



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

2ND JUNE 2017

## Debbie's Message

By Debbie Zerbst, Principal

### Night of Lights

At the beginning of the year, I posed four questions to all of you in my first ever newsletter message. This is what I asked.

- Imagine a school where children are
- Imagine a school where families are .....
- Imagine a school where teachers are .....
- It is possible to make our dream school come true.....
- Let us create some magic together.

The Night of Lights celebration on Wednesday evening answered every single question and fulfilled my idea of creating magic together.

Thank you for spending an illuminating evening with us to celebrate the growth of our Lindfield campus. It warmed my heart to see such a fantastic turn out. It truly was a brilliant community gathering.

It is experiences like these that create long lasting childhood memories. I am so thrilled that the dedicated Lindfield teachers and I will be part of these memories.

Words just cannot do the evening justice so I have chosen to let the celebration photographs speak for themselves. I would like to thank each and every staff member who worked so hard and lovingly to create such magic.

A super special thanks must go to Scarlett's dad who provided a safe zone for our fire pit. Not only did he light the fire but he also helped so many little children roast their marshmallows.

# Stage 1– Da Vincis

By Miss Lauren

After such a successful experiment a little while ago, when we created our own 'ocean waves' in a water bottle, we thought the children would love to do another experiment using the ocean waves experience as inspiration.

We used shaving foam and glue and encouraged the children to create their own 3D 'ocean waves'. We used light blue and dark blue dye, which gave the waves a more realistic effect. The end product looked fantastic especially as the different shades of blue mixed together and the shaving foam dried hard. The children were fascinated to see all their unique 'ocean wave' creations displayed on the wall.

This week I thought it would be a fun idea to create our own jelly ocean. We started by mixing our jelly satchels with water and stirring it all together. We crushed some biscuits with a wooden spoon to make our base (sand) layer. We poured the base layer onto the bottom of a tray and then covered it with the jelly. As we all know some experiments don't always work, and the jelly and crumb mix combined together and the jelly looked somewhat dirty. This led to a discussion about pollution in the ocean. This result could be a great starting point to teach our children about keeping our oceans free of pollution.

But in terms of the experiment, we identified where we went wrong and tomorrow we are going to attempt to do it the right way. The children enjoyed the jelly ocean regardless of its looks, and enjoyed the process along the way.

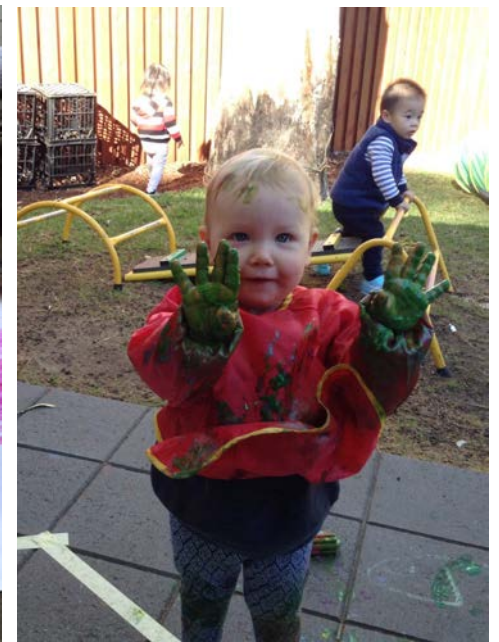
On Wednesday we created our own sensory ocean bottles which we filled with sea animals, shells and small bits of coral. We added oil and blue food die so when you shake it, it looks like the real ocean.

See you next week  
Lauren, Rujita, Natalie and Ella





# Stage 1





# Stage 1





# Stage 2 - Monets

By Miss Leonie

## Colour My World

It has been a beautiful week of colour. As we prepare for our "Night in Lights" evening, the Monets have been busy creating a great artwork to show on the night which has been inspired from Vivid and the city landscape. The children all enjoyed painting the back-drop using spray bottles, rollers, paint brushes, sponges and especially their hands.

As we continue to explore our provocation of "Colour My World", this week we looked at the colour green - "It isn't easy being green" - Kermit the Frog. We have taken the children on a journey of all things green. We have found them in our natural environment such as plants, leaves and trees to wooden, plastic and material objects such as blocks, toys and craft materials. We have touched, smelled and used them in our play as well as our art activities.

Some foods that are green which we have looked at over the course of our week have been apples, beans, broccoli, cucumber, celery and peas. The children have really picked up the concept of their colours through our weekly exploration.

## Yoga With Kelly

All the children now know the art of quiet sitting on their yoga mats. They have the confidence to make up poses when Kelly asks and they can stretch and relax following her instructions. Kelly always takes them into their imaginations it's always so beautiful to watch her work with them.

Thanks for another great week.

Leonie, Jess, Tracey and Fern





## Stage 2





## Stage 2





# Stage 3 - Dalis

By Miss Joselyn

## Gardening Project - Carrots!

Due to the amazing weather we have been having, the children have spent quite some time outdoors this week exploring the natural environment. Quite a few weeks ago the children planted carrot seeds in small individual pots and every day we venture outside to see how our carrot crop is faring. With a lot of attention, including daily watering and repositioning of pots to follow the sun's path, we have seen amazing growth in our spectacular carrot plants with most of our seeds germinating and sprouting foliage! This week the children have noticed lots of changes and differences, tall stems with a great deal of foliage in some pots, and in other pots the seeds are just starting to push through the soil.

We talked about how plants grow, what they need in order to grow and the different types of plants. We discovered that carrots are root vegetables with little hair like roots branching out, they help to anchor the plant and absorb nutrients needed for growth.

Some of the children were so keen to further explore plants and root systems that we brought our carrot plants indoors to take a closer, longer look at our developing plants. Using magnifying glasses the children observed the plants, pots, soil, stems and leaves, they then sketched what they saw.

It has been great to see the children so interested in this long term project, carefully nurturing and caring for their individual carrot plants. We will continue to nurture our plants in the coming months with daily checks and regular watering. Once the plants have developed we will offer the children the opportunity to either pull their carrots out and taste them or take them home and to continue to nurture.

## Indigenous Culture Exploration

Last week we developed awareness of National Sorry Day through story stones. They explored a collection of small stones with Aboriginal story symbols printed on them. The children seemed so interested in this experience that this week we continued our exploration. We used small bowls filled with sand to re create the Aboriginal symbols on the stones, the children drew the symbols into the sand using their fingers creating stories in the sand. It was so spectacular to see the children keen to explore the Aboriginal culture in a hands-on way.





## Stage 3





## Stage 3





# Stage 4 - Pablos & Picassos

By Miss Pauline

The children have been experimenting further with colour this week by looking specifically at the 3 primary colours – red, yellow and blue. We are planning to make colour boards for our wall to help with identifying and mixing colour so the children spent time searching around the classroom to find items in each of these 3 colours to stick on our boards. We had some healthy debates on which category some of the items fell into! We will be finishing our yellow board on Wednesday and moving on to secondary colours later this week.

At the end of last week we had a very cloudy day and so the children decided to create a 'sun' of their own in the front garden. Using only natural materials, they created a large artwork (which you may have seen at pick- up time) in the shape of a sun. They used leaves, pebbles, twigs, bark and slate and starting from the middle and working outwards, they created a truly spectacular result. Well done stage 4! As it started to rain, Jackson reasoned that if the sun was out and it was raining at the same time they "would have to build a rainbow too".

Please remember that we are always delighted to receive photos of things you do or places you go to on the weekend with your children as family input is particularly important to us at Reddam. (We will of course return everything which you send in.) The children love to talk about their experiences and share information with their friends and as teachers we often use these experiences as starting points for further learning and





## Stage 4





## Stage 4





# Night of Lights





# Night of Lights





# Night of Lights



BIG COLLAGE



# Night of Lights





# Night of Lights



PIC COLLAGE



Hello everyone!

Remember what we shared about the “**quiet time**” in class and how useful it is for children? This week, Justin enhanced that experience by bringing an **Alto Recorder** and demonstrating how it sounds lower in pitch when compared to the **Soprano Recorder**. Just for laughs, he even played two recorders at the same time!

## Stage 1 & 2:

We continued to instil the sense of the **steady beat** by clapping, patting, stomping and using non-pitched classroom percussion instruments such as egg shakers and bells. The children had a chance to hit on **the drum** again and this time (because it was less strange to them) many of the little ones were more confident and hit the drum a little more comfortably. They were a little reserved last week. That's why **repetition** is very important in our curriculum for young children.

Another activity which was very fun and helpful in their development was the “I can wiggle” rhyme we said together. This activity employs something we call “**inhibitory control**”. Children had to suddenly stop their actions and keep still for a few seconds. The ability for children to stop a movement activity and to start again helps to **instil discipline in a fun way**.

## Stage 3

It was so much fun going on our musical rainbow train last week... we did it again this week! Children used their calling voice and said together, “All aboard!” We also had a **focused listening** activity and picked out the sounds of the train wheels, the train whistle, the turning wheels and brakes with our ears. Focused listening is different from the general ability to hear. This activity is a learned skill where they selectively listen for specific sounds.

This week, our train also introduced the “**triangle**” (a metal percussion instrument). As part of the rhyme, children had to hit the triangle **THREE** times. It was also pointed out that the triangle has **THREE** sides. It was interesting to see who was able to intentionally hit the triangle exactly **THREE** times at the exact moment of the rhyme. Children really had to **focus and concentrate** in order to get this right. And still... have lots of fun!

## Stage 4

We played a **Japanese early childhood musical game**, “Wild bird” where a child pretends to be in a cage with his/her eyes closed while everyone else flies around singing this traditional Japanese (**pentatonic**-using only 5 pitches) tune. At the end of the song, one child stands behind the child in the “cage” and sings, “What is my name?” The child in the cage guesses and another child got selected to be in the “cage”. This went on for a few runs till all the children who wanted to be in the “cage”.

They had the “**wind chime**” and played with the scarves again. In addition, we learned a new song, “Star light”. Each time we sang the song, a different child would have a chance to make a wish. The one who makes the wish gets to stroke the wind chime, which produces a magical ethereal sound. This is an excellent song because it only has **2 pitches (bi-tonal)**. Children had to raise their hands at the higher pitch and lower their hands on the lower pitch. This would be extremely helpful when they play on the xylophones in the coming weeks!



# Music





Walking around St Leonards and Lindfield there are beautiful displays and documentation depicting a number of the rooms exploration colour as well as change. With Lindfield holding a social evening of lights and illumination along with the city of Sydney being bathed in lights for Vivid Festival, it seemed like the perfect recipe to explore colours, change and light via yoga.

Using primary colours of cellophane and pretend candles in a jar the children found a matching yoga card after discussing and labelling a primary colour: yellow, red or blue. On the back of each card was a corresponding animal, for instance, a yellow snake, red frog, blue whale. For Stage 2 upwards yoga cards coloured purple, orange and green were also placed on the floor. As a group we explored changing the primary colours by mixing them together. By placing yellow cellophane over the blue it changed to green glowing from the candle. Red cellophane was layered over yellow to reveal orange while blue and red combined to create purple.

The children delighted to turn over yoga cards to reveal interesting animals, insects, and bugs in a rainbow of colours!

Love and Peace,

Kelly





# Yoga





## **The Nest/Fledglings**

The children will participate in teacher lead dance and drama activities involving props and music allowing them to use their imagination and go on an adventure with the theme of spells and animals.

### **Skills learnt this week:**

Following a Rhythm

Following direction by watching and copying the teacher

Memory recall

Used their body to create shapes

### **Activities include:**

Teacher in Role as a Witch. The children helped the witch with her spell using the ribbons that acted as wands. They then went on an adventure to visit the toad, interacted with the frog (puppet), used the tapping sticks to make rabbit ears and elephant trunks Used their body to become different animals in the forest like bears, a river, and Birds. Taking turns to watch each other perform. Learning how to do a bow

## **Stage 2**

Students will explore and revisit emotions to show the audience how they are feeling. The children will also use their imaginations to go to the Jungle as well as meet a witch through a number of teacher led activities

### **Skills learnt this week:**

Portraying emotions

Use facial expressions and body gestures to convey animals

Listen and observe the teacher

Memory recall

### **Activities include:**

TIR as a witch copy and repeat her actions

Witch Freeze

Noah's Ark (mime activity)

The Jungle Adventure

Counting animals

Number emotions

Picture postcard (Zoo)

The Jungle adventure

## **Stage 3 & 4**

Students will rein act parts the story of Hansel and Gretel exploring different endings. The children will also develop the drama, use their imagination, and voice to create their own rendition of the story.

### **Skills learnt this week:**

Mime

Soundscape

Facial Expressions

Using their body to create different objects and shapes

Being a different character

Concentration

Hot seating – Question and Answer

### **Activities include:**

Memory recall from last week

Went on an interactive adventure into the forest, meeting a Witch

Created a soundscape

The Witch says (played like Simon Says)

Hot-seated some of the characters from the story



# Drama





# Munch and Move

## Munch and Move Fact Sheet

Water is the best drink for anyone who is thirsty. Water is a good choice as it does not have any added sugar.

In Australia, water is safe to drink straight from the tap or boiled if you prefer. In most areas, tap water contains fluoride, which helps children to develop strong teeth.

### CHOOSE WATER AS A DRINK

Limit fruit juice, soft drinks, sports drinks and cordial

Fruit juices, soft drink, sports drinks and cordials should not be given to your child everyday as they contain a lot of added sugar.

If you do give your child juice, soft drink, sports drinks or cordials remember to:

- Water these down until very dilute. You can then replace them completely with water
- serve in smaller cups
- Limit the number of cups of all sweet drinks your child has each day

## The Facts About Fruit Juice

- Fruit juice is high in natural sugar and can contain added sugar too.
- Eating a piece of fruit is much better than having a glass of juice.
- Children do not need any fruit juice at all.
- ½ cup of fruit juice each day is enough for your child, if you choose to provide it.
- Milk is another healthy option
- Milk helps your child develop strong teeth and bones.

## Munch and moves supports a healthy mind and body





# Munch and Move





Kids love to colour and make something with paper. So last week, when we celebrated Dragon Boat Festival, kids in Stage 3 and 4 were passionately and happily involved in the process of colouring and making their boats.

This week, we will start to learn the concept of different shapes. I will read a book, named "The Round is Yummy to Eat". The book introduces several types of food with round or circular shape. After reading the book, students can share their experiences of having those foods. Furthermore, they can think about more types of food with the shape or other shapes followed by playing guessing game of shapes. At the end, Stage 3 and 4 students can draw a picture in a circular paper.

Secondly, we will continue to read the book of "Whose Nose" and "What is Inside". Through 4 weeks' reading, most students have grasped the words, such as "dakai (open)", "1, 2, 3", understood the sentences, such as "zhe shi shen me (what is this)" and "zhe shi shui de bi zi (whose nose)".

The lessons suggest that the younger the child, the faster they learn a new language. Therefore, based on repeating those words, I would like to start to teach a new sentence of "ni xi huan ping guo ma (Do you like to eat apples?)"





# Mandarin





# Ballet

By Miss Tess

This week, the younger kids practised their good toes and bad toes, their sensitive hands as well as their sharp hands. We also rehearsed our curling and stretching exercise. The older kids practiced their jumps and spins as well as their tendues. All groups went through their jazz and drama routines at the end of class. I am pleased to see that the kids' are enjoying the syllabus and am looking forward to introducing some more exercises to them in the not too distant future.

Cheers,

Tess

