children twirled the streamers and scarfs through the air and moved to the beat of the music.

After this the children were invited to investigate corn and popcorn Kernels. They discovered where corn grows, in farms and fields, on plants, and what plants require to grow and thrive, that is, sun, water and soil. They also looked at what fresh corn on the cob looks like growing on plants. The children then explored popcorn kernels and noticed the differences between fresh corn on the cob and popcorn kernels, they used their senses to see, smell and touch the kernels.

Then it was time to see the popcorn kernels transform into popcorn! The children helped to measure the kernels and then helped to tip them into the popcorn machine. The children listened to the sound the machine made and after a very short moment they heard the first popcorn popping, this was followed closely by the amazing popcorn smell! The children were encouraged to talk about what they could hear, see and smell. Soon the bowl was filled with popcorn and the children leaned in to have their first taste!

Then we filled small cups with popcorn, sat back in our pyjamas and watched a 'Peppa Pig' DVD. The children really seemed to enjoy the experience.

This experience enabled the children to engage their five senses to explore food through touch, taste, smell and sound. The children also learned about healthy eating options as part of the 'Munch and Move' program and explored where food comes from and how some food is grown.

Stage 3 Vacation Programme



POPCORN AND MOVIE DAY



PIC•COLLAGE

Stage 4

By Pauline

During Vacation care, the Stage 4 children enjoyed a stroll to the park next to the ELS. Before embarking on the short walk, we discussed as group what we might find in nature: feathers, leaves, sticks, flowers. To our delight we found all of those! Furthermore, exploring the park we saw and heard birds as well as had a chance to study a moth up close. The benefits of connecting with nature are now widely documented in scientific research, which demonstrates a positive effect on children's social, psychological, academic and physical health.

Taking baskets we set about collecting a myriad of natural materials bring them back to the ELS. In the afternoon we used these materials along with a number of natural resources from the cupboards to explore mandalas. A mandala is a Sanskrit word meaning "circle" and is often referred to as a representation of the universe. In art, these take on a symmetrical patterning and the engagement of creating one can become a mindfulness exercise. After studying a number of images of mandalas, we set about creating our own as a stage 4 group. Scaffolding the beginning of the circle patterns, each child came up and thoughtfully placed the next piece down in the natural art piece, encouraged to place it down mindfully, purposefully and with thought to it being aesthetically pleasing. The result was a relaxing process that connected our hands to natural materials while creating a beautiful art piece. Over the following days, natural materials were provided for free exploration and the Stage 4 children initiated their own patterning pieces, both circular and linear.



Stage 4

Parachute Games



Stage 4 Vacation Programme



Stage 1 & 2:

Our music classes for the little ones are very yummy this term. The songs & rhymes are all about FOOD! The children learned a song that taught them that "food is good, it helps me grow". So don't be surprised if they ask for more food this week. We sang a song about pancakes which had "up" and "down" movements corresponding to the lyrics of the song.

Just as how food from different countries has different flavours, music from different parts of the world also has particular character about them. We played the bells to a Russian tune, "Goulash". Listening to a variety of musical genres helps children to appreciate the variety and colour of the world we live in.

Stage 3

Stage 3 children are learning lots of "silly songs" this term. Do not worry, they are learning high quality childhood songs from around the world. Just that songs such as "A Ram, Sam, Sam" (Moroccan childhood song) and Sarasponda (Spanish children song) do not contain any meaning at all in their lyrics. However, such songs are excellent for phonemic development as they combine consonants and vowels in a fun and catchy way so that children enjoy singing along. Have you also noticed that children at this age actually enjoy "nonsensical sounds"? It is actually the way they explore and experiment with sounds and is helpful for language development.

In line with the silly sounds our mouths can make, Justin also brought along a Vibra-slap. A musical instrument which makes a silly sound! This brought about lots of laughter and it literally was a springboard for our next jumping activity, "Jump along while singing a song"! One activity led on to the next and the children had such a good time laughing and singing. Some children couldn't stop laughing and singing the songs during the lesson and I won't be surprised if they would continue to laugh and sing at home as well!

Stage 4

We began the lesson by reinforcing the difference between singing voices and speaking voices through a game; Farmer, Farmer. This time, only the teacher was the farmer and the children had to listen to whether he sang with the singing voice or spoke with a speaking voice. Then they had to either cross the river in slow motion (if they heard the speaking voice) or RUN! (if they heard the singing voice). It was good fun... and good exercise!

Then we had to move away from the river because it started to rain (it was pretend rain). We used little maracas to imitate the sound of rain. Justin told the "weather story" while children created the soundscape. Justin brought a "thunder drum" which replicated the sound of a clashing thunder when shaken. So when it was "storming", the children hit a suspended cymbal and shook the thunder drum and created a very scary (and loud) musical storm. This was then compared to an excerpt of Grofe's Cloudburst, where the orchestra employed drums, cymbals and hectic running passages in the string section to create the image of a storm in the music. These little children were really listening and appreciating Classical Art Music!