



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

11TH AUGUST 2017

Simone's Message

By Mrs Simone Cooke, Principal

Dear Parents,

WHAT IS A PROVOCATION?

Here at Reddam you will constantly hear us referring to learning provocations. What exactly are these you may ask? A provocation is a term that originates from the Reggio Emilia approach which forms an important part of our programme here at Reddam Early Learning. A provocation is designed to provoke and invite interest, creativity and discussion. It encourages children to think critically, respond creatively and expand learning, interests and skill development.

Provocations are designed to be open ended and allow for children to be active participants in their learning. It enables children to have some control over the direction of what they learn about and therefore encourages them to be more engaged. Each of the projects of enquiry and discovery that the Teachers have designed have been carefully planned and are based on observations they have made of your children, so that they are relevant to their specific needs and interests, making it a highly individualised programme. The Reggio approach makes good use of the physical environment, which acts as a "third teacher", allowing space and time for discovery, and providing ample opportunities for children to express themselves. Whilst provocations are based on children's interests, our Teachers employ intentional teaching strategies to extend upon these in order to create new and deeper understandings and challenge the children to consider how we can investigate further. This provides a wonderful balance between child led and teacher led learning.

Here at Reddam we are strong believers in collaboration. Provocations provide us with wonderful opportunities to have our children work together on projects, which encourages them to explore, observe, hypothesize, question and discuss. We want our children to be able to "think outside the square" and recognise that there are lots of questions to ask, but no one single answer. We aim to develop in each child processing skills that empowers them to make choices, decode problems and unlock talents that allows them to reach their full potential as a learner. Thank you to our wonderful Teachers for your commitment to this each and every day!

EARN AND LEARN

Thank you to all our families who have been busy collecting stickers for our "Earn and Learn" programme. The children are most excited by the prospect of earning new toys for our school. Please remember to request a sticker every time you purchase items at Woolworths. You can either place these stickers on the special books and post them in our collection box or just bring the loose stickers to school and the Teachers will place them on sheets here.

Have a wonderful weekend.

Stage 1

By Miss Lauren Separovich

The world shapes a child's development through experiences that they have, which include using their five senses - hearing, sight, smell, taste, and touch. Drawing a child's attention to the five senses and discussing them increases understanding of and communication about the world around us.

This week we are exploring our sense of sound. Children use their ears to take in information about things around them. Like other skills that children learn, listening takes practice. Developing good listening habits is vital for our young children as they are absorbing new information every day. For our art and craft experience this week, the children participated in "painting with sound". Lauren attached bells to the children's paintbrushes and they enjoyed shaking them around, listening to the noises they produced. This sensory exploration experience really engaged the children as they used their sense of sound and touch while producing wonderful pieces of art. The sound of the bells helped to inspire the children as they spread paint over their paper with the brush, some of the children electing to use the bells instead of the brush. Either way, the children were very impressed with their work!

On Tuesday the children participated in a science experiment where we could actually "see" sound. We placed a bowl covered in plastic wrap on the ground and spread a few rice grains on top. The children were then encouraged to bang a metal spoon onto a metal tray as loudly as they could. As you can imagine the children enjoyed this part.

What happened?

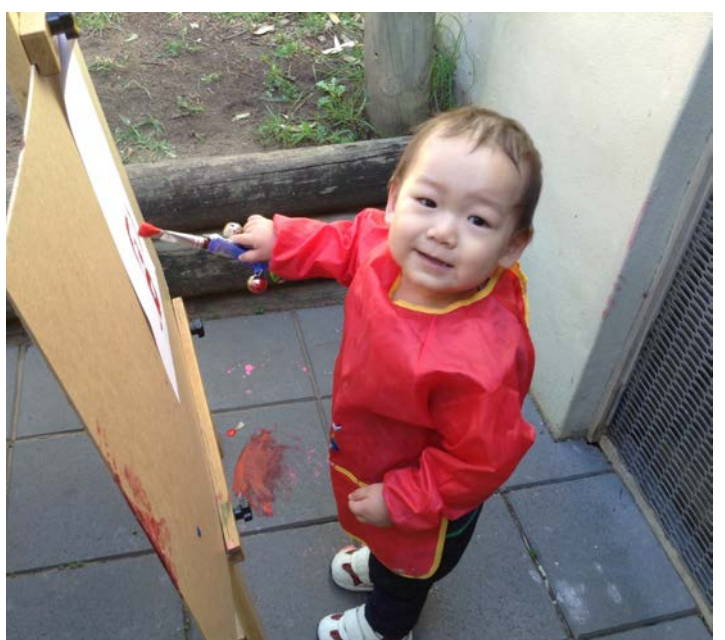
The rice moved and jumped around because of the sound waves that are caused when the spoon hits the tray. These sound waves travel through the air and when they reach the plastic wrap it vibrates causing the rice to move. The sound waves are also what allow us to hear the noise of the spoon hitting the pan. Also as part of our experiment I thought it would be a good idea to create our own harmonica using straws and sticky tape. Lauren lined the straws up in a row and then cut them on an angle. The children enjoyed blowing into the straws to create low and high sounds.



Stage 1 - Exploring our Senses



Stage 1 - Exploring our Senses



Stage 1 - Exploring our Senses



Stage 2

By Ms Leonie Pride

What a great week we have had in the Monet's. We have been busy organising our new timetable for the term and changing our routine to better fit the new timetable. Most of our specialist classes this term are early in the morning starting from 9.30am so it would be great if the children can all be at school by 9am so they don't miss out on morning tea and the specialist classes.

Monday- Morning tea is at 9am followed by Mandarin at 9.30am

Tuesday- Morning tea is at 9am followed by Playball at 9.30am and Dance is in the afternoon at 2pm

Wednesday- Morning tea is at 9am followed by Music at 9.30am

Thursday- Morning tea is at 9am followed by Drama at 9.30am

Friday- Morning tea is at 9am followed by Munch and Move at 9.30am

Our Provocation of Science is keeping our little ones very interested. This week we continued exploring Shadows, Using Bi Carb and Vinegar and watching it fizz and looking at the concept of sinking and floating. The children have so much wonder and curiosity when it comes to Science, trying to understand and grasp the concepts more clearly. We believe it is our role to create an atmosphere which encourages creativity and independence within a safe and secure environment.

We provide opportunities for the children to fully absorb ideas in Science and encourage them to repeat activities and experiences several times under many circumstances, as this is how they learn best. Children need to explore the same concept in a variety of settings, using concrete hands on exploration to reinforce concepts.

"One time only experiences" can leave children with a sense of inadequacy rather than a feeling of mastery and pride in accomplishment. They need the chance to repeat activities which allows them to develop and understand real processes and consolidate real skills. If you would like to do some Science experiments at home and share them with the class we would be more than happy to hear from you. Just a quick reminder that we still have our family book filtering around to our families. If you still have not written in it, please see one of the Teachers to select a time that is appropriate, otherwise we will send it home when we can.

Thanks everyone for a great week. We look forward to seeing what next week brings.

Leonie, Jess, Tracey, Fern and Diana



Stage 2 - Science: Sinking and Floating



Stage 2 - Exploring scientific concepts



Stage 2 - Shadows



Emergency Vehicles

Our provocation 'What's Outside' has taken us on a learning journey involving vehicles this week. We have focused on emergency vehicles, discovering all the amazing emergency vehicles that help us. We explored fire engines, police cars, police vans and police helicopters, ambulances, as well as sea rescue planes, boats and helicopters. We discovered the amazing equipment that the different emergency vehicles hold, what they are used for and how the equipment can help us. We also learned about the different emergency professionals in the community such as paramedics in ambulances, police in police cars and fire fighters in fire engines.

Art and Craft

Our theme 'Emergency Vehicles' inspired our art experiences. The children created their own emergency vehicles out of cardboard boxes, collage materials, glue and paint. Some of the children created fire engines with lights and others made police cars using foam for the windows. We placed wheels onto the vehicles by cutting cardboard circles and attaching the circle cut outs to the vehicles using spinning pins.

Using paint and a range of vehicles the children explored tyre prints created by placing cars into paint and then running the cars along paper. They selected from a range of colours and cars, they discovered that different vehicles leave different tyre marks. The art that was made was truly inspiring as the children explored this unique way of creating art.

Vehicle Track

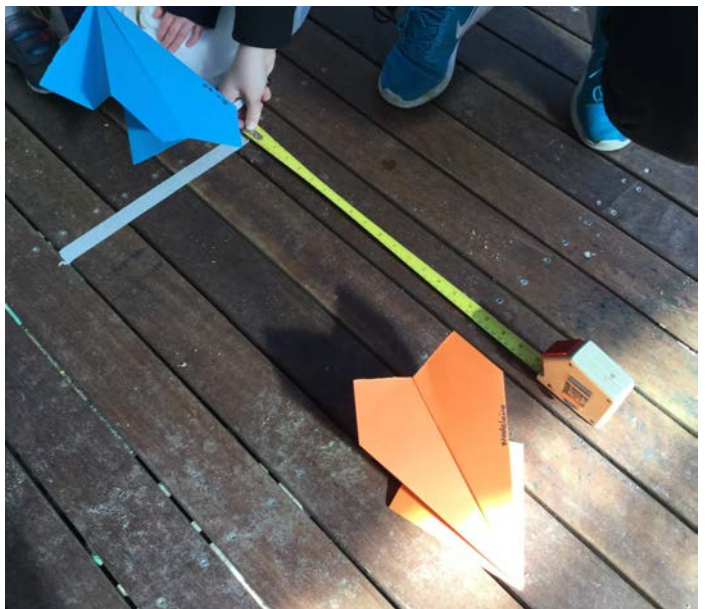
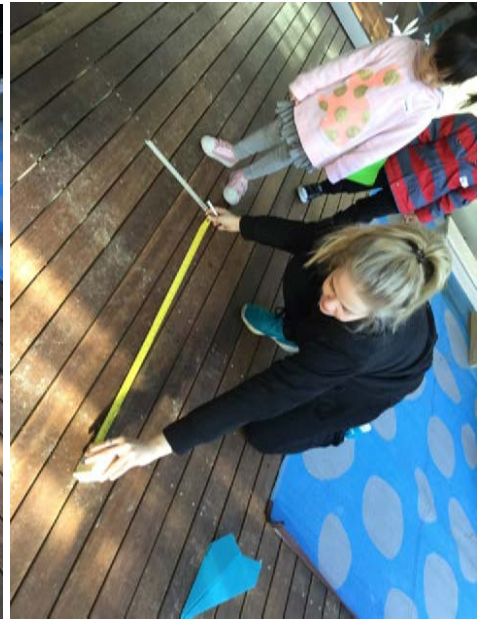
Some of the children seemed particularly interested in the vehicle themed car park and car track experience. Using a range of vehicles together with wooden blocks and natural objects the children pushed the cars along the track engaging their imaginations. It was wonderful to see the children taking turns using the different resources on offer.

Maths Concepts: Measurement

We incorporated measurement into our learning this week exploring length. With assistance from our educators we created paper planes and decorated them using pencils, pastels and markers. We then flew our planes and measured the distances our planes flew using a real tape measure. After this we compared the distances to identify which planes flew the longest distance and which planes flew the shortest distances, this develops children's understanding of length, short/long.



Stage 2/3 - Paper Planes: Maths



Stage 2/3 - Art: Car Collages



Stage 2/3 - Car Painting & Car Track



Provocation: "Once Upon a Time"

This week the Pablo and the Picasso are proud to be able to present their beautiful mosaic wall plaque which was finished over the weekend. Please do come into the Stage 3/4 room to take a look and identify which square (or squares) your child made. We are looking for a suitable place to hang the plaque- if you have an idea please let us know.

As part of our provocation "Once upon a Time", The children spent some time last week making Rainbow snakes from recycled plastic bottle tops. We read the Aboriginal story about the rainbow snake which colours the world as he slithers around. We plan to revisit this today and make some more because it was such a popular activity and the children wanted to do it all over again.

Miss Joe read the story of the "Princess and the Pea" and the children enjoyed piling the mattresses up onto the bed over the top of the tiny green pea. Riley W and Aiden tested out whether or not they could feel a glass nugget under the thick padding of the wan bag and decided that they could not!! The children continued the 'Once upon a time' theme with a Cinderella story and a re-enactment of the shoe trying ceremony with the ruby slippers from the dress up box. Funnily enough, the shoes fitted all of our little princesses!

Colouring and collating continued as we worked on our fantasy princesses, fairies, knights and mermaids which we drew earlier in the week. We plan to extend on this activity by asking the children to create their own stories around the characters which they drew.

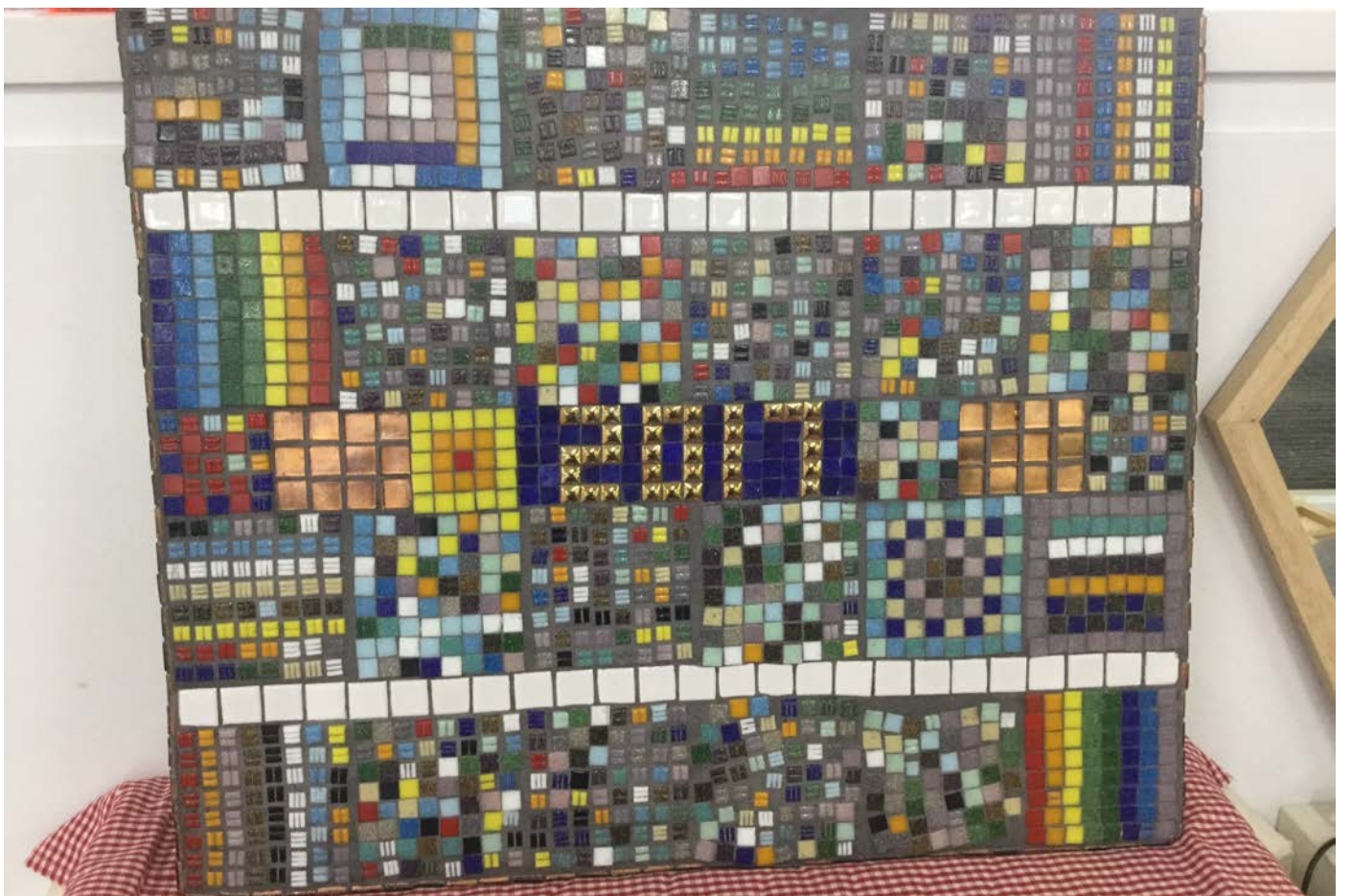
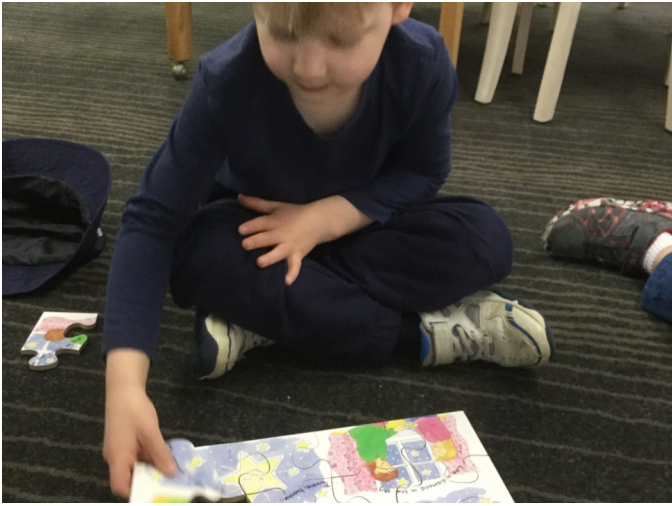
We are still seeing several children at school with no hats - this means that the child have to stay inside which is very limiting. Could you please go through your child's bag and make sure that their hat is in their locker or bag. Thank you.



Stage 3 & 4 - "Once upon a time"



Stage 3 & 4



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 parrot (focused listening). Then they flew around the room with colourful scarves imagining that parrots are flying in the sky. Justin then took out the Kookaburra whistle and told them about this amazing bird. Of course, we sang Kookaburra after that.

"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.

After the rain, we saw a rainbow! We learned the **colours of the rainbow** with a song. The younger ones just listened and watched as we sang and pointed at the rainbow coloured blocks. The older children demonstrated their understanding by singing along and holding up the colours of the rainbow as we sang the song. The song was repeated as a lullaby as rainbow fell asleep and the children pretended to be the rainbow and curled up on the ground as well.

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:

The amazing children at Stage 4 are really making music now! The beautiful music we hear is not played on an MP3 player, nor is it Justin playing an instrument... it's the children on the Orff Xylophones!

Playing the bordun (notes C & G), bells, and singing along, our **little ensemble** put together quite a good arrangement of "Bell Horses". There are very few things in the world that are more delightful than listening to these little voices singing and making Music together!

Justin then drew pictures of stars on the board. Some stars were high and some were low. By "reading" the high and low "stars", children were able to identify that the pictures represented the notes of the song, "Star Light, Star Bright". Through this activity, children are introduced to the concept of "**note-reading**". They learned that the **symbols represent sound**. The "high star" represents a higher sound/note and the "low star" represents a lower sound/note.

Music



Stage 1 & 2: Outer Space and Astronaut Training

A Rocket was introduced to the children. Over the coming weeks they will fly to a number of different places, meet new people, learn new words and see the unexpected. The children worked together to make a rocket shape with their body. At the beginning of each lesson the children are given a mission to achieve, this may involve working together or working on their own. The mission today was to try and find the new planet in the solar system did it have anything unusual on it? (Stage 2)

- The children began by training as astronauts to go into space. Learning the basics including walking as an astronaut, controlling the rocket, the countdown and where it would land. The younger children used music, pictures and ribbons to deepen their understanding
- The Children were given their own launch pad. They then put on their space suits, helped get the rocket ship ready to launch as well as remember which colour and number was their launch pad
- Once the children had blast off into space they visited a number of planets, each of the planets had an action associated with it, that the children made up. E.g. Mercury is hot so they decided to jump as fast as they could from one foot to the other, Earth has lots of water so they decide to do a swimming action. The Flight Director informed the children that news had just come in that there is a new planet in space. We visited this planet and renamed it. Some suggestions including the Wiggle planet, Colour planet, Frog and Princess Planet. Again the children had to think of an action to go with this planet.
- Finished by flying back to earth in the rocket ship, did they accomplish their mission?
- Working in pairs they had to mould one another into aliens (Stage 2)

These activities were tailored to fit each age group accordingly

Stages 3 & 4: Little Red Riding Hood

The children began by reading the story, followed by discussing who the characters are in the story, the main ideas and the sequence of the story. The children explored various versions of the story, introducing a strong female character, Mrs. Hood, her daughter, Little Red, and a wealthy countess, who rented them their cottage. This gave them the opportunity to explore moral dilemmas and issues to do with status as well as relationships – sophisticated concepts for young children. The teacher put on an apron and hat and became Mrs. Hood, inviting all the children to adopt a collective role and imagine they were Little Red. She asked carefully phrased questions to encourage thoughtful responses: What do you think I should do? Should I allow Little Red to go in the forest alone to visit her grandmother? This stimulated a lot of discussion among the children.'

Next, the children planned their journey through the forest and imagined the sounds they might hear. Again, the teacher prompted with questions: If trees could talk, what might they say? The children thought they would echo what Little Red was thinking, whispering 'Don't stray off the path, don't stray off the path!' (Similar to a sound scape)

- One child then put on the red cloak, while the rest became the spiky bushes that Little Red had to push past. The teacher built up the tension: Can you hear footsteps? Two red eyes appear out of the darkness! What do you think happens next? The children were encouraged to tell their own endings (Stage 4)
- They loved the excitement of the drama, and it had a positive impact on their understanding of the story
- Following on from last week's lesson the children wanted to do a News report. Reporting what had to Grandma and Little Red Riding Hood
- Picture postcard of the story

Drama



Last week, began the concept of colours and how to say "pink" and "green" in Mandarin. I introduced Lego pieces to help colour association and it also assists in developing children's fine motor skills. This week we will continue to learn the names of colours in Mandarin whilst utilizing the Lego pieces, as well as introducing other colourful materials.

We have been learning the song "If you feel happy, clap your hands", in Mandarin. After two weeks' practice, most of the children can follow the rhythm to clap their hands and stomp their feet. For most Stage 4 children, they could remember the words for "Happy" and "Excellent!" in Chinese. Based on that, next week, we will continue to learn how to say "happy" in Chinese.

This week we are focusing on the sentence "...clap your hands" in Chinese. This will further improve their vocabulary whilst practicing the actions to the song.

This week I also started on a book called "It is Time to Get Up". The story is quite simple and all children understood the concept of the book just by reviewing the pictures.. As a result, they were each asked to help create additions to story. It was fantastic to listen to their own stories based on their own experience. Next week, I will continue to encourage them to create their own 'Getting Up' stories.

Great job this week, everyone!



Mandarin



Playball

Stage 1:

We sat on the floor in a little circle and rolled the balls to each other.

Wallis placed a little ladder flat on the floor and we had turns to walk across the different compartments of the ladder.

Wallis held up a huge hoop and we pretended we were little bugs "crawling" though the hoop from one side to another. A real crazy game!

Oh my word, Wallis brought a big "fishing net" with her and we pretended we were little fish swimming in the ocean. Wallis tried to catch us with her fishing net and we just squealed with delight!

Stage 2:

We started our lesson today with the "Ice Cream" game – we all told Wallis which is our favourite flavour. It seems we all like vanilla, rainbow, chocolate and strawberry!! We ran around the court and when Wallis blew her whistle, we all "froze" just like our favourite ice creams!

Wallis placed catching cups on the court in the shape of a circle. We walked around the outside of the circle and every time Wallis blew her whistle, we put one foot on a catching cup and balanced. Then Wallis blew her whistle faster and faster and we alternated feet – **balancing** on our right foot, then our left foot.....right, left, right, left.

We caught "mice" in our catching cups – ask your children. A really fun way of fostering **visual perceptual skills**. We then had the opportunity to sit on the "magic line" while Wallis rolled a "mouse" for each of us. We all caught our "mouse" in front of our friends who all cheered so loudly for us. YAY!!!

Stage 3 and 4:

We started our lesson today with the "Shark and the Stingray" game. This is such an appropriate game to foster **footwork skills and spatial awareness**. Ask your children.

"Helicopters" – we all pretended we were helicopters flying with outstretched arms. When Wallis blew her whistle, we stood on one foot and did our best to "hover" (balance) on one foot. We then tried to hover on our left foot and our right foot and then faster and faster and faster.....

We played the "crab and the claw" game – a real fun listening game – ask your children!

Wallis placed catching cups on the court in the shape of a circle. We walked around the outside of the circle and every time Wallis blew her whistle, we put one foot on a catching cup and balanced. Then Wallis blew her whistle faster and faster and we alternated feet – balancing on our right foot, then our left foot.....right, left, right, left. Great activity to foster balancing skills in a very light-hearted manner!



Playball



Ballet

