



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

26TH MAY 2017

Debbie's Message

By Debbie Zerbst, Principal

"Let's take the next steps"

National Sorry Day has been celebrated each year on May 26th since 1998. Sorry Day is a time to commemorate and remember the 'Stolen Generation'. Being an educator and a strong advocate for young children, I believe we should find ways to take the next steps defending and protecting the rights of all future generations of children. That is why I believe it is imperative to teach our children how to respect themselves, their parents, each other and the world they live in. As teachers, we have an obligation to help children develop strong values such as kindness, empathy and trust so that they will learn how to understand and tolerate different points of view.

What does it mean to say, "I'm sorry" from the heart?

Learning to apologize is the first step in finding forgiveness. There have been various scientific studies on the power of apologizing, which have demonstrated that when the one receives an apology from an offender, one develops empathy toward that person, which later develops more quickly into forgiveness. This is due to the fact that when we receive an apology, we feel that our offender recognizes our pain and is willing to help us heal. An apology cannot undo what has been done, but it can help ease the pain and tension of the aftermath. It gives hope for rebuilding. To tie in with National Sorry day, we have decided to focus on the following Grace and Courtesy lessons:

- Why do we need to say sorry?
- Learning how to say sorry.
- Learning how to use your words to explain how you are feeling.
- Learning how to say, "Please stop that, I don't like it"
- Learning how to ask a teacher for help if your friends are not listening to your words.
- Inviting someone to play with you or join your game.

By developing these positive social skills our children will not need to say sorry too often because they are learning how to BECOME good citizens.

This is evident, for example, when children:

- Demonstrate increasing awareness of the needs and rights of others
- Approach new safe situations with confidence
- Begin to initiate negotiating and sharing behaviors
- Demonstrate an increasing capacity for self-regulation.

Stage 1– Da Vincis

By Miss Natalie

I would like to introduce myself. My name is Natalie.

For the last couple of weeks I have been working casually in Lindfield. During this time I have really enjoyed spending time with the children and getting to know our families at this wonderful school. I have been offered a full time position and I am delighted to work in the Da Vinci room with Lauren, Rujita and Ella.

I am always available to meet with you to discuss anything about your children. My focus children will be those aged 12-18 months.

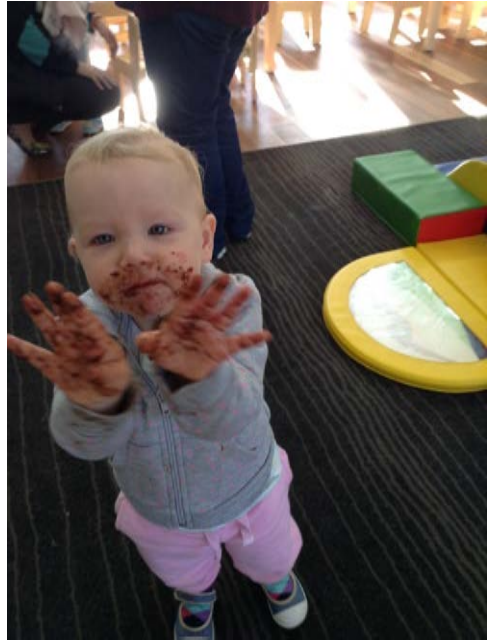
Kind regards,
Natalie



Stage 1



Stage 1



Stage 2 - Monets

By Miss Leonie

Independence!

What a lovely week we are having – the sun is out and your children have had fun exploring all our activities. There has been a real, spontaneous focus on developing our self-help skills this week, increasing independence, confidence and feelings of pride and satisfaction. Skills we are developing include putting on our own shoes and socks, trying the toilet and blowing our noses. We've also set up a new system for scraping our bowls when we have finished our meals. These capable little beings are now taking their leftovers to our small black table, scraping their leftover food into a bowl, stacking their bowls and placing their forks or spoons in a bowl. Perhaps you could think about what tasks your child may be able to help you with at home – putting their clothes away in their drawers, unpacking their school bag or putting out the rubbish (with help!)? Toddlers delight in these daily chores and it will allow you special time with them while also getting those important jobs done!

The Colour Blue

This week we are looking at the colour blue, and it's many variations, as a part of our 'Colour My World' provocation. Each week we have made a book of objects, foods and things from nature that are familiar to the children for them to look at, identify and discuss. The Monet's Blue Book included dark blue, light blue and aqua blue examples. For some reason practising saying the word "Aqua" was particularly funny! The children were then invited to create a butterfly-style painting using these three colours. They learnt about a new way to create a painting, using spoons to dollop small amounts of paint onto their paper before folding the paper in half, smoothing it around and opening their paper up again. The anticipation and delight was clear on their faces!

We also explored blue play-dough, blue objects that were turned into cars, rivers, bridges and tunnels and we made cold, wobbly, blue jelly!

Thank you for sending in your family photos, they are just so special, and we can't wait to display them when we have them all!

Jess, Leonie, Tracey and Fern



Stage 2



Stage 3 - Dalis

By Miss Joselyn

The children have been creating art this week using a range of spices including turmeric, cinnamon, vanilla, saffron and ginger. Using their sense of smell, touch and sight the children explored the spices before they helped to mix the individual spices with water. Once mixed, they then applied the spice paint to their paper. They discovered that the more water they added to the mixture the finer the paint became. It was interesting to see the individual art works the children created with the three dimensional effects of the paint!

Following on from the book titled 'Dear Zoo,' we extended the children's interests in zoo animals by creating animal habitats on the light box. We used animals such as gorillas, elephants, giraffes, tigers and lions in their habitats as well as leaves, stick, stones and bark.

As the children explored the animal setup the children mimicked animal sounds. We will continue to focus on our animal theme using animals in both the indoor and outdoor environment.

Some of the children have shown a keen interest in dance and movement so we turned off the lights and turned on our new disco ball this week. Some of the children watched the lights change and move along the walls and furniture whilst others used ribbons on rings and scarfs using big arm movements to move to the music.

We coloured sugar using red, yellow, green and blue food colour. After this the children filled small bottles with the coloured sugar using scoops, spoons and cups. We then used the coloured sugar to create art with. Using glue sticks the children placed glue onto their paper, they then sprinkled coloured sugar onto their page. When they blew off the excess sugar they noticed that some of the sugar formed images on the page!

We created sculptures from clay using a range of open -ended resources. Firstly the children used their hands, fingers and arms to mould and manipulate the brown air drying clay. After this they used seashells, twine, straws, sticks, pipe cleaners, ribbon and feathers to experiment with. We then left the clay overnight to dry and set. Some of the children noticed that the colour of the clay changed, it became lighter.

I hope that you enjoy your weekend!

Joselyn and Grace



Stage 3 - Dalis



Stage 3 - Dalis



Stage 4 - Pablos & Picassos

By Miss Pauline

This week we would like to welcome Alice to Reddam Lindfield. We hope that she will soon feel part of our Reddam family. We are very sad to say goodbye to Riley as he leaves to visit his Grandparents in China for a few months. He has been a very special part of our group and we will miss him. We hope that he and his family have a great holiday and that we see him when he gets back to Sydney!

"It is paradoxical that many educators and parents still differentiate a time for learning and a time for play without seeing the vital connection between them." Leo F Buscaglia

Here is just one example of how the Picasso children play to learn.

One of the many activities the children participated in this week was making butter.

We posed a few questions during our yarn circle. "What happens to cream if we shake it?"

"Will it change?"

Filling a jar with some cream, the children were given the opportunity to shake the jar. As they shook the jar, they counted to ten, and then passed the jar to the child next to them. Once each child had had a turn, we opened the jar to see what had happened to the cream. We saw a big blob of butter surrounded by some milky water. Carefully pouring the water out of the jar, we were able to put the butter into a bowl. Excitedly, the children used the butter, spreading it onto a piece of bread with a knife, making themselves a piece of fairy bread for morning tea. What a great (yummy) hands on experience for the children!

We are starting to investigate how we can help our earth by composting our fruit and vegetable scraps from our mealtimes.

We are looking forward to seeing you all on Wednesday evening!



Stage 4 - Pablos & Picassos



Stage 4 - Pablos & Picassos



Stage 1 & 2

This week, we begin a new theme with the little ones. We continue to explore the **concept of Up and Down** through the song, "Grand old Duke of York". We also introduced the drum to the children. Unlike the shakers and bells, the **drum is a membranophone** (stretched skin around a frame) which is hit to make the music. The children are thus exposed to a variety of **musical timbre** as they play with musical instruments of different materials.

We continue to use the shakers and bells to instil the sense of the **steady beat** to the little one. The steady beat is an **important concept for children** no matter whether they would play Classical, Jazz or Pop Music in future. It is also important for them to inculcate this for activities such as marching, bouncing a ball and various other synchronized activities. As you sing or listen to music in your cars etc. through the week, you might wish to tap or pat the steady gently to reinforce this concept.

Stage 3

We are going on board a train this week! All aboard! (Train whistle). We explored musical concepts such as **moving faster and slower** (accelerando and ritardando), these are the Italian terms children will need to understand as they study Classical repertoire at higher levels. But instead of learning these words for an AMEB Exams (one night before), our young friends are **enjoying and experiencing the concept through the music!** This way, when they eventually play a musical instrument, they would have no problems executing these musical directions.

The above concept is woven into many different songs about trains. One of the songs, Hinei Rakevet, is a song in the genre of **Klezmer Music** (a Jewish version of Jazz Music played by Yiddish, Jewish Immigrants in Eastern Europe). One of the objectives of our Music programme is to allow our children to listen to a variety of Music from around the world; not just Classical Music or Pop Songs.

Stage 4

We played a game, "Here comes a Blue Bird" which is a **musical game** requiring a high level of co-operation among the children. Very impressively, the children did well to make the game work!

Now, we sing about another bird; the Woodpecker. After we sang "Woodpecker, Woodpecker, I hear you tapping", we then learned a **rhythmic pattern (musical motif)** which represents the Woodpecker, a different pattern which represents a Robin, and a different one which sounds like an Owl. These were then arranged into a piece of music where different children took on different "roles" and created our own little "bird orchestra". Finally, we explored the **wind chimes**, and again talked about how we can't see the wind but we see the effects and then sang the beautiful song, "I can't see the wind" while playing with the scarves.

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



Munch and Move

What is *Munch & Move*?

The *Munch & Move* program aims to promote and encourage children's healthy eating and physical activity and reduce small screen recreation. Through *Munch & Move* NSW early childhood educators have the opportunity to implement a fun, play-based approach to supporting healthy eating and physical activity habits in young children. The *Munch & Move* training aligns with the National Quality Framework including the National Quality Standards and the Early Years Learning Framework. The program is a NSW Health initiative with support from the Local Health Districts.

Early childhood is the ideal time for children to form healthy food and physical activity habits that will give them the best chance of maintaining a healthy weight throughout their lives. It is also a great time to cultivate the fundamental movement skills and confidence children need to enjoy physical activities at school.

The *Munch & Move* key messages

The six key messages that form the basis of the *Munch & Move* program are:

- Encourage and support breastfeeding
- Choose water as a drink
- Eat more fruit and vegetables
- Choose healthier snacks
- Get active each day
- Turn off the television and computer and get active



Munch and Move



Next Sunday is the Dragon-Boat Festival. It would be great for kids to know more about tradition, history and stories of China. For that reason, I will arrange a culture lesson for kids in the following weeks.

For preschool children, it can be difficult for them to access those topics by speech, so we'll explore culture through activities and images. As surfing and rowing are popular in Australia, the children should have a reasonable understanding of the concept of the dragon-boat festival. I will prepare a short video introducing the festival.

Preschoolers will also learn to make a boat using paper. I hope that the lesson can be an effective platform for kids to know more about Chinese culture.



Mandarin



Ballet

In the last week, the younger children have been practicing their good toes and bad toes, their sensitive hands as well as their sharp hands. I have now added a curling and stretching exercise to the class which all the nest children seem to enjoy. The older children have been continuing to rehearse their jumps and spins. I have recently introduced them to gallops, skips and tendues - exercises which we will be mastering over the next couple of weeks. All groups have been going through their jazz and drama routines at the end of class. I am pleased to see that the dancing children are enjoying the syllabus and am looking forward to introducing some more exercises to them in the not too distant future.

