



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

19TH MAY 2017

Debbie's Message

By Debbie Zerbst, Principal

Creative Sparks in the Dark

It is so great to be back at school after my short break. We have an exciting event coming up on the 31st of May. It is time to PARTY in LIGHT. Thank you to all our families that have returned their RSVPs. I was thrilled to notice that some grandparents and siblings will be joining us too. That is special. WE LOVE that. (We feel passionate about building up our school community).

The teachers and I are really expecting a great turn out. Our Night in Light will be an illuminating and creative way to get to know each other. We want you to meet other parents and mingle with staff. It will also be possible for you to play and create some special treasures with your own beautiful children. We will set up a variety of simple activities designed especially for you and your children to create some magic together. Teachers will be close by if you are not sure what to do but the main idea is for you to experience first hand the joy of spending time at school and playing with your child.

However you define "creativity," there's no denying the fact that being creative adds spice to our lives —. Fostering your creative side both gives you a cathartic outlet and an escape from the tedium of everyday life..... Showing off one's creative side comes so easily to children — just think about any paint-splattered masterpieces on construction paper that get taped to household fridges! When you're a child, you don't focus on technique, or perfection, or specific methods — you just make stuff. And it's stuff you're indisputably proud of. For most young children, creating things is one of the highlights of their day, and has the ability to bring them profound happiness. Now you will have a chance to experience this yourself in the dark !

How Arts Build Community

A few weeks ago I got a call from a member of the Lindfield Chamber of Commerce inviting our pre-school children (stage 4) to take part in their annual Mother's Day Art Competition 2017. The competition was open to children from preschool and primary school children up to year 3. Entrants were asked to draw or paint portraits of their mothers. I thought it was a fabulous opportunity for our school to be a part of this wonderful event. We did not need much encouragement to get involved. Pauline and the children soon buckled down and creations began. It was so timely that the Picasso group took part in this artistic endeavour because last term they had been investigating portraiture. They had looked in mirrors and experimented with drawing themselves with black pens. It was part of their learning and understanding of their identity. Pauline also introduced the children to portraits painted by one famous artist particularly ones painted by Pablo Picasso. The children were beginning to realize and understand how great it was that this famous artist inspired the name of their class. Generous businesses in Lindfield donated fabulous prizes to competition winners, plus the competition entrants had the opportunity to have their artwork displayed in participating Lindfield shop windows from 25th April to the 15th May. On Wednesday a visitor from the Lindfield Chamber of Commerce returned all the beautiful portraits drawn and painted by our children. We have displayed the portraits on the wall in front of the Picasso classroom. Please come by and see them before the children take them home and give them to their mother as a token of love and appreciation.

Stage 1– Da Vincis

By Miss Lauren

This week we welcome a new baby into the Da Vinci room, Alice - sister of Lucy in stage 4. We are so excited to have you join our Reddam community, we look forward to watching you grow and learn in your new environment.

This term we are exploring the provocation "under the sea", so I thought it would be exciting to extend on sea shells this week. Investigating their different patterns, colours, shapes and sizes. To explore the shell's unique patterns, we participated in an art and craft activity which involved printing various shells onto paper, using blue and yellow paints to represent the colours of the ocean and sand. The children were curious to see the different patterns the shells created, we extended on this experience by creating shell prints on play dough. We then added short pipe cleaners into the activity and the children created rainbow sea urchins.

Ocean Science: Learning about Waves

To teach the children about ocean waves, I decided we could experiment by making our own ocean in a bottle. The children helped by pouring some sand through a funnel into a large empty bottle. Next we placed the cap on tightly, and laid the bottle on its side so the children could see the sand layer underneath and the ocean water layer on top. The children's first instinct was to shake the bottle, luckily this is what our experiment is all about. Wind causes waves, so to create wind in the bottles the children shook as hard as they possibly could.

Next week we will be creating our own waves using 3D shaving foam puffy paint. Enjoy your weekend everybody!



Stage 1



Stage 1



Stage 2 - Monets

By Miss Leonie

Colour My World

We hope all our wonderful and amazing mums had a lovely Mother's Day over the weekend. The children last week were busy making little gifts to surprise their mums. As a school we all decided to make bath salts for our mummies to enjoy in a relaxing bath. The children loved this experience of mixing the salts together for the Monets this experience tired in nicely with their provocation of "Colour My World". They chose as a group what colours they wanted to make their bath salts. Yellow and pink seemed to be the most popular. They all packaged them up and were excited to take them home. Well deserved mums, we can't wait to hear how you enjoy your bath salts.

How Do We Make the Colour Orange?

This week we have been looking at the colour orange through our "Colour My World" provocation. We have used foods as one way of exploring the colour orange. Oranges, mandarins, carrots, rockmelon, and apricots are just some of the food we have smelt, touched and tasted of the course of the week while learning the colour orange. With our oranges we set up an activity for squeezing them to make juice this the children have really loved. This is an easy activity you could set up at home. Through this experience they used social skills, language skills, fine motor, coordination, and strength - squeezing those oranges isn't an easy task. Through our provocation we would love for a our families to point out to their children when at home or out and about the world around them that is full of colour. Take photos and share with us what colours you find.

We would also like you all to send in a photo of their bedroom so we can look at all the different colours you can find in their room. Connecting home to school life is very important and the children love to see their own things at group time.

A kind reminder to keep on bring in empty jars or plastic bottles for our Night in Lights night we are busy decorating them for our special night.

Thanks for a great week.
Leonie, Tracey, Jess and Fern



Stage 2



This week we have continued to extend on our provocation 'Change,' focusing on changes seen through science experiments. We have explored liquids and solids, solids changing to liquids through ice experiments, chemical reactions when different liquids are combined such as vinegar with baking soda, and we have explored changes in colour.

The children explored how liquid changes to solid (ice) and then melts, changing to liquid again during an ice cube painting experience. Using an ice cube tray, the children placed coloured water into each segment and placed paddle pop sticks into the segments. After this the ice cube tray was placed into the freezer to set. Once set the children noticed that the liquid had changed to a solid, they then used the coloured cubes to paint with on water colour paper. As the coloured ice cubes melted onto the paper the children noticed that the colours merged and changed. They noticed that primary colours blue, red and yellow made secondary colours, orange and green. It was great to see the children so enthusiastically exploring colour mixing.

The children created a walking rainbow exploring the way colour travels and spreads when they placed a range of food colour into small containers and placed paper towel into each container connecting them. As the colours individually moved up the paper towel they spread and merged with other colours to form new colours. The children were able to identify the new colours as they formed and noticed the changes in the colours.

We explored chemical reactions by placing colour into test tubes with baking soda. The children noticed changes in the test tubes as the baking soda reacted with vinegar when the vinegar was tipped into the tubes. The reaction caused the baking soda to fizz and spill out of the test tubes. We also explored chemical changes in apples. The children cut an apple into portions and placed the portions into jars filled with a variety of different liquids such as vinegar, soda water, water and Bi-Carb Soda. They then observed the changes in the apple over a period of days.

During a colour change experience the children placed shaving foam into a flat tray, they then took turns dripping colour into the foam. Using a spatula the children mixed some of the colours together to create patterns and watched the colours change and merge. They then placed paper into the tray creating prints of the foam. These experience offer the children the opportunity to expand their curiosity, experiment, investigate and extend their concentration.

During art the children have used a variety of tools to stamp and print paint onto their paper. They used cut fruit such as oranges and apples dipped into paint to stamp imprints onto their page. They also used paper cups dipped into paint to make prints onto their paper. These art experiences offer the children alternative tools to make marks and prints with.

The children have also explored a variety of fine motor and sensory experiences firstly using food colour to colour dry rice. They then used tools such as scoops, small and large cups, funnels and pincers to grasp and transfer the rice. Through this experience the children explored basic math concepts of capacity and volume, full, half and empty.

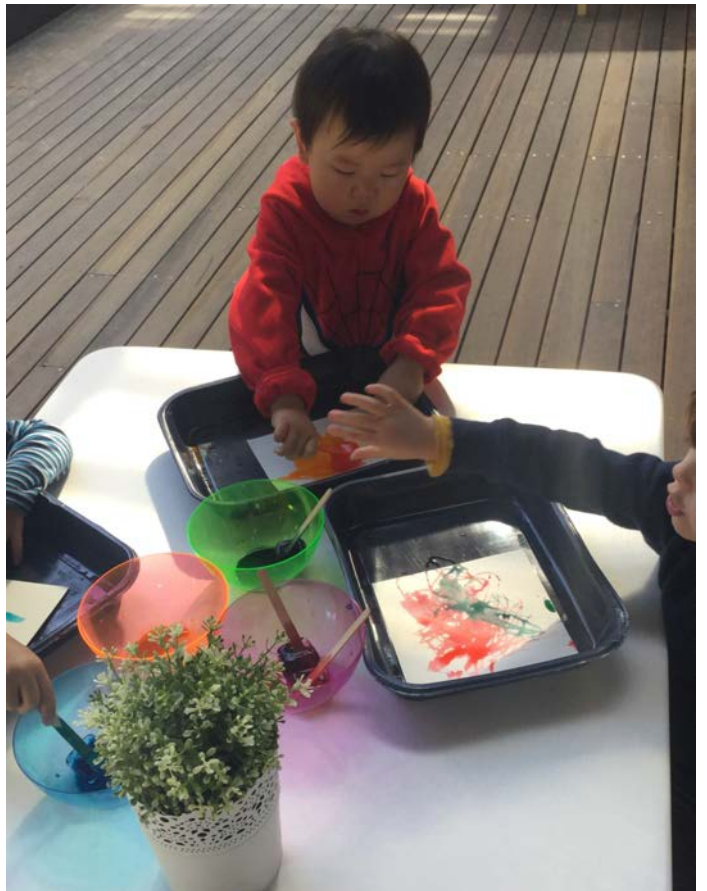
Have a wonderful weekend.

Miss Joselyn

Stage 3 - Dalis



Stage 3 - Dalis



Stage 4 - Pablos & Picassos

By Miss Pauline

Socrates said: 'The secret of change is to focus all of your energy, not on fighting the old, but on building the new.'

Change is happening all the time - we see it in our environment as well as in people around us. It is important that children learn to adapt to change, as it will always be a part of their lives. It is often said that change is the only constant in life. Some of our children have changed classroom, some of our children have moved houses and others have moved countries. When we asked the children changes they have noticed, some of their ideas were:

- Bread to toast
- Balloons - if you blow them up they change
- A chameleon - it changes its colour to protect itself
- Leaves on the trees are changing colour and falling
- My superhero at home changes from big, to medium, to small, to an ant
- Babies - they get bigger and can come to school
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We will continue looking at how things change as we explore the endless possibilities.

The children have been experimenting with colour and have discovered that by mixing the three primary colours (red, blue, yellow), they could make several new ones. "Red and yellow change into orange when they are mixed," said Kavya. Riley correctly predicted that blue and yellow would change into green when mixed. We further experimented with primary colours by finger painting outside. The children used their fingers to mix the colours on their paper and create new ones. "I have made a thundercloud," said Ava, using her fingertips and nails to create swirls in the paint. "It's cold and wet," said Caitlin.

This week we would like to welcome Louis and Alice to our Reddam family. We hope that they will settle in well to their new school.

Please remember to bring a family photo to school. Looking forward to another great week with your children.

Pauline, Joe and Angel



Stage 4 - Pablos & Picassos



Stage 4 - Pablos & Picassos



Stage 1 & 2:

"Milk and Cookies" was the new song this week. We suggested our favourite food and included them in our song. Including ideas suggested by the children in the song gives them affirmation that they have suggested a good idea. This builds confidence in every child because everyone had a turn to suggest 2 different food or fruits they like to eat. You might want to discuss this more at home and they might surprise the class with their vast vocabulary of Greek, Italian or Russian cuisine next week!

The concept of "up" and "down" is also reinforced this week with "Rise, Sugar, Rise" and "Pancake Day". We also had fun with some balls. The children had fun rolling, kicking and throwing the balls as lively **Calypso music** played in the background.

The musical instrument we explored this week was the "**Stir xylophone**". This made a very special sound when the children stirred within the instrument. This led on to "Mighty Pretty Motion" where the children drew circles in the air with scarves. Both the stirring and scarf activity taught the children the **concept of moving in a circle**. Explore moving in a circle with your child at home. How else can we move in circles?

Stage 3

The "**whispering tube**" was the silly instrument for this week. The children enjoyed listening to a "secret message" which only they could hear as I whispered into their ears through the tube. Then they each had a turn at spinning the tube in the air. This produced a whistling sound which is amazing. The faster the tube moves through the air, the higher the pitch. There is some complicated scientific explanation to this but at this stage, all we discovered was; the faster we spin the tube, the higher the pitch.

We repeated singing the silly songs like "A Ram Sam Sam" and "Sarasponda", where children had opportunity to articulate strange combinations of vowels and consonants. This helps in **language development** as they imitate and pronounce new words every day!

The Swedish Dance, "Weggis Song" has 2 contrasting sections in the music (fast and slow) and 2 distinct actions to accompany each section. By doing the different actions at each section of the music, children learn to identify the pattern and this **develops mathematical thinking** in a child.

Stage 4

Children explored with playing **loud** and **soft** sounds on the **cymbal** this week. After that, we walked on a special obstacle course as we said the rhyme "Dr Foster". To chase the rain away, we used our singing voices and sang, "Rain, rain, go away!" and it worked. The rain was gone. Our children then pretended to be trees (keeping still) and they moved gently as the wind blew. Many children demonstrated their intelligence as they said, "You can't see the wind, but you can FEEEEEL it!" That was so clever indeed! We then flew in the wind with scarves as we sang "I can't see the wind".

We then played a very complicated game where one child had to become a bird to weave in and out of the "windows" (created by the children holding hands in a circle). It was impressive how they followed the **complex instructions** so well and learned to play this **musical game** so quickly.

Music



Inspired by my observations of the exploration of nature in numerous of the rooms and stages across both St Leonards and Linfield, this week the children went on a yoga journey to a nature park. I brought my yoga basket filled to the brim with items and props to represent items, objects and things that are commonly found while strolling through parks. Beginning with placing down a green mat to lay down grass, we began to move in a chopping movement in order to cut it for us to walk on it.

With each pose with added another element to the nature park, creating and building it in front of the children's eyes: a pond, trees with butterflies circling around, flowers, a jumping frog on a lily pad, a rock with a lizard basking in the sun and beautiful flowers.

The children are beginning to develop further into their yoga practice: sharing and taking turns with props without too much prompting (sometimes none!), moving more confidently and steadily in their bodies, becoming more respectful of the stretches and balances their bodies will allow, enjoying a lengthier quiet time and challenging themselves into more difficult versions of poses.

Love and Peace,

Kelly



Yoga



Sport



Last Sunday was Mother's Day, so we made a Mother's Day card together after reviewing the colours.

During the process of making the card, I tried to say some processes in Chinese, also I did not explain the meanings of English. However, kids understood them genuinely and followed the instruction to make the card.

It suggests that example and perceptible actions are better for kids to access a new language. During our lessons, I will teach the children how to say "listen, look, smell and touch" in Chinese in the following three weeks. In learning these words, I would like to prepare some music, picture, food and materials for kids to unconsciously learn them.

In last two weeks, I read the books of "Whose Nose?" and "Guessing Fruits", where all children are excited to guess the names of animals and fruits. Their passion of answering questions implies that they significantly involve in the learning.

Also the guessing game for learning how to say "open" in Chinese will continue. Moreover, for 3-4 years old kids, I will start to teach them how to play games of scissor, paper & rock in Chinese.

The part of watching Peppa Pig, since our contents of the lesson mainly centers on guess, I will arrange them to watch the episode of "Secret" for them to watch.



Mandarin



Ballet

