



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

23RD JUNE 2017

Debbie's Message

By Debbie Zerbst, Principal

During the last two terms we have seen our school grow and grow. As new children and families join us in every classroom I always describe the way our teachers view the child. We all believe in the child.

We have a kind of faith that the child will reveal himself/herself through actively engaging in purposeful play. We have enormous trust in the developmental abilities of the children. Working as guides and facilitators, we create a well-prepared environment filled with objects of beauty designed to inspire our children with a deep love and reverence for learning.

One of our most significant programs is the concept of our Grace and Courtesy program. Many of our existing parents understand how and why we believe in this. For those of you who are unfamiliar with this term, I will try to define it for you. The best definition I've seen is that Grace and Courtesy should promote harmony in every level of human existence. It is characterised by effortless beauty, kindness and warmth. It is similar to politeness but of a more voluntary, generous nature, actively meaning to be helpful. Grace and Courtesy lessons are continuous, and encourage children to become aware and mindful of what they are doing in the classroom. For example, the teachers may say "I am closing the door quietly." or "I am walking slowly in the classroom." One of my favourites is talking quietly and pointing out how to use a softer voice when we are playing or working inside. It is important to recognise that these are learned skills and must be encouraged and supported. Through this process the children gradually build the social skills of a harmonious society. They find activities that meet their inner need for self-development and as their space and autonomy are respected, a sense of calm and purposefulness settles over the classroom. Grace and Courtesy are essential elements of life. If done properly, Grace and Courtesy should promote collaboration in all areas of life. It is true that nearly everything we say and do whether alone or with others contains aspects of grace and courtesy.

The teachers and I witness our children reveal themselves every day. We watch proudly as they continue to develop more independence and confidence. We have had an exceptional term. For those of you who are going away these July holidays, please travel safe and ENJOY yourselves. During this time you will not receive any newsletters but daily reflections will still be sent to you via email.

The provocation for this Vacation Programme is "Our Red Earth" We will celebrate everything Australian. The three week outline will be sent to you by the end of this week.

Stage 1– Da Vincis

By Miss Ruijuta

Welcome back to the last week in Term 2!

This term we have focused on our 'Under The Sea' theme, which the children have thoroughly loved! We definitely noticed how much the children enjoyed getting their hands messy and feeling all the different textures that surround us in this big world of ours. Because of this observation our theme for next term will be 'Exploring Our Senses'.

For our Da Vincis, sensory play is so important as it is their way to explore and make sense of this beautiful world. Sensory play has many benefits for our babies, such as:

- Promoting cognitive development through teaching them how to think critically by using their senses in new and meaningful ways.
- Building on fine and gross motor skills
- Encouraging creative thinking
- Building on our community of cooperation as our babies work together to manipulate materials and share their ideas with each other.
- Learning to navigate challenging social situations, such as taking turns, sharing materials, and dealing with frustrations.
- Most importantly it's a fun way to learn, and who doesn't love getting a little messy!

We would love to thank you for a beautiful term spent with your gorgeous babies. We have thoroughly enjoyed this term working with your little Da Vincis. It has been a pleasure watching them grow, learn and start to feel more at home here at Reddam.

We would love to share our highlights of our term with you below:

- Watching all the children settle and seeing their little personalities shine!
- There has been a big improvement in the children's involvement in Drama which is lovely to see.
- Seeing an improvement in sharing and the children's use of excellent manners
- Watching how engaged they are with music class and how that has promoted more interest in music and musical instruments.

Thank you again for a beautiful term.

Rujuta, Ella, Diana and Chloe

Stage 1 - Da Vincis



Stage 1 - Da Vincis



Ch-ch-ch-changes!

You may have noticed a few changes in our classroom over the last week, with our new sign-in area and a bit of a change in the layout of the furniture in our room. Our new sign-in area will be filled with information for you about our class, a place to display exciting work that the children have done and a place for us to keep your child's portfolio, which you can ask us to share with you at any time.

We hope you enjoy being greeted by our Family Photo wall! The change of location for your family photos has reignited the children's interest in the photos, inspiring conversations about who they can see in the pictures. The take delight in finding their own family each day. It is a lovely way to connect with you when you aren't physically present, and reinforces the idea that all their friends are 'in the same boat', spending time learning and having fun, independent of their parents. As the children share in finding their own picture and talk about it with their friends and educators they are developing an understanding of themselves as significant and respected and, therefore, a sense of belonging within the Monet class and our little community at Reddam (Belonging, Being & Becoming: The Early Years Learning Framework for Australia, 2009).

Family Book informing our interactions and program experiences

Our Family Book is an extension of this idea of extending your child's understanding of themselves, where we invite you to share with us about your family and life in our wider community. What you write in the book and what you share with us enables us to connect with you and your child in a deeper, more meaningful way. The information you share (whether in our family book, via email or in conversation each day) helps us to make decisions about the program we develop and informs our interactions with your children in planned and spontaneous experiences.

For example, Sid and his mum, Kylie, told me this week about how they went on a very long bush walk around Parramatta River! Sid and I were able to have an in-depth conversation about what he had seen on his walk, including the arrows that guided the path and the trees he saw. We wondered together if we could see the same things in our backyard here. Did he find any flowers or leaves that were interesting to collect? Sid's walk with his family tells us about their interests as a family and about his stamina! He learnt about our natural world and at the same time develops a sense of respect and care for it (EYLF Learning Outcome 2, Children are connected with and contribute to their world).

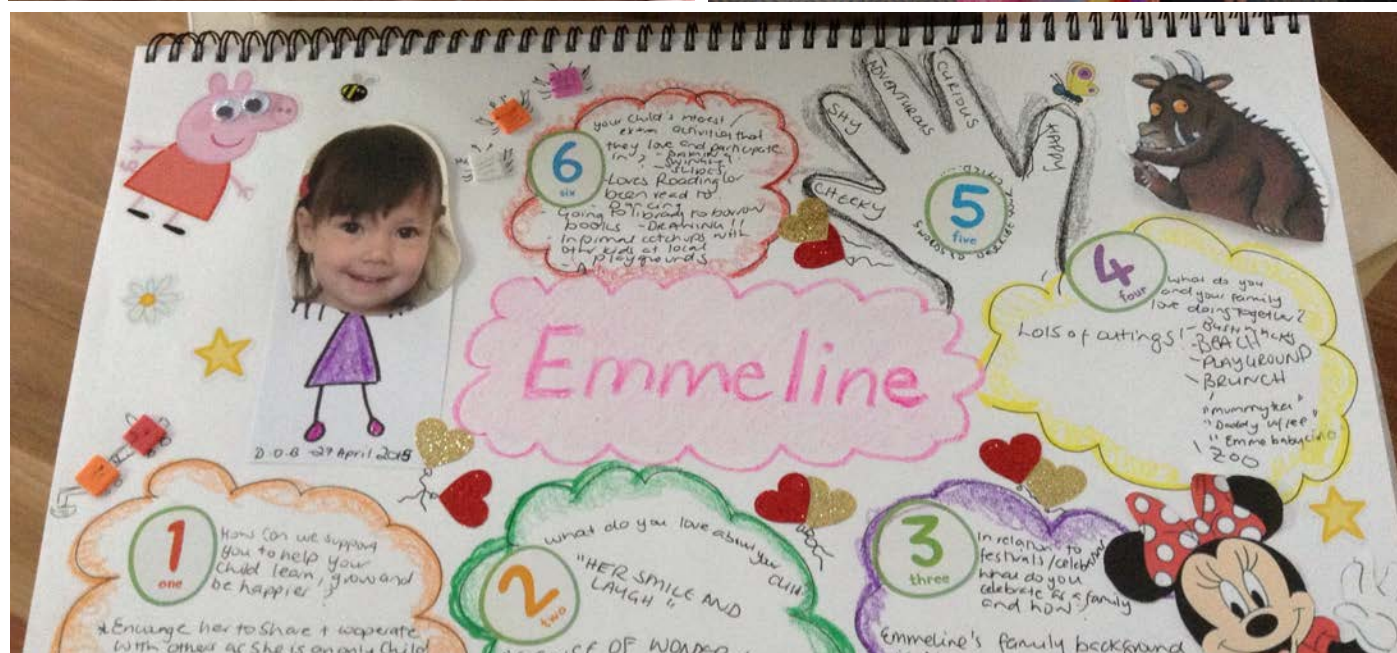
So, thank you to those that have already filled out their page in our Family Book and stayed turned for your turn if you haven't! We really appreciate the time and effort you put into it, it is very valuable to us and your child's learning and development.

Jess, Leonie, Tracey and Fern

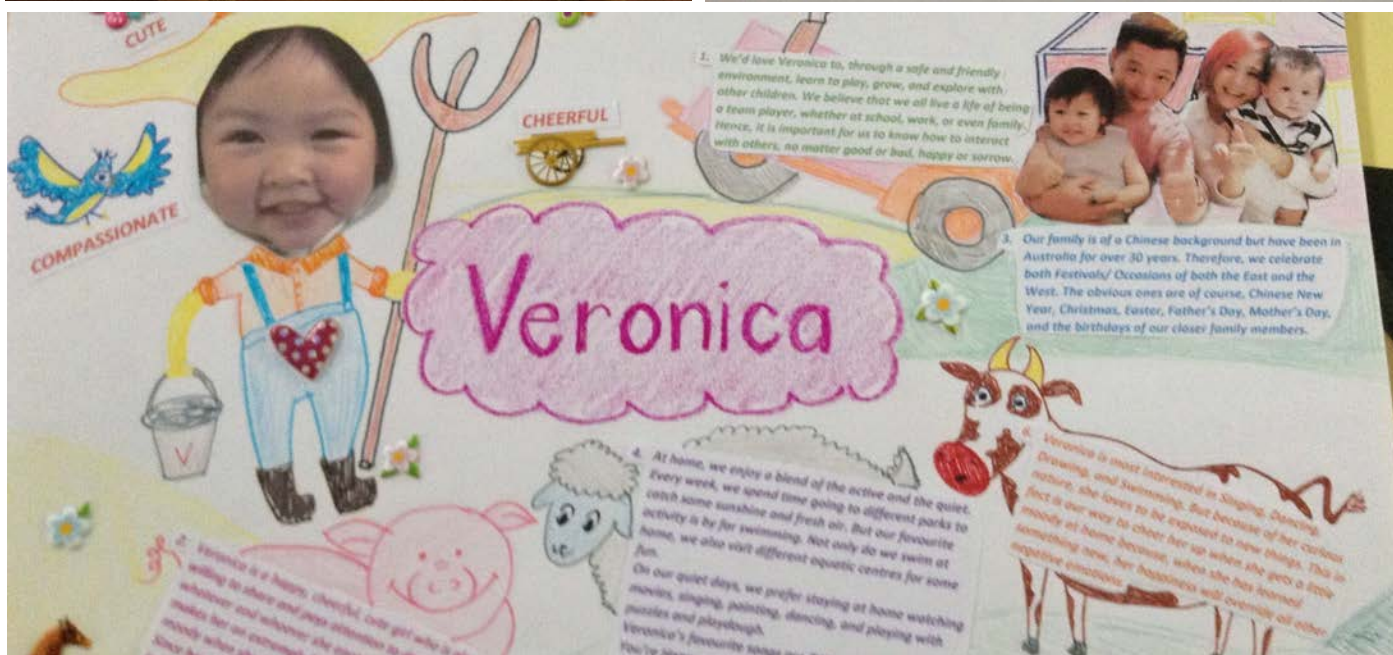
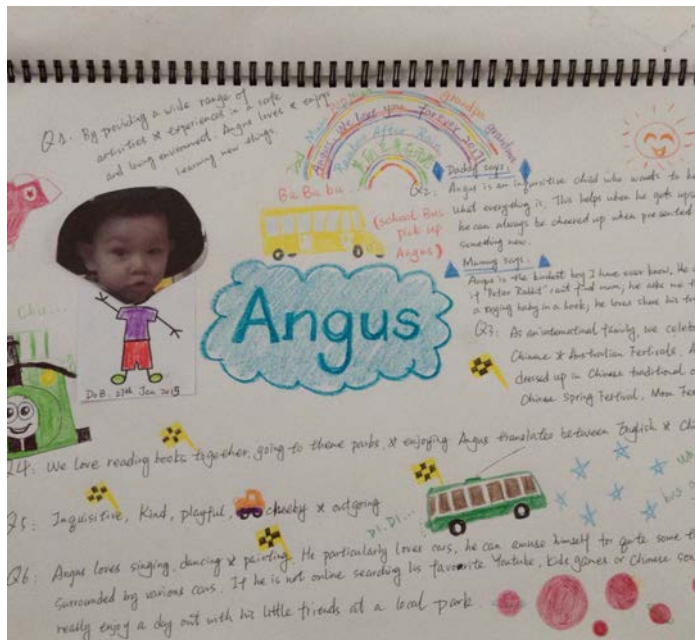
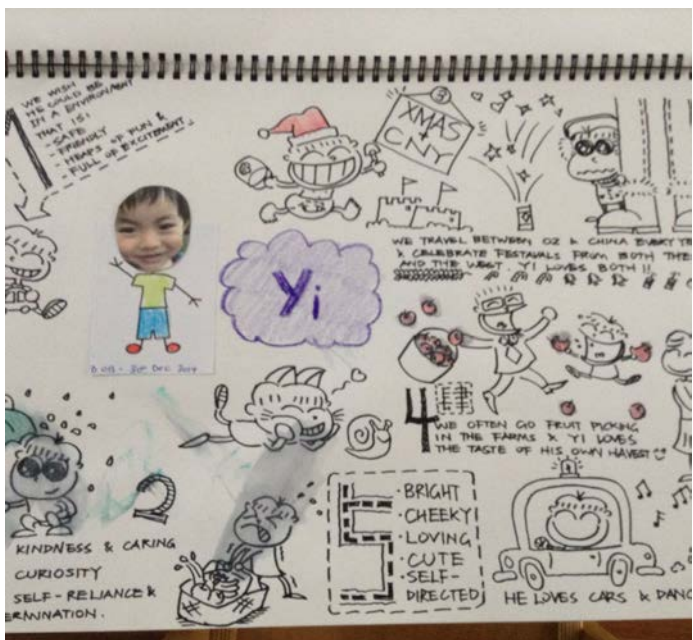
Stage 2 - Monets



Stage 2 - Monets



Stage 2 - Monets



Stage 2/3 - Dalis

By Miss Joselyn

What a fantastic term it has been exploring concepts of 'Change' through a range of experiences. It has been wonderful seeing the children keen and eager to explore and investigate through our science experiments, cooking experiences, our nature exploration and art experiences.

Welcome to Natalie

We wish to offer a very warm welcome to a new member of the Dali room, Natalie who has been working with Reddam both in the kitchen and in various rooms for the last few months. Natalie will be a permanent member of the Dali team on Tuesdays, Wednesdays and Thursdays together with myself and Grace. We hope that she enjoys her time in the Dali room.

Family Pets Wall

Lately the Dali children have taken an interest in domestic animals, with the children talking a great deal about the pets they have at home and about animals in general. They have been describing what their pets look like, how they behave at home, where they sleep and what they eat. Following on from our domestic animal discussions the children were asked to bring in a picture of their pets or a picture of their favourite animals. It was great to see all of the amazing pets that the children have at home. With these pictures we have created our Dali Pets Wall. This has sparked a lot more discussions around pets and animals with some of the children bringing in books about their favourite animals and the children talking about each other's pets. It is always wonderful when children and families share aspects of their home life with the class. We will continue this long term project, growing our Dali Pets Wall so please feel free to bring in a picture of your pets or your child's favourite animals.

Pets Sensory Experience

In order to extend on the children's pet and domestic animal interests we offered the children domestic pet sensory tubs. Firstly we coloured rice using green food colour and then spread it through the tubs. After this we placed yellow, brown, white and black lentils into the tubs and placed blue glass beads in amongst the rice and lentils. We then added stones and twigs into the tubs together with a range of plastic cats and dogs. The children then had the opportunity to explore the domestic animal sensory tubs.

Jos, Grace and Natalie



Stage 2/3 - Dalis



Stage 2/3 - Dalis



Stage 2/3 - Dalis



Stage 2/3 - Dalis



Stage 2/3 - Dalis



Stage 3 & 4 - Pablos & Picassos

By Miss Pauline

'Children have real understanding only of that which they invent themselves.' - Jean Piaget

As we continue to visit the build of Lucy's new house on a regular basis, the children have been engaging in great building activities around the school. Building structures with various types of foam and wooden blocks, magnetic shapes and cardboard boxes. The children have been given plenty of space and time to build and rebuild invented and familiar structures.

Block play encourages problem solving, imagination, self-expression, mathematics, creativity, science, self-esteem, social and emotional growth. We look forward to seeing some more great building activities!

It's been a great term with our room growing in numbers! The children are developing great friendships. We are very sad to say good bye to Jackson and his family. We wish them all the best for their new adventure in Brisbane.

We will also miss George, as he leaves Reddam next week. We wish him and his family all the best in the years ahead.

We look forward to spending some special vacation program time with your children.

Pauline, Joe and Angel



Stage 3 & 4 - Pablos and Picassos



Stage 3 & 4 - Pablos and Picassos



Stage 3 & 4 - Pablos and Picassos



Hello everyone! Can you believe that it's the last week of Term 2? Believe it or not... it really is. To wrap up the term, Justin showed all the children the **complete Recorder Family**; Soprano, Alto, Tenor and bass recorders. We learned that, just as in a family, we might sound similar in the way we speak, yet our voices may vary in pitch. We thought about the recorders as; Daddy (Bass Recorder), Mummy (Tenor Recorder), Brother/Sister (Alto Recorder) and Baby (Soprano Recorder)

Stage 1 & 2

Our voices imitated the Slide Whistle and rose in pitch on the word "up" and fell on the word "down". The ability to manipulate the voice this way also helps children in **language development**. Have you noticed the **rising intonation** of your voices at the end of **questions**? And the pitch falls when you make a statement. This musical game is also helpful to help children (and adults) **to find the right pitch when singing**.

We also **kept the beat** with egg shakers and bells. It is interesting to see how children have learnt the routines and begin to suggest different ways of keeping the beat; they tap on the floor, shake the instruments in the air, tap on their laps etc. This is one of the activities where children could be the leaders to suggest different actions for keeping the beat. Although the ability to truly keep the beat independently **will continue to develop until they get to the kindergarten**, imitating a good role model to keep the beat will help them tremendously in this aspect. **Keeping the beat will also help them to bounce a ball, march in a group, sing together in a choir** etc. This important ability starts developing now!

Stage 3

Before we could go on our fun car ride, we had to find our missing car keys! Children had to put on a sad face and pretend they'd misplaced their car keys. They then show the bells (car keys) and sing, "Found them! Found them!" with a beaming face. This activity is helpful for **SEL (Social Emotional Learning) development** as children understand the different emotions of sadness and happiness. As we hid the car keys, various **prepositions** were also used. For example, the "keys" we 'behind' them, 'on' their head, under their arm etc.

When we finally got on our car ride, it started to rain and we had to turn on the wipers. Different parts of the body can move like wipers. Get your child to show you how they can move like wipers... it'd surely crack you up!

Then we went on a train ride on A New River Train. The train went fast, slow, faster and slower. We also revisited the Italian Term musicians use to describe music that goes faster and faster. It's... **accelerando**! Well done, you remembered too. You child might say this to you when your car accelerates on the road.

Stage 4

The children had further practice on using their body as a drum set (body percussion). They also sang Star Light, Star Bright and reinforced the idea that there is a higher note and a low note in this song (there are only 2 notes). Once they could sing the 2 notes accurately, we played a musical game. Students were divided into 2 groups. One group was the high note and the other group the low note. They would also stand on opposite sides of a black line on the floor (introduction to the musical staff. The musical staff has 5 lines... we're starting with just one line for now). After a few rounds of that, we went onto the resonator bars/ glockenspiels / xylophones to play the melody. These little musicians are really making music now!

Music



Music



Munch & Move

Holiday time can sometimes mean more TV viewing time. That is not such a good thing for growing and developing healthy bodies.

I hope this information about the dangers about young children spending too much time in front of a screen can help you regulate the time your children spend from munch and move to Watching TV, surfing the web and playing computer games or small handheld devices can be good fun – and even educational! But spending too much time sitting still each day can be bad for your health. It's important to balance screen time with active play time so your body can grow strong, fit and healthy.

Effects of too much screen time

- Your posture can get worse.
- Your eyesight can deteriorate.
- You can strain your wrist, thumb and elbow.
- You can have problems with your sleep.
- Your social skills can suffer.
- Your body can store more energy than it uses.

How long is too long?

- It is recommended that you spend no more than two hours each day on the computer, small screen games or watching TV. Make sure you break up long periods of use as often as possible.
- Work out a TV viewing schedule with your Mum, Dad or carer that strikes the right balance between screen time and active time each day.
- Try not to spend too much time on the computer during the daytime – you could be having fun playing outside!
- If your favourite TV shows are on during the day, set the recorder and watch them later.
- Write a list of active things you can do instead of playing on the computer. If you get bored, pick something on your list to do.
- Think of presents for your birthday and Christmas that help get you active – balls, bats, totem tennis, hoola hoop, frisbee, kite, skipping rope or a trampoline!



Munch and Move



The Nest/ Fledglings

The children will participate in teacher lead dance and drama activities involving props and music with the theme of magic and Superheroes.

Skills learnt this week:

Using their bodies to create shapes and poses

Using Emotions and Mime

Using their imaginations to become magical creatures and Superhero's in everyday life (using their sounds to advance the drama)

Activities include:

Using the parachute to create magical waves whilst listening to the soft music (recapping last week's lesson with the rhythm)

Danced with the ribbons as magical fairies and wizards.

Helping the teacher do magic tricks using the wands

Teacher led superhero adventure

Copy and repeat the teachers emotions and mime actions

Stage 2

Objectives:

To make students aware that eating fruit and vegetables is good for them, making them strong and helps them grow. Revisit a number of drama techniques used throughout the term including a piece of poetry about a super hero

Skills learnt this week:

Improvisation and creativity

Taking on the role of a superhero through a group improvisation

Working Together

Portraying facial expressions and body gestures

Activities include:

Discussion about Superheros (including who our every day superheros are) Also spoke about what makes superhero's strong

TIR as a new superhero Miss Muscles

Using an object (wand) to pretend that it is a heavy weight

Students went on a Superhero adventure (the children made up the adventure deciding as a group who needed saving and who the bad character was)

Teacher in Role (TIR) as Miss Muscle a new super hero who wanted the children to prove how strong they were. The wands acted as dumbbells and the children used their body as well as facial gestures to show that it was really heavy.

A magic hat was introduced whereby a puppet turtle appeared underneath. Thomas the Turtle asked each child what their favorite fruit or vegetable was.

Stage 3 & 4

Objectives:

The children will discuss the superheros in every day life as well as train to be a superhero. Working in pairs they will create their own superhero and power

Students will also use a number of drama techniques to advance/develop a piece of drama giving a detailed understanding about the characters in the story and the meaning of their motives.

Skills learnt this week:

Improvisation and creativity

Working in pairs

Creating a superhero

Working Together

Portraying facial expressions and body gestures

Used a number of senses

Activities include:

Discussion about Superhero's (including who our every day superheros are)

Superhero Training: obstacle course/different movements/ muscle training (lift the wands) jump through hoops/ limbo/climb through a tunnel.

Joker's Stone Face: This involved a bag of funny objects, the children had to try and keep a straight face when a funny object was pulled out of the bag or the teacher made a funny face/noise

Molding Clay – Students mold each other into new a superhero. Giving them a Superhero name and super power

Drama



This week we focused on singing "Twinkle, Twinkle, Little Star". In order to help the children understand the content of the song, I downloaded two versions of the song, one in Chinese and English. Although the children are familiar with the original English version, when they heard the Chinese version, some of their faces looked confused as they concluded that different lyrics were being sung. As they say, practice makes perfect, so we'll continue to review both versions of the song to help the children understand and relate the corresponding words in Chinese.

The children have done such a wonderful job of remembering the animals in our recent book, "Whose Nose", so we moved on to a new book this week called "A Bad Temper Pig".

This book is specially designed for children. It showcases different emotions, such as anger, sleepy, sad, worried and happy. In the book, all animals' faces are designed with a hole, so students can put their face in the space to mimic different emotional faces. I then asked the children which emotion they'd like to express and we learnt the corresponding names of these emotions in Chinese.

Specifically, I focused on the words for "happy" and "unhappy". Once we've practiced them a bit more, I will lead into the question: "Are you happy today?" Meanwhile, the children enjoyed using stickers to represent "happy" and "unhappy".



Mandarin



Ballet

