



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM

ELS

28TH JULY 2017

## Debbie's Message

By Debbie Zerbst, Principal

### The Hundred Languages

No way. The hundred is there.

The child  
is made of one hundred.

The child has  
a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking.

A hundred always a hundred  
ways of listening  
of marveling, of loving  
a hundred joys  
for singing and understanding  
a hundred worlds  
to discover  
a hundred worlds  
to invent  
a hundred worlds  
to dream....

### The 100 Languages



-An excerpt from Loris Malaguzzi's poem  
(translated by Lella Gandini)  
Founder of the Reggio Emilia Approach

# Stage 1

By Miss Lauren

We start Term 3 with the provocation "exploring our senses"- investigating our sense of touch, taste, smell, sound and sight.

The idea was provoked from the children's interest in sensory experiences last term. Last week we explored our sense of smell and touch with the theme of scented playdough. On Monday we created lemon playdough, on Tuesday we created mint playdough and on Wednesday we created vanilla playdough. It was interesting to see the children's reaction to the smell of the dough, they were confused as it wasn't the ordinary smelling playdough they are used to. The children were involved in the process of creating the playdough, measuring, pouring and mixing the ingredients together, instead this time adding in the favoured essence which would give the dough it's fantastic smell.

The children enjoyed using their sense of sight as they used fluorescent bright paint to create their own magnificent pieces of art. Using cotton wool attached to pegs, the children splattered the paint onto their black paper- creating an amazing effect as the bright colours were enhanced instantly.

## Benefits of Playdough Play:

1. Fine Motor Skill Development: great for strengthening muscle tone in little hands – squishing, squashing, rolling, flattening
2. Calming and therapeutic: simply sitting and squashing and rolling a piece of playdough in your hand is a very calming and soothing activity. Can be a great outlet for children to express their emotions
3. Creativity and imagination: the possibilities for playdough play are limitless
4. Develops hand-eye co-ordination: by using a variety of materials and objects in playdough play can enhance hand-eye co-ordination.
5. Social skills: any activity where children are hands-on involved creates a fantastic opportunity for developing social skills.
6. Promotes Play: allows children to be children, to slow down and play, using a range of their senses and skills.





# Stage 1 - Playdough & Painting





# Stage 1 - Playdough & Painting





# Stage 2

By Miss Leonie

Welcome back to Term Three we hope those of you that went away over the holiday period had a relaxing time. We are all glad to have you back safe and sound and we are all very excited to get term 3 started. Some even more exciting news for Term Three our beautiful Jess is staying on with us at Reddam. Hooray!!!

This week we welcome Ben and Fitz to our class. We look forward to learning more about you both and your families as time goes on.

**'Tell me and I'll forget, show me and I may remember. Involve me and I learn'- Benjamin Franklin**

After much discussion, thought and observations. We decided this term our provocation would be centred around experiments. We want them to be immersed in experiments. The children are always very interested when our activities create investigation and wonder so we have decided to name our provocation.

## **"Our Scientific Terrific Twos"**

We will explore, create, experiment, wonder, hypothesise, measure, count, guess, observe many different science experiments to get them involved and learning.

We have created this provocation to allow it to be open ended for our children. It could lead us to so many possibilities.

We will also be asking our families to do a science experiment at home During the term with your children and we will document it in our family book.

Thanks for a great week enjoy your weekend.





## Stage 2 - Science Exploration





## Stage 2 - Exploration





## Provocation: "What's Outside?"

This term we have launched into our new provocation based on what the children see, feel and hear outside. Following the children's interests, this week our focus has been on different species of birds. As the children play in our wonderful outdoor areas they often point to birds they see flying by or birds perched on trees. We were visited by Leo the bird breeder, created bird inspired art, made bird feeders and then went bird watching in the outdoor areas.

### Leo the Bird Breeder

We were visited by Leo a local bird breeder who brought two different species of birds, pigeons and budgies, into the centre for us to see. We learned about the different nesting periods of pigeons and budgies, budgies lay five to six eggs within a two-day period and the incubation period can be up to twenty-three days, whereas pigeons lay one to two eggs with a seventeen to nineteen-day incubation period. We talked about what birds eat, corn and a variety of seeds, what they drink, water, and about their habitats. We took a close look at the two varieties of birds, we noticed the different coloured feathers, beaks and feet on the birds. We saw that pigeons are much larger than budgies and their bird seed is coarser than the budgie seed. Leo has just under 100 birds in his large aviary and breeds birds as a hobby. We wish to thank Leo for coming to our school to talk to us about his birds, we would also like to thank Grace our room educator for organising the event.

### Bird Inspired Art

Inspired by the visit from Leo the bird breeder, the children created their own collage birds. They applied glue to paper and then selected from a range of collage materials including feathers, pipe cleaners, googly eyes, fabric, twine and coloured paper to place onto their page. Wow, what wonderful creations!

Basil the Budgie came for the day for a visit, the children took this opportunity to draw what they saw in front of them. Armed with pencils, crayons and pastels the children sketched away, occasionally looking back to the bird cage for reference. These art experiences assist to expand children's curiosity, develop creativity and imagination through a range of media.

### Bird Seed Feeders

Continuing with our bird theme, the children helped to make two different types of bird feeders. Firstly, we combined warm water with gelatine powder, as it thickened we added bird seed to the mix and stirred. We then placed the mixture into plastic moulds to set. We also created cardboard roll bird seed feeders, we applied a sticky solution to the outside of cardboard rolls then rolled them into bird seed. We then hung the bird feeders in the garden.





## Stage 2/3 - Bird Feeder Visit





## Stage 2/3 - Creating Bird Art





## Stage 2/3 - Making Bird Feeders





## Stage 2/3 - Making Bird Feeders





## Stage 3 & 4

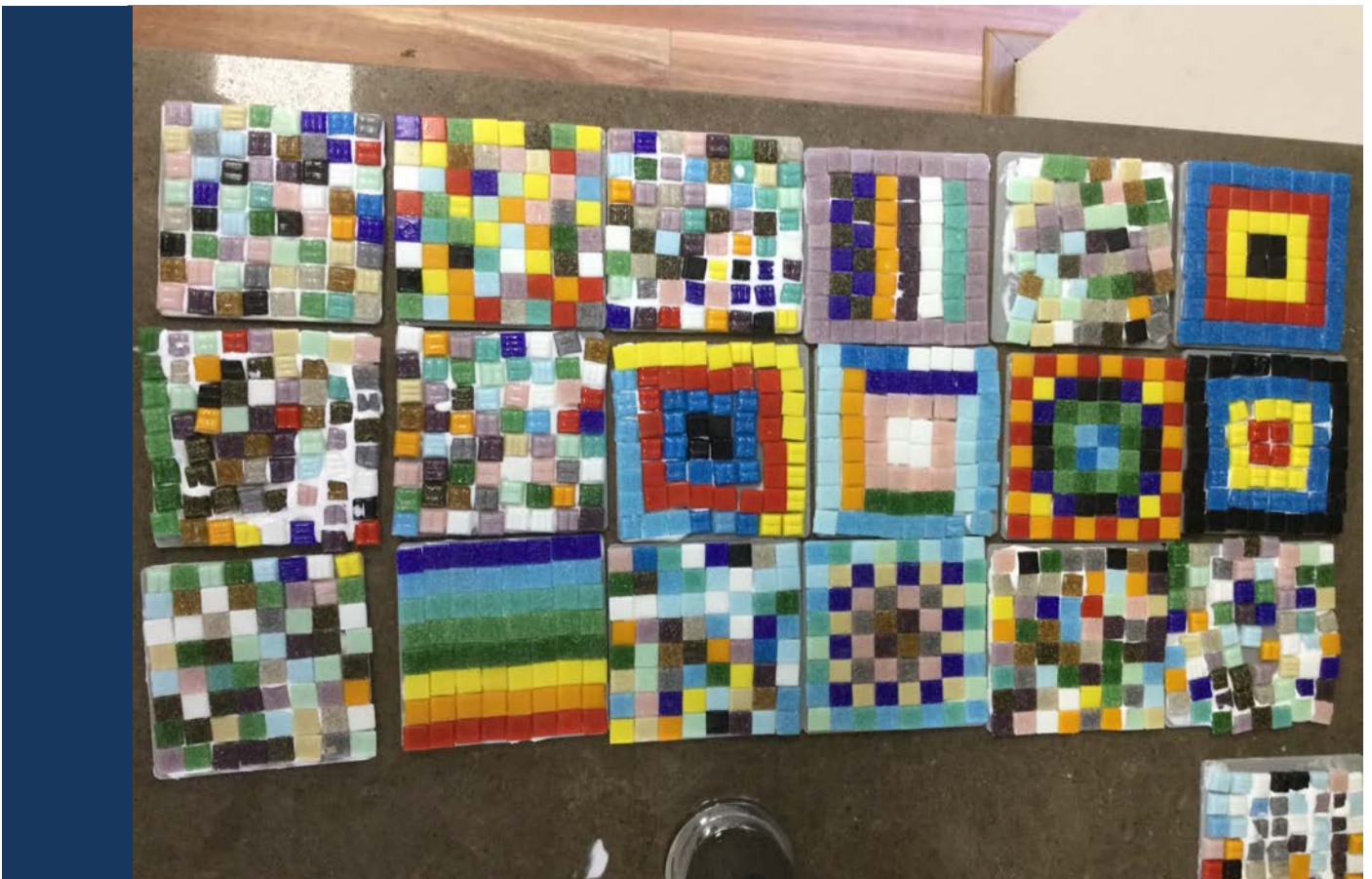
By Miss Pauline

Welcome to Term 3! It is unbelievable to think that we are already halfway through the year. We are very happy to welcome new children to our group as our class continues to grow. We would like to welcome Stefanie, Sophie, Franklin and Elsie to our Reddam Family and hope that they enjoy being part of our beautiful school.

So many of the children are showing more of an interest in Stories and Storytelling. Riley X, Riley W and Kavya have been bringing their favourite story books for us to read. This has led to this Term's provocation "ONCE UPON A TIME". During this term we will look at different types of stories, reading them as well as dramatising them.

As an extension to our "quilt making" experiences, we have been involving the children in mosaic art. Mosaic art assists in the development of counting, matching, concentration, problem solving, imagination, fine motor skills, spatial and visual organisation and self expression. The children have shown a great interest in creating mosaic squares and we will continue to extend these skills in the next few weeks.

We look forward to visiting Lucy's house in the next week as the builders are almost ready to put the roof on.



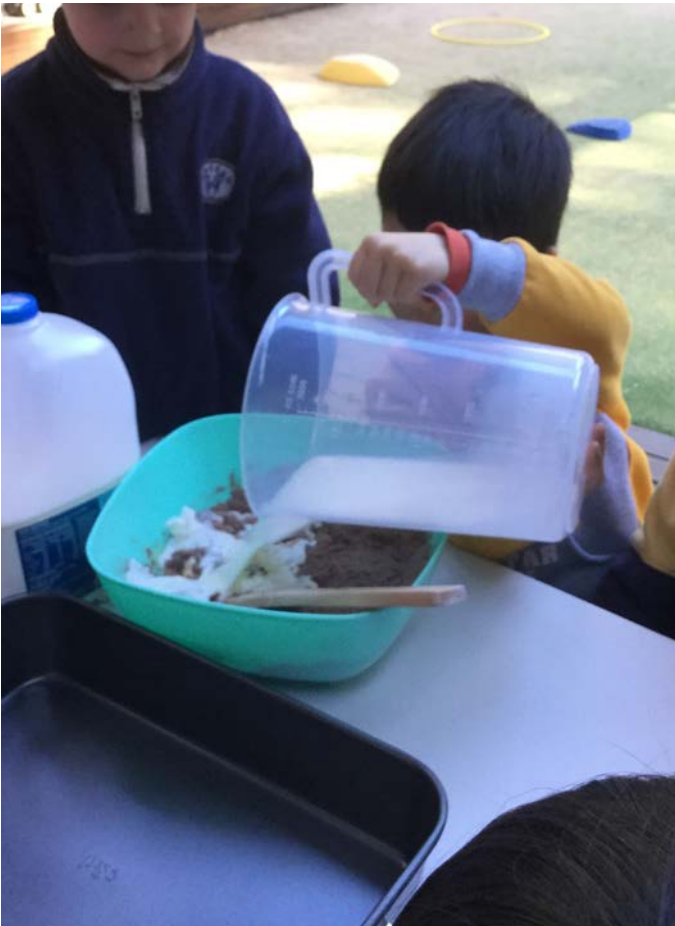


## Stage 3 & 4 - Mosaic Art





## Stage 3 & 4 - Making a Birthday Cake!





## Stage 1 & 2:

We are starting Term 3 on a high note! We are looking out for things in the sky. We learned that the sun is a circle and it's way up high in the sky. We also explored different ways to make a circle with our bodies. The children even paired up to make big circles and finally, made a BIG sun with all the children holding hands. Through this song, children also learned how to use their voice, i.e. **big deep voice** for the BIG SUN, and **baby voice** for the small sun.

We also had **focused listening** for sounds of chirping birds. Children listened specifically to the sound of the birds and this is part of our lesson which trains children to focus and pay attention to a specific sounds. This differs from the general ability **to hear** and requires children **to listen**.

Children also responded to sounds which were **high** and **low**. They danced high when the music was high-pitched and danced low when the music was low-pitched. Then they pretended to be falling leaves and fell gently to the ground to a song in the **descending harmonic minor key**. To enhance the experience, scarves were used to help them visualize the falling leaves. There was lots of smiles and laughter throughout the class.

## Stage 3:

Our Stage 3 children also explored things they could see in the sky. They saw the sun and explored different ways they could make circles with their body and how they could partner a friend to create circles.

Their focused listening activity was the chirping of a bird called a "Robin". Then we learned a song about Mr Robin and this song had a special section where children had to **echo** after the teacher. This is a very important musical structure which is used in both Classical and Jazz music. They also pretended to be a kite and learned that the wind keeps the kite in the air. Then there is a lovely song about the wind and once again they used the **scarves** to enhance the whole experience.

## Stage 4

Our children are very privileged to have the opportunity to play music on the new **Orff xylophones** (which has been a feature in the Kindergarten and Primary Music programme @ Reddam). Now it's available for our Stage 4 ELS children!

"The Orff Schulwerk, or simply the Orff Approach, is a developmental approach used in music education. It combines music, movement, drama, and speech into lessons that are similar to child's world of play. It was developed by the German composer Carl Orff (1895–1982) and colleague Gunild Keetman during the 1920s" ([https://en.wikipedia.org/wiki/Orff\\_Schulwerk](https://en.wikipedia.org/wiki/Orff_Schulwerk))

These xylophones include a **unique pedagogic feature** which allows the players to remove the "wrong notes" in each song. This way, the players never play any wrong notes! In our song, children are playing a **bi-tonal song** (song with only 2 different pitches), "Star Light, Star Bright". This is accompanied by a **bordun** (a tonic-dominant bass accompaniment pattern).

Don't worry about the musical jargon, at the end of the day, our children only experienced the **fun process** of making music.

"First the experience, then the analysis." Emile Jacques Dalcroze



# Music





## Stage 1 & 2

### Objectives:

The children will participate in a number of teacher led activities of Jack and the Beanstalk. Meeting key characters to deepen their understanding of the story.

### Skills learnt this week:

Improvisation and creativity  
Call and respond  
Freeze  
Understanding what Big and Small means  
Using their body to create shapes

### Activities include:

TIR as the Giant using a tambourine, the children freeze and pretending they were invisible until the giant had gone  
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)  
Discussed Big and Small, using pictures to help the children (skyscraper, Bean, mouse, house) they then created these objects using their body.  
Went on a Giant adventure (use music from the movie)  
Call and response  
Meeting the old man and trying one of the beans (Stage 2)

## Stage 3 & 4

### Objectives:

The children will participate in a teacher led improvisation of Jack and the Beanstalk. The children will use their imagination and creative skills to think of possible endings for the story, focusing on a number of key drama techniques

### Skills learnt this week:

Improvisation and creativity  
Memory recall  
Portraying facial expressions and body gestures  
Thought tracking  
Mime  
Copying and responding to the teacher

### Activities include:

TIR as Jack's mum, playing 'I spy' something being with 'B'. Different types of beans were placed around the room as well as a beanstalk that hung from the ceiling.  
The children smelt and tasted the beans; they were then asked what other kinds of beans they knew.  
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)  
Key pictures of the story including the characters and objects were used to tell the story. The pictures were then shuffled and the children had to place them in the correct order  
Soundscape of Jack climbing the beanstalk (Stage 4)  
Call and response  
The children acted out the story using mime, stopping frequently along the way whereby they were asked how certain characters were feeling at that particular point in the story (Stage 4)  
Discussed possible endings and acted them out (Stage 4)  
Picture postcard



# Drama





Last week was the first lesson of Term 3. In order to help students review what we have learnt in last two terms, so we re-listened the stories what we heard before, we played the games they were familiar with, and we sang the songs they enjoyed. The process of review indicates that students have fresh memories of those stories, knowledge and songs. Before we watched Peppa Pig, we reviewed the family members' names. Most of students could remember how to say the main family members in Chinese. That was so wonderful.

Next week, we will start to learn some new words in Chinese, train and airplane. We will create a paper plane and learn how to fly it. We will also design and form our own train with Lego materials.

This week we have learnt how to say "happy" in Chinese. I incorporated the song "if you feel happy, please clap your hands with me" (Chinese version) to practice our vocabulary. All the children are really grasping the language well!





# Mandarin





# Ballet

## A Shining Light

Dancing will return next week on TUESDAY. Our wonderful dance teacher Tess has spent her holidays helping and inspiring young Cambodian children . We are so proud of her willingness to give inspiration and joy to children in need .

These are some photographs of the some of the work she did in Cambodia.

