



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM

ELS

16TH JUNE 2017

Debbie's Message

By Debbie Zerbst, Principal

We are steaming ahead towards the end of the term and our team has exciting plans for our July vacation care . Our vacation care begins on Monday 26 June till Monday 17 July . Term 3 officially starts on Tuesday 18 July.

As you know we remain open for 50 weeks per year but whenever it is school holidays, we want our children to feel like it's holidays for them too.

We slow down our rigorous pace and create a holiday type atmosphere at school. We stop our enrichment programs such as Dance, Yoga Drama, Mandarin. Music and Munch and Move. They will return at the beginning of Term 3 but there will be a few changes to our program. In place of the usual routines the teachers will set up a variety of planned activities guaranteed to please and delight our children. To celebrate our beautiful country and enjoy our winter break we will use the winter landscape as a backdrop to our upcoming events.

The vacation care program will be sent to you next week via email so you can check out all the exciting things we have in store. Watch this space!

Below is some information about our Enrichment classes in Term 3:

Our beautiful Kelly who inspires our children in Yoga is travelling overseas for four months and will return to us in the fourth term. In Yoga's slot we will be introducing Playball. This is a sports program designed specifically for 0-6 year olds .We are very excited and fortunate that Playball has agreed to join our special group of specialists.

Music, Mandarin, Drama and Ballet will continue as per normal.

Munch and move will continue. The move element will supplement our play ball and the munch element will supplement our healthy cooking classes .

This is indeed an impressive list of different learning opportunities for our lucky young learners.. The variety of enrichment classes offers our children different means for learning and discovery (e.g. talking, writing, drawing, painting, wire sculpture, clay modeling, dancing, acting, representing with recyclable, manmade materials or natural materials).

Teachers at this school are always on the lookout to find new ways for children to express themselves, ways that suit each learner and context for learning.

If any parents have suggestions for future enrichment classes, please send me an email and I will investigate if it is possible to add it our program in the future .

Sharing can be a challenge for children, especially at such a young age. Most children need practice and support to develop this skill.

This week we will be focusing on the story - "Sharing a shell" The book explores the concept of sharing as a small crab is willing to let two smaller sea creatures into his shell for shelter, even though at first he does not want them too. As this book fits perfectly into our provocation 'Under the Sea', we thought we would create our own beautiful sea crabs using recycled foam cardboard for sustainable practises.

The children selected from a variety of paints and sprinkled their shells with beautiful rainbow glitter, just like the sparkly shell from the story. We then used our hand prints to replicate the crabs body and added pipe cleaners for his long spiky eyes.

Here are some helpful tips to encourage your children to share:

- Start young. From the time your child can grasp an object, you can teach sharing by passing the object back and forth while saying "my turn, your turn." Learning how to take turns is the first step in sharing.
- Be a role model. Practise sharing with your child at home and make it fun. Tell your toddler that you want to share the couch for a cuddle or talk about taking turns while enjoying an ice cream cone together.
- Bring a pocket timer to playdates. When it rings, it's your child's turn to give a toy to her friend, then she gets it back once the timer rings again, and so on. This way the children realise that giving away their toy isn't forever.
- Finally, remember to give lots of praise and attention when your child does share. This will associate sharing with positivity.

On Wednesday the children participated in an experience creating musical shakers. This extended the children's interest in making sounds to create music. The children loved in particular banging and shaking and helped pour different materials into bottles using a funnel.

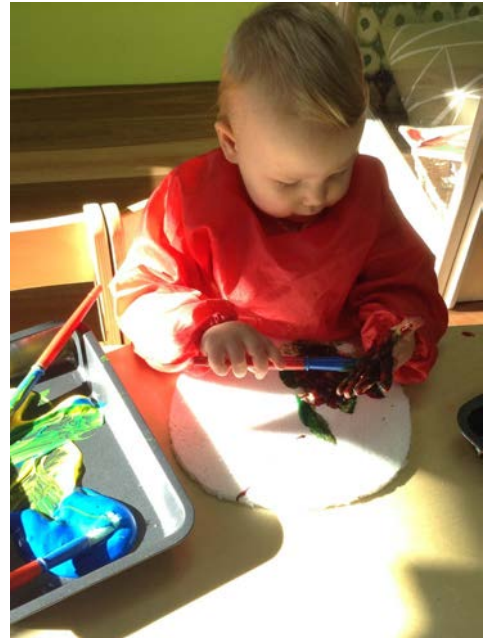
We used materials like pumpkin seeds, rice, uncooked popcorn and 100s and 1000s. The children absolutely loved shaking the bottles

It was such a simple idea and it kept our babies happy and engaged.

Where to next ?

During the vacation programme, we are going to explore Aboriginal instruments and learn how to dance and move like kangaroos.

Stage 1 - Da Vincis



Stage 1 - Da Vincis



Stage 2 - Monets

By Miss Leonie

Welcome to week 7 this term is moving fast. Over the last 7 weeks we have taken the Monets on a journey of colour through Hands on experiences, group times that have included colour songs - 'I can sing a rainbow', colour recognition games such as 'Little mouse' and books such as 'Where is the green sheep'. We have explored our environment for all different colours and creating through art has been very popular.

Being Creative

The Monets have had a blast painting, creating and mixing with colours.

They are the masters of the moment - they love the way things feel, how things look and even the soft sounds of the brush when it crosses the paper, whether with paint or glue.

Through our provocation "Colour My World" we have been able to foster creativity with our Monets. When they are creating through art we are helping them to develop mentally, socially and emotionally. Creating art can boost their ability to analyse and problem solve. As the Monets manipulate a paintbrush their fine motor skills are improving. By counting pieces and colours, they learn the basics of math. When the Monets experiment with materials, they dabble in science. However, Most importantly they feel good while they are creating, and art helps boost self-confidence.

During this week the Monets have been busy creating Rainbows through mixing colours.

They used scrapers to scrape different paint over their page, which allowed the colours to mix and make more colours creating a rainbow effect. Next week we will take the children on a journey of black and white, explore different shadows and see what we can find in our environment.

This week we welcome Lucas to our class from Stage 1. He has settled beautifully and we look forward to learning more about him as the term goes on.

Thanks for a wonderful week.

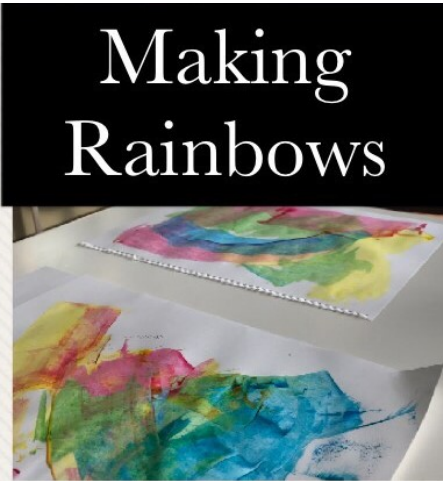
5 Ways at home to inspire Creativity

- 1.- Prepare For Mess**– Set up a space where your child is free to experiment.
- 2.- Avoid Giving Direction** - Don't tell them what to make.
- 3.- Speak Specifically About Art** - "I see you used lots of purple. Why did you choose that colour?"
- 4.- Explore Your Child's Process** -" Tell me about what you made?"
- 5.- Let It Be** - When your child finishes a piece don't suggest additions or changes.

Stage 2 - Monets



Stage 2 - Monets



Stage 2/3 - Dalis

By Miss Joselyn

Sustainability - Recycling Paper Project

Last week our focus was on sustainable practices primarily in terms of re using and repurposing items, the changes we can make to re use things around us. This week continuing with our sustainability program, our attention has been drawn to the process of recycling. During a group discussion we talked about the process paper and cardboard goes through when it is recycled. We talked about where we place our used paper and cardboard and how it is transported to waste paper mills and transformed into new products.

Following on from our discussion we decided to recycle our own paper. We began by firstly tearing old newspaper into strips and small portions, we then placed the paper into a large tub. We added warm water and using wooden spoons and whisks we worked together stirring the paper and water mixture together. The children seemed very keen to participate in the mixing process, it was great to see them working together and watching closely for the old newspaper to begin breaking down and transform into mulch. The activity soon became a sensory experience as the children used their sense of sight touch and smell to explore the texture of the soft moist mulch. Then, using scoops and strainers we all worked together to collect the mulch from the tub and scooped it onto flyscreen. The flyscreen acted as a large strainer straining all of the liquid from the mixture, leaving the mulch to dry out. We then used our hands to flatten the mulch by pressing down firmly onto the flyscreen squeezing the excess water out. The children seemed intrigued by the dripping water coming from the underside of the flyscreen, tilting their heads to take a closer look. We then left it to dry. Once dry we will use our sheet of paper to paint onto.

This experience drew on our term provocation 'Change,' specifically how things go through change when they are recycled. It also offered the children a hands on approach to sustainable practices, recycling newspaper into paper.



Stage 2/3 - Dalis



Stage 2/3 - Dalis



Stage 3 & 4 - Pablos & Picassos

By Miss Pauline

Because of the torrential rain at the end of last week the children spent some considerable time inside making the houses for our three pigs. We read the story at the end of last week and remembered what the houses were made from.

The children suggested that we use some of the straw from Nibbles' cage (our rabbit) to make the straw house. Good thinking! We then used some miniature marble tiles for the brick house and even managed to dash outside during a short fry spell to gather sticks for the third house.

In the Picasso room we have been looking at colour and the children have been busy sorting through the oddment box to stick bric-a-brac onto the correct colour boards. The results are really lovely - we will move on to tertiary colours next week.

Some of the children extended this colour work by making their own paper and fabric 'quilts'. Having looked closely at two quilts we have in the room at the moment the children noticed that the surfaces were in fact hundreds of tiny pieces of fabric stitched together as opposed to one whole piece. They set about selecting paper backgrounds in a colour of their choice, and gluing fabric swatches on in patterns. It was time-consuming and a little bit fiddly but the end results were beautiful. Well done stage 3/4!

We have received some lovely photos taken of the children with their families on the weekend and when busy outside of school hours. Thank you so much for your input, and please keep them coming!



Stage 3 & 4 - Pablos and Picassos



Stage 3 & 4 - Pablos and Picassos



Hello once again!

Stage 1 & 2

This week, the song for our quiet time is, Intermezzo, Op118, no. 2 by Brahms. This is a piano work. For the little ones, it was just an exposure to different genres of music. Our little ones are listening and absorbing much more than we imagine in these early years!

For those slightly older children, I asked them to compare the sound of the instrument with the sound of the various recorders I've brought to class over the past weeks. Some of the children were able to tell that the recording we heard was a piano sound. Those with a piano at home were encouraged to tingle on them at home to see if it sounded like the recording they heard. So parents, please allow your child to play a few notes on the piano if they wish, they are exploring the sound of the piano this week.

We also explored different ways of travelling across the room. Other than walking and running, we also inserted words such as hopping, gliding, skipping, creeping etc. This enlarges their vocabulary of movement words and the actions together with the music make it self-explanatory.

Stage 3

Focused listening was about the car this time (instead of a train). Children intently listen out for the different sounds they hear when taking a car ride. Then we went on a fun car ride... after we found our missing keys (bells). We also explored a variety of movement options to get us to the train station. Again, there were constant occasions when we had to STOP! This is where we apply "inhibitory control" where children have to freeze in the middle of an activity. This teaches the children to control their actions and instils discipline in a fun way through music!

We had new songs about the train again this week; Down by the Station, I'm ridding the New River Train, Circle to the LEFT... The last song is a "circle game" song, where children had to walk in a circle as they sang the song. This is extremely difficult for children at this age because they tend to walk towards the centre of the circle instead of around the circumference. However, do take a look at the photos the teachers have taken and you'd be impressed too that the children actually managed to get it! They also learn which is their right and left respectively.

Stage 4

Our lesson began with some imitation of body percussion activities. The children were so happy to learn that their bodies could become a "drum set"! For more ideas on "body percussion", you may google "Keith Terry" (world leader in this field). I had the privilege of learning some moves from him personally while in Austria J

We went on to listen to an excerpt from Mozart's "Magic Flute" overture. This led to an instrumentation demonstration of the Recorder Family; soprano, alto, tenor and bass. Justin brought all 4 different sizes of recorders to class this week!

Lastly, we learned how musical notation worked. Children took turns to become musical notes and bobbed each time their note was sung. It was good fun!

Yoga

By Miss Kelly

Yoga this week was a chance for the Reddam children to explore all the yoga from term 2. It's incredible to the progress in body awareness and movement that has been cultivated. Walking through the ELS on yoga days, many children exclaim, "Yoga!" and it is with the same enthusiasm and passion that I arrive to share the experiences with each group.

Taking part in yoga has provided an atmosphere for the children to de-stress, experience joy while learning to respect themselves, one another as well as feel safe to express themselves creatively, share ideas and thoughts. Many concepts are discuss and by revising them regularly, ideas spill off the mat such as letting go of being perfect, trying your best, learning that gaining skills takes practice and perseverance, learning not to compare yourself to others abilities, feeling positive when others master a skill you are trying to achieve, encouraging others when they find something difficult and the importance of finding still, quiet moments.

As of next week, I'll be off on a holiday to engage in both some relaxation and professional development. I plan on visiting a doing a short course in Plum Village in the French countryside. It is here they also provide mindfulness programs for children. I'm hoping to gain knowledge and experiences to bring back to share with the Reddam children.

I'll see you on the other side of my break and look forward to implementing new skills, ideas and experiences around kids wellness, yoga, movement and mindfulness with the Reddam children.

Love and Peace,
Kelly



Yoga



Munch & Move

How Munch and Move relates to the National Quality Framework

Quality Area 1: Educational program and practice

Munch & Move can provide children with experiences that actively promote or initiate the investigation of ideas and thinking about healthy eating and physical activity.

Example: We will focus on fruit and vegetables, creating a fruit and vegetable garden with the children and involving them in food preparation and cooking of the garden's produce.

During the vacation programme we will be exploring a kitchen garden project.

Quality Area 3: Physical environment

Move encourages the use of a range of spaces, equipment and resources to engage children in physically active experiences that help develop movement skills, coordination, balance, flexibility and strength.

Example: Mini Olympics – involve children in the planning and setting up of different activity stations such as long jump, balance beams, skittles, hurdles and beanbag throwing.

Example: Plan a range of physically active games that can be safely played indoors on rainy days, maximising the space and equipment available.



Munch and Move



The Nest/ Fledglings

The children will participate in teacher led dance and drama activities involving props and music, using their body express and develop shapes and sea creatures, based on the theme of under the Sea

Skills learnt this week:

Following direction by watching and copying the teacher

Listening and responding to the teacher

Emotions

Balancing

Used their body to create different sea creatures

Memory recall

Understanding and putting into action fast, slow, big and small

Activities include:

The children started underneath the parachute acting as fish under the sea. They then developed the drama by using their bodies to create movements of other sea animals that the teacher said.

The class was then split into two groups with a rubber rope separating the groups. Each group watched one another as they took on the role of a sea animal. This was accompanied with some classical music.

Balancing – Each child had a turn at crossing the bridge, placing one foot in front of the other and balancing on one foot in the middle.

The parachute was used to create a variety of waves, fast, slow big and small.

Stage 2 Objectives:

The children will participate in a teacher led improvisation of Jack and the Beanstalk. Using their imagination and creative skills to think of different endings of the story. Discussing key characters and their emotions along the way.

Skills learnt this week:

Memory Recall

Used their body to create different objects

Mime

Listened and followed direction

Spatial awareness

Working as a group and with different people

Activities Included:

TIR as Jack's mum, playing 'I spy' something being with 'B'.

Played the bean game – a movement association game (e.g. Jelly bean, wobble like jelly, broad beans stand tall with their arms in the air and walk around the room)

The children acted out the story, stopping frequently along the way whereby they were asked how certain characters were feeling at that particular point in the story.

After discussing the story they decided that they would go on journey to find the man who sells magic beans, jumping over a rope that's a river. After finding the beans and meeting the man they climbed the beanstalk to visit the giant

Stage 3 & 4

The children became spies and work together to find the secret item, trying to solve the clues along the way.

Skills learnt this week:

Creating a character

Working as a team

Call and respond

Using their senses

Following direction

Activities include:

Each child chose their spy name then discussed what a spy is and what their mission was

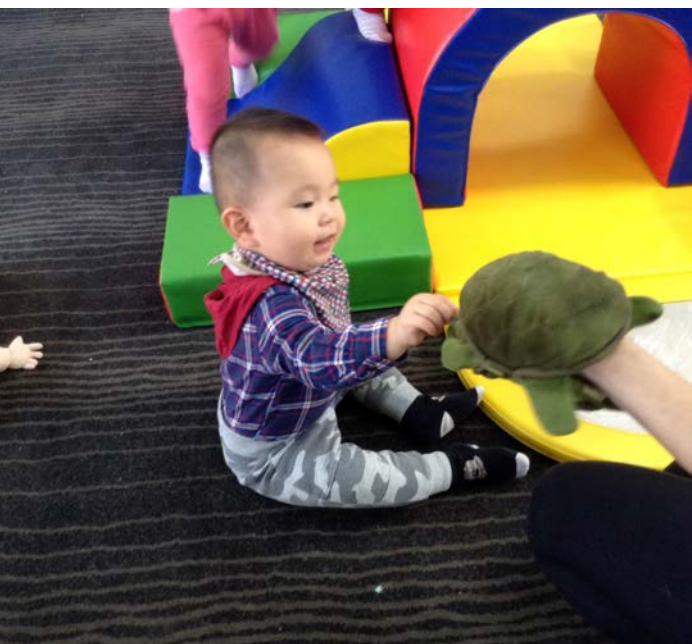
Used props and costumes to disguise themselves

TIR as secret Agent Red Snake guiding the children on a mission

Using magnifying glasses the children had to try and find any clues that would lead to the Secret item.

The children worked together to do the obstacle course. First was the bubble wrap they had to walk over without popping, describing in one word what it felt like, second was to crawl under and step over the lasers (string attached to furniture in the room) and finally a message that was written with invisible ink.

Drama



Following our lessons on shapes, I have gradually introduced two more shapes, circular and rectangle. The process and feedback of the lessons suggest that it is easy for children to understand circular shape. However, they're not so confident with the rectangle.

Based on that, I have introduced more lessons to focus on rectangles, specifically playing Jenga. Last week, when we played the game, most students enjoyed it. It is good for children to train their skills of controlling their finger muscles.

This week we will be exploring the song Twinkle, Twinkle, Little Star in both English and Mandarin. We will include hand gestures so the movements will correspond with the words, assisting children to associate and remember each word.

Most recently, the children have really grasped the sentences of "What is this?" and "Who is this?", so our lesson this week will also further this knowledge by introducing the sentence of "Where is bookstore/hospital/school/toy shop/child care".



Mandarin

