



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

4TH AUGUST 2017

Simone's Message

By Mrs Simone Cooke, Principal

Dear Parents,

What a delight it has been spending time at Reddam Lindfield, having the opportunity to meet you all and observe all the wonderful learning experiences taking place for your children. The Teachers are currently running a range of inspiring Provocations from Science Experimentations in Stage 2 through to Exploring "What's Outside" in Stage 3 and enjoying a creative literature programme "Once Upon a Time" in Stage 4. This week's newsletter provides a snippet of some of the interesting and diverse activities the children have enjoyed this week.

TAPESTRY LEARNING JOURNAL

In order to provide you with an overview of your child's progress here at Reddam, this Term we are implementing our new "Tapestry" digital learning journal. This journal will replace the current day books the teachers produce each day. Instead you will receive an email inviting you to access your child's journal. Each week the Teachers will document an observation and upload a photograph of your child's learning journey. This app is password protected and can only be viewed by Teachers and Parents. You are then welcome to send a return comment to your child's teacher and share your journal with family and friends of your choosing. Please be aware that the Teachers only upload these observations once a week as we want to ensure that they are not spending all their time on documentation, but rather are able to spend quality time teaching your child. Should you not receive an emailed invitation within the week could you please advise your class teacher so they can reset the password.

SCHOOL PHOTOGRAPHS

School Photographs will be taking place on Wednesday 9th August. In response to parent requests photographs will also now be taking place on Friday 11th August to make it easier for our families. If you have not yet completed an order form these can be found in each of the classrooms. Please complete these forms and return them to your class teacher.

PHYSICAL EDUCATION CLASSES - PLAYBALL

This week we commenced our first Play Ball classes across the school. The children had a fabulous time engaging in a range of new games improving their eye hand co ordination and balancing skills. An overview of the classes appears at the end of this newsletter.

I look forward to spending more time at Lindfield in the upcoming weeks. Please do not hesitate to contact me at any time should you have any questions regarding your child's education here at Reddam Lindfield. I can be contacted on simone.cooke@reddamels.com.au

Wishing you a wonderful weekend!

Stage 1

By Miss Lauren Separovich

This week we are focusing on the novel "We're Going on a Bear Hunt" by Michael Rosen. In the story a family travel through grass, a river, mud, a forest and a snowstorm before coming face to face with a bear in its cave. This meeting causes panic and the family run home, across all the obstacles, followed by the bear. Finally, the children lock the bear out of the house and all hide under the duvet saying "We're not going on a bear hunt again!"

To extend on the children's interest in this particular novel, we are creating our own sensory bottles for each obstacle they come across. That is, one for the long wavy grass, one for the deep cold river, one for the thick oozy mud, one for the dig dark forest, one for the swirling, whirling snowstorm and one for the narrow gloomy cave. We will be filling each sensory bottle with the appropriate materials and featuring them in the room for the children to play with and observe.

As the children showed a particular interest in shaving foam last week, when we explored the texture and feel of the foam as we mixed it with our hands to create secondary colours like orange and purple, I thought it would be exciting to use it in our art and craft experience this week.

We did this earlier in the term to create our 3D waves, but some of our new children never got the opportunity. We mixed shaving foam, glue and different coloured dyes to create a puffy paint which was very thick but soft in consistency. The children enjoyed spooning puffy paint over there paper, the next day we noticed how the paint dried hard, and in 3D!



Stage 1 - Sensory Exploration



Stage 1 - Sensory Exploration



Stage 2

By Miss Jessica Whitbourn

What a wonderful week we are having!

Our specialist classes have begun again and our Tuesday children were particularly excited to participate in Playball for the first time. The class this week presented the children with different challenges, such as throwing, catching, kicking and collecting different sized balls. The delight on their faces as Wallace tipped a box of little balls over the ground was amazing! They also played a Stop, Go game, having to freeze when Wallace blew her whistle. We are really excited to expose the children to such fun, rich learning activities.

The art and science of asking questions is the source of all knowledge – Thomas Berger

We are really excited about our provocation this term and all the possibilities that it may hold. Science is everywhere! On Monday Ally, Yi and Emmeline experimented with gravity, speed and direction as they took a truck to the top of the sloped path in our backyard and let it go or gave it a push. They watched as it rolled...which way would it go? How fast can it go? How will the truck stop? So many questions can be raised through play and interactions with others! Yi's truck bumped the fence at the bottom and they all had a giggle! Ally used her toy Lemur in her play, putting him in the back of the truck and watching him roll away. Emmeline watched Ally's Lemur taking a ride and ran after it, laughing, then chose her own truck and joined the play.

On Tuesday we did an experiment using coloured water and celery sticks – will the celery sticks 'have a drink' of the water and change colour? We had to wait until Wednesday to see... We wondered, would we change colour if we drank coloured water? I'm not sure we'll do that experiment...but maybe we could try eating colourful fruits and vegetables and see if they have an effect? So many questions...to be continued!

Lockers

You may have noticed our shiny, new locker tags! We will pop your child's tag on each morning for you, so come and find their locker for the day and encourage your child to put their bag away themselves. We realise there aren't enough lockers at the moment for everyone, so if you don't have a spot, please leave your child's bag just on top of the lockers. Thank you!



Stage 2 - Art & Science of Asking Questions



Excursion to the Local Park

This week we continued our provocation 'What's Outside,' with an excursion to the local park. Excursions are wonderful opportunities for exploration, discovery and are a way for children to connect to the wider community that extends beyond the school environment. Connections to the outside world help children to find their place in the world, local excursions are avenues that assist children to develop these connections. During our excursion to the local park we firstly familiarised ourselves with our new environment by engaging our senses to explore our surroundings. We looked at the different sights around us, listened to the different sounds, used our sense of touch to feel the exciting new textures and engaged our sense of smell. We then talked about how the new environment made us feel, some of the children said that they felt excited and happy being in the park.

Whilst exploring our new environment we noticed trains travelling on the tracks across from the park, and heard cars in the distance, and some of the children notices the sounds of birds chirping in the trees. At the park, we took a moment to collect a range of items including bark from trees, gum leaves, ferns, flowers, sand, feathers, sticks and some small stones from the ground. We placed the items into a basket and took them back to our classroom.

The children then had the opportunity to use the equipment at the park. They took turns on the swings, slide and used the see saw. After the physical activity, we stopped for a moment to have a drink of water and did some breathing exercises.

Art Inspired by Nature

Throughout the week our art activities were inspired by our excursion to the park. We took our easel outdoors and painted what we saw and felt. Some of the children painted images depicting leaves, some painted their interpretation of the trees, the sky and the sun. During a drawing experience, we drew images of the leaves, ferns, flowers and stones we had collected at the park. We also used the objects that we collected during our excursion to create nature inspired collages with.

The light box became a tool for investigating with some of the finer leaves, feathers and seeds being placed onto the light box, the children took a closer look at the objects and arranged some of the objects into mandalas.

Maths Concepts

We integrated math concepts into our program through sorting experience. We sorted the leaves, sticks and stones that were collected during the excursion by obvious physical characteristics such as colour, size and shape. We also arranged some of the items from largest to smallest. Incorporating math concepts such as sorting and ordering in daily activities helps to set up future learning in math.



Stage 2/3 - Excursion



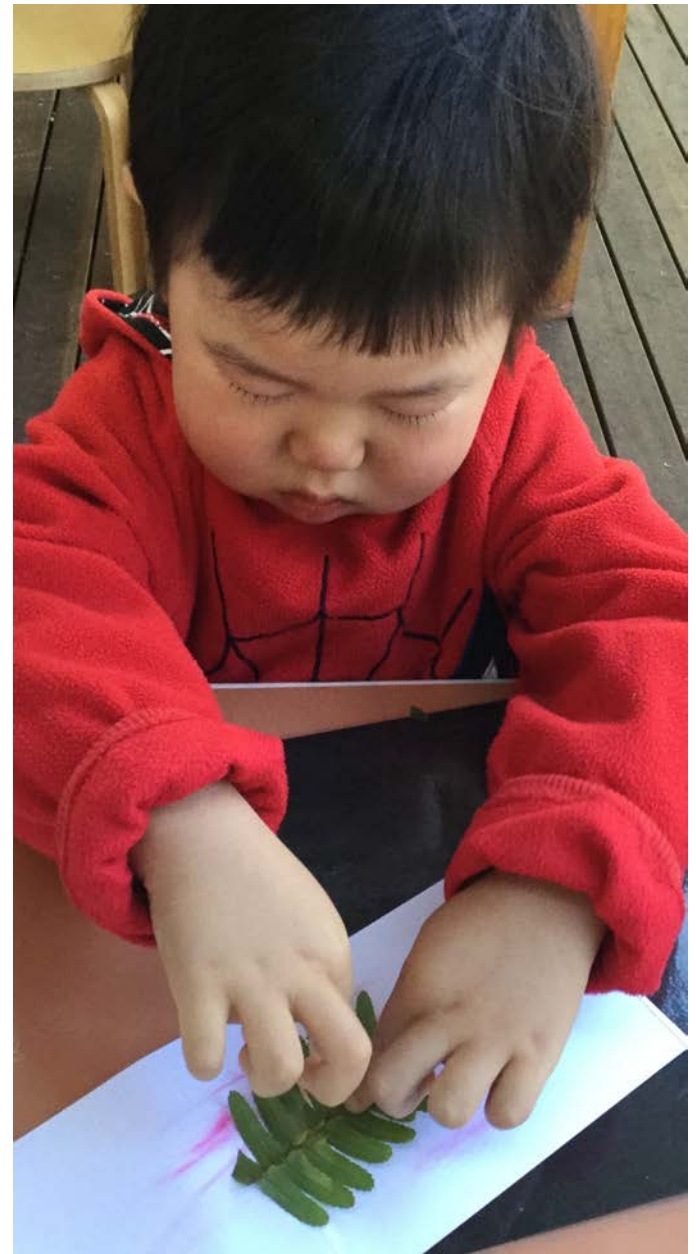
Stage 2/3 - Excursion



Stage 2/3 - Nature Inspired Art



Stage 2/3 - Nature Inspired Art



Stage 3 & 4

By Miss Pauline

This week we have been very busy in Stage 3/4.

The children decided to break into two groups - girls and boys, and we talked about floating and sinking. Kavya described floating as "when a boat doesn't go under the water. Aidan told us that "a duck has air but stones are heavy so they sink" and Katie told us that "a boat goes under the sea when it sinks". The children then made predictions in their teams as to whether a toy car, some tissue, a glass nugget, a bottle top, one of our seed pods and a cork would float or sink. The boys guessed correctly more times than the girls,! The children really enjoyed the experiment and went outside to look for other objects they could test. We read the book 'Who Sank the Boat?' and Riley Walter noticed that the water got closer to the top of the boat every time an animal got in. He said that the animals were too heavy for the boat and that's why it filled with water.

Finally this week a lady called Wallace from 'Playball' came to see us yesterday and we had lots of fun playing with hoops, running and kicking balls whilst keeping fit at the same time. 'Playball is one of our new specialist activities for this term and the children enjoyed it very much. Thanks to Wallace from Playball.

We are continuing with our mosaics which Miss Joe is busy turning into a wall plaque so please look out for our beautiful mosaic panel when you come to school and look at the key to see which part was made by your child.

Just a quick reminder- could you please make sure that your children have warm clothes for outdoor play during these colder days and also a hat as the children cannot play outside without one. Thank you.



Stage 3 & 4 - Sink or Float?



Hello everyone!

Stage 1 & 2:

The children continued to explore things which are up in the sky. They looked up in the sky and listened to the sound of a bird chirping (focused listening). They then pretended to be birds and flew around the room. "The raindrops are falling from the sky, from the sky..." Children explored with the **bells (metal sounds)** pretending to be the raindrops falling on their knees, shoulders, tummy and various other parts of the body.

As the rain came down, I lost my gold ring! (Don't worry it was pretend play). In order to find the ring, we had to walk backwards. This would be a new experience for some. Children had to exercise **spatial awareness** and walk around the room **backwards**. The **scarves** were used as children pretended to draw a rainbow in the sky. Here, they explore a soft **texture**, contrasted with the ringing hard sounds of the bells. In addition, children also learned about the colours of the rainbow. As we sang the song, "Colours of the rainbow", children were given different colours and they held up the respective colours as we sang.

The little birdies (children) were so tired after so many activities and they settled down in their trees and rested for a while with a beautiful song about a butterfly. Once again an eventful time considering things that we find in the sky!

Stage 3:

Stage 3 remembered Mr robin. The little bird on our window. Then they heard another bird... the kookaburra! Justin brought a "**bird whistle**" from Malaysia and a "**kookaburra whistle**" from Perth and they had to "listen". Some animals live high up and some deep down. We looked at the whale and listen to the sounds of a whale. They then explored the sound produced on the "**whispering tube**" when swung round and round. They each had a go at imitating the sounds of the whale by swinging the whispering tube.

We then sang a funny song about a funny man. His name is Aitken Drum. His hair was made of spaghetti and face was made of pizza... they creatively explored what other food may be parts of Mr Aitken Drum. While singing, they accompanied the song with drums and tambourines.

Stage 4:

They are beginning to sound really good on the Orff instruments. All the months of tapping, stomping and clapping to the **steady beat** are now employed on the instrument to play the... **bordun!** (The open 5th; notes C & G). They learned that this same **simple musical accompaniment** could be played for both "Star Light, Star Bright" as well as our new song, "Bell Horses".

We trotted around with bells in our hands and pretended to be the prancing horses. We also sat down and tapped the bells and focused on the singing. This time, our song is not **bi-tonal** but **tri-tonal** (it has THREE different pitches; mi, so, and la). Once again, it is deliberately chosen for children to sing comfortably within the range of their voices. The minor 3rd and major 2nd intervals are best for children at this age according to research done by Kodaly et al.

Children at this stage are also introduced to reading the melodic notes of Star Light, Star Bright. They are learning that the symbols and pictures we draw on paper can actually represent a musical sound! **Musical literacy** is also akin to **language literacy** in this sense.

Music



TEDDY BEARS PICNIC

Stage 1 & 2 Objectives:

This week the children will go on a picnic with their teddy bears that will involve activities relating to rhythms, food and memory.

Skills learnt this week:

Creating a Rhythm
Understanding what an audience is
Memory Recall
Following Direction

Activities Included:

Meet and greet the teddy Bears
Used the teddy bears to understand how an audience works
Teddy Adventure using music and props
Memory Game using food
The children created shapes with their body of food that was on the picnic (Strawberry, sandwich, cake, jelly, etc. etc Rhythms –The teacher clapped a rhythm and the children ran one side of the room and clapped it out (Bear, Squirrel, Kangaroo hop, Bird)
The children then became the animals and moved around using the rhythm the teacher created.
Bird Whistle/Hide and Seek
Dance with teddy bears

TWISTED FAIRYTALES

Stage 3 & 4 Objectives:

Students will watch part of a News Report created by the teacher, based on fractured Fairytales. They will work together, discussing how they will finish the fairytale. Each child will take on a role within the drama. The teacher will guide the children using drama techniques to finish the tale.

Skills learnt this week:

Working together
Spatial awareness
Listen and responding to direction
How to ask questions
Hot Seating some of the characters

Activities include:

Discussions
Hot Seat the characters from the News Report (Stage 4)
Each child becoming a character
Picture Postcards
Soundscape of the woods (for Little Red Riding Hood)
Finish the sentences that the teacher starts
Roll on the Wall (Stage 4)

Drama



Last week, we learnt how to say airplane in Chinese. The pronunciation of this word is easy for kids to copy and they have practiced saying it when we played a memory game together. In order to inspire the children and make learning fun, I made some paper airplanes in advance for us to practice both the pronunciation, and our flying skills!

We have continued listening to the song "If you feel happy, please clap your hands with me" (Chinese version). Although we have only played it once, some children already could follow the rhythm when clapping their hands and stomping their feet. We will keep practicing our movement to this song.

We also extended on our question of the week: "Are you happy today?"

The stage 4 students could repeat the whole sentence in Mandarin! Our younger children have been encouraged to learn "happy" and "unhappy" in Chinese.

Next week, we will continue to read the book "The Fifth One". After reading several times, many children can now understand the story without any English explanation. We will also move onto a new book - "Many Dots".



Mandarin



Playball



Ballet

