

Turtle swims about,
flapping her long front flippers
like wings: she is underneath

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

18TH AUGUST 2017

Simone's Message

By Mrs Simone Cooke, Principal

The Importance of Reading to Children

It is never too early to nurture a love of reading!!! By reading to your baby, toddler or preschooler you are fostering a love of books and reading which they can take with them throughout their lives. Teaching children from a young age how to hold and care for a book sends important messages on the value you place on reading and models expectations on how a book is to be treated. From a young age, children can be taught how to turn pages, view illustrations and read along to favourite stories. Discourage tearing or damaging books and provide babies with hard bound or cloth books which can endure hard play. Repetition is extremely important when it comes to reading to children

Although you may tire from reading the same old books children love nothing better than making predictions, repeating and re reading familiar stories. As Toddlers particularly love everything action based, encourage them to join in the story by finishing a phrase or rhyme in the book. Try to read with expression and exaggeration and encourage them to label and describe what they see in the illustrations. Books with lift up tabs are very popular with this age as they love the cause and effect of predicting what is beneath. Remember to ask regular questions about the story, which will help to build their vocabulary and language development.

Reading together each night not only builds good concentration and listening skills at this age but is a lovely, calm way to end the day together. When reading with your pre-schooler you can assist in building up their pre reading skills by pointing out the direction of print and the fact that it runs from left to right. Discuss individual words, letters and sounds and discuss how they are separated by spaces. As you read each page you can teach simple decoding skills by pointing to each of the words with your finger, using this one to one correspondence reinforces to the child that each word conveys meaning. Encourage them to guess what a word might say by looking for clues in the illustrations and build phonemic awareness by talking to your child about the sound that individual letters make. Remember that learning the sound a letter makes is more important than learning its name! Above all else put the laptop or iPad aside once in a while and pick up a book!!

BOOK WEEK 2017

Reddam will again this year be participating in Book Week. We will be celebrating this at our school between **Monday 21st August – Friday 25th August, 2017**. The Theme for this year's book week is **"Escape to Everywhere"**. The Teachers have lots of exciting activities planned for the week. We invite the children to come in Book Character costumes on any day of their choosing throughout the week and bring along a favourite book to share with the class. (For those eager to participate we are not limiting you to the one day!). Some ideas for Book Characters who like to escape to everywhere includes, Harry Potter, Where's Wally, Peter Pan or Wendy, Alice in Wonderland, The Mad Hatter, The Wizard of Oz Characters, Fairies of Pirates Let your imagination run wild. To view the shortlisted Book of the Year Awards in the Early Childhood category go to <https://cbca.org.au/short-list-2017>. We look forward to a week of Literary fun and adventure!!!!

Stage 1

By Miss Lauren Separovich

This week we will be exploring the concept of "emotion". What is an emotion? The dictionary explains it as "a strong feeling deriving from one's circumstances, mood, or relationships with others."

Early childhood is when children begin developing their social and emotional skills, which influence their mental health and wellbeing, now and in the future. Children learn these skills through their important relationships including families, caregivers, peers and early childhood educators.

Children begin developing emotional skills from birth. Emotional skills include being able to recognise, express, understand and manage a wide range of feelings. These skills are important for children's developing ability to interact successfully with others and their physical world. Children who can understand and manage their feelings, stay calm and enjoy their experiences, are more likely to develop a positive sense of self and be confident and curious learners.

To give the children a better understanding of the concept, Lauren displayed a short video for the children to watch. The video showed a variety of different emotions people feel, including: happy, sad, angry, confused, surprised, shy, excited and so on. Lauren asked the children to create the corresponding face gestures, which they enjoyed doing. To extend on this, Lauren sat the children in a group and we created our own 'sensory faces' using playdough squished into balloons. We then added on different facial emotions using black texta. The children enjoyed observing the different sensory faces and moulding there faces into different shapes with their hands.

Our sensory theme this week is BALLOONS! Lauren thought we could use balloons for our art inspiration this week and we had so much fun! The children enjoyed spotting, dabbing and rolling their balloons over the paper to create beautiful art. We used bright colours to create a more exciting canvas.

I hope you have an exiting weekend with your children and loved ones. See you next week !



Stage 1 - Exploring our Emotions



Stage 1 - Exploring our Emotions



Welcome!

This week we welcome Harper and her family to the Monets' Room. Harper already has friendships formed through her Mother's Group, so it's lovely to see her connecting with these friends at Reddam. We know you will have a great time learning and playing here!

Science is All Around us – Let's Investigate!

This week we have been doing some more experiments, some successful, some not so much! On Monday we tried the Dancing Worm experiment, where we sliced gummy worms into four slithers and soaked them in some water and bi-carb. Our aim was to watch them fizz and move about, or dance, when the bi-carb soaked wormed made contact with vinegar in a cup. The children gathered around to watch them dance, but much to our disappointment, the best reaction that the worms had to the vinegar was a few, tiny bubbles! Even though the experiment didn't go to plan, it was a great opportunity for us to think about how we could change what we did to see if we could get the worms to dance. Stay tuned to find out...

Last week the children experimented with sink and float activities. Outside we filled a large container with water and, using objects collected from around our room, we tried to guess if they would sink to the bottom or stay floating on the top. The children shouted out their guesses (after a quick demonstration) and waited with excitement as each object was dropped in. They all called out the answer, sink or float, when we could see the object in the water. To extend on this exciting experiment we have set up a sink or float experiment station in our classroom for the children to explore, adding different materials and little fishing nets to scoop out the objects.

Perhaps you could extend on your child's learning at home by doing a sink/float experiment in the bath or a bucket of water outside? Please let us know or upload your observation with photos to the Tapestry journal.



Stage 2 - Science: Let's Investigate!



Stage 2: Let's Investigate



Public and Private Vehicles

This week we continued to explore vehicles, public and private vehicles. We looked at private cars, and public transport such as buses, trains, ferries and planes. We had discussions about the different ways we travel, some of the children travel on buses and trains and other children travel in cars.

Light Box City

Using transparencies on our light box, the children worked together to create a city. They collaborated with one another as they organised where buildings and roads should be placed. They also organised waterways, ponds and shrubs. Once the city was structured on the light table the children tested the roads by driving cars around them. It was so amazing to see the children investigating and creating with these resources.

Art

Our art experiences included creating buses and trains out of large boxes. The children selected large boxes and decorated them using collage materials, they then pretended to drive their boxes around the room.

We took some of our small cars on expeditions to the snow and through rough terrain. We used shaving foam sprinkled with glitter to mimic snow. The children drove their vehicles through the snow and watched as their vehicles left tracks in the snow. We also explored tracks and prints made by pressing cars into brown play dough mimicking dirt roads.

We then created car wash tubs to clean our cars. We placed detergent and water into large black tubs and sprinkled glitter into the tubs. We then used purpose made sponges and chamois to clean and dry our cars.

Car Races

Using repurposed cardboard rolls the children created car chutes to race cars in. Working in pairs the children cut their cardboard rolls down to size, then they attached them to the wall and connected them to one another. Finally, it was time to test the car chutes. The children raced their cars down their chutes identifying which chute is the fastest.

Visit from Daisy

We were very lucky to have Daisy, Angus' pet dog visit us this week. The visit ties into our long-term project 'Dali Pets Wall.' The children have been bringing in pictures of their pets to place on our pet's wall. They have been talking about their different pets, and we have been learning about domestic animals. Angus and his mother Melanie brought Daisy in for the morning. We learned about what Daisy eats, drinks, where she sleeps and how to care for her. We were truly grateful for the amazing opportunity to meet Daisy the dog and wish to thank Angus, his sister and his mother Melanie for taking the time to bring Daisy to the Dali room.

Stage 2/3 - Daisy the Dog



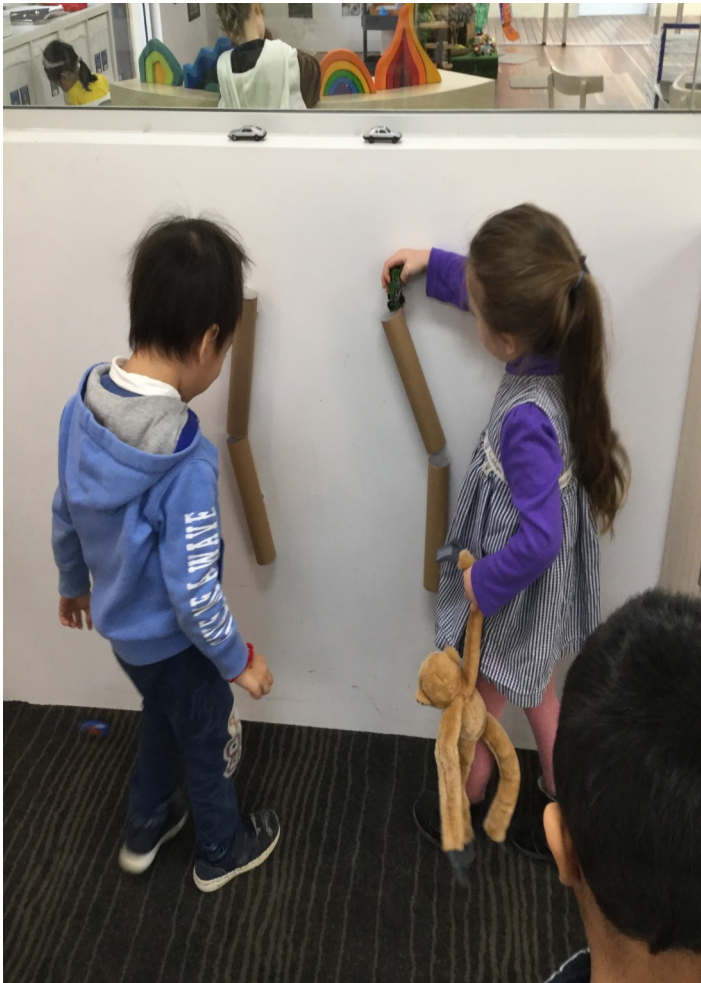
Stage 2/3 - Imprint in Playdough



Stage 2/3 - Car wash



Stage 2/3 - Car Racing



Stage 2/3 - Driving Through Snow



Stage 2/3 - Making Cars Out of Boxes



Stage 2/3 - Lightbox 'Driving'



Stage 3 & 4

By Miss Joanne Matthews

The Pablos and Picassos are still showing a great deal of interest in our provocation "Once upon a Time....." and on Wednesday the girls asked if they could make a fairy garden. They gathered some natural materials together from the garden and built a house, tables and even little box beds for the fairies to sleep in. The children also enjoyed creating their own dialogue when playing with the fuzzy felt boards and shapes, including the characters from both 'Little Red Riding Hood' and 'The Three Little Pigs'. They are beginning to structure their own stories and identify the elements needed to make up a story. We read 'The Three Billy Goats Gruff' and also 'The Frog Princess'.

The following day during group time, Miss Joe asked the children to help her create a story of our own. Starting from the premise "Once upon a time..... the children added characters, events, a beginning, middle and end to create their own short story. It was great fun. Afterwards the children were encouraged to draw their own picture books- sequential drawings which told a story. Tilly produced a lovely story called 'Mr Tree' in which a tree was saved from being cut down by the daughter of the woodcutter.

The children were very excited to see the results of all of their hard work from last week's bottle top threading. The rainbow snakes have been hung in a 'curtain from the Soffit in the front garden and looks fabulous. Not only does it rattle in the wind, but it's great to walk through and twist together for a sensory treat! We plan to add more strands as we collect more bottle tops. (If you can help us collect bottle tops at home we would be so grateful and our project can happen more quickly)

We are still collecting Earn and Learn stickers from Woolworths so would be delighted if you can help us to collect as many as possible so that we can spend the money on some lovely new equipment. The children love to peel off the stickers and stick them into the books and it's a great fine motor activity too.



Stage 3 & 4



Stage 3 & 4



Stage 1 & 2

Our little ones started on a new theme this week. We explored the sounds of the rain and Justin brought a **Rain-stick** (a musical instrument which resembles the sound of the rain). Every child had the chance to play the rain-stick with their names inserted into the lyrics of the song. By singing their **individual names as part of the song**, every child knows they are a valued and respected member of the class.

After the rain, there were puddles everywhere! We jumped, splashed and walked around the puddle. This activity was a rhyme where children practiced keeping the **steady beat** through the different large actions (employing **gross motor** skills). Before children can play musical instruments with their fingers (**fine motor** skills), they need to develop musical concepts through gross motor actions. And that's what we do at this stage of musical development.

When the rain was over, we played in the sun with the ringing sounds of the bells. It was another fun musical day!

Stage 3

Stage 3 children learned to **follow directions through a song** "Zoom-e-oh". They walked, ran, jumped, rolled, twirled, tip-toed etc. and when then lifted their hands in the air, touched their toes. For focused listening, the children listened to the sound of the cat. Then we sang the song, "Old grey cat is sleeping". They sang this song softly and slowly. Then the cat woke up and saw the mice! The little mice went scampering! Children learn through **contrast**. In this song, **loud and fast** contrasts with **soft and slow** in the 2 very distinct sections. Children also learn to **discern the pattern** and develop an expectation as they use different actions for each section of the music.

Stage 4

The stage 4 children continue to impress us with their developing musical skills!

This week, they will each bring home a sheet of "music" with a series of stars. The high stars represent the higher note and the lower stars represent the lower note. This introductory "note-reading" activity helps children to understand the important concept that these **symbols represent a sound**. This is also **akin to reading a language** because letters (which represent a particular sound) are put together to form words. Just as how they eventually will read a storybook, they are now learning to read music!

We also revised the **bordun** with the "Bell Horses" and revisited a familiar nursery rhyme, "Hickory-dickory-dock". Once again, the emphasis is to keep the **steady beat**.

Music



The Nest/Fledglings and Stage 2

TIR (teacher in role) as a new Super hero 'Miss Muscle' who has heard how the children on earth watch too much TV, eat too much junk food and don't exercise that much. Miss Muscle's was here to make sure the children eat their fruit and vegetables and discuss how important they are.

- Discussed who are every day superhero's are (Stage 2)
- Fruit and Vegetables were passed around the circle so they could touch and smell them as well as identify what they were
- Fruit and Vegetable game (using an action to represent a fruit or vegetable)
- The children discussed what Superhero's they knew.
- Miss Muscle wanted to 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. Homemade capes (made from white garbage bags) were used whilst dancing to the Superman song
- Went on a Superhero adventure
- 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 The Magical Wizard

- A poem about a Wizard was the starting point for this weeks lesson (Stage 4)
- A Wizard hat was also introduced and placed in the middle of the circle, allowing the teacher to ask the children questions
- The children used the ribbons to move like wizards
- Shoe game
- The children moved around the room pretending they had different shoes on e.g. running shoes, bouncing shoes, etc. etc.
- Teacher in role as the Wizard. The Wizard told a story that the children acted out, using words that sound delicious. (candy-floss, spaghetti, meatballs, marshmallows etc etc)
- Continued telling the story that developed the drama, allowing the children to use facial expressions, mime body gestures and Freeze when instructed.
- Making a spell - The name of spell described what the children had to do e.g. Jumpus Jellybeanus – Jumping Jellybeans; Doggis Barkis – Bark like a dog etc. etc. The children then had a turn of making their own spells up
- The Wizard and the children said the magic spell they had made up to create magical shoes (running shoes, jumping shoes, camouflage shoes etc.) Rhyming words for Stage 4. They then had to think which shoes they would like to wear and walk along the magic rope
- The wizard then revealed a magical message under the hat. The message will be the starting point to next week's lesson

A language is a part of a particular culture. When a person accesses a language, it is also the process to understand the culture. Studies suggest that if a person knows more about the culture, it assists them in understanding more of the language.

Each term, I will be introducing a small segment of Chinese culture. This term, I have planned to introduce panda and bamboo into the lessons. I elected to choose pandas as most children are familiar with them.

At the beginning of the lesson, children can cuddle or touch the toy and they can share what they know about pandas as well as learning some interesting facts about pandas including information about their babies and their behaviour. Then they will watch a short video about pandas, including their living environment, habits and nature.

Secondly, we will learn about bamboo as it is the main source food for pandas. An adult panda can eat 18 kg bamboo leaves everyday! I will bring in a bamboo branch which the children can touch and feel and we will discuss nature, growth and the blossom of bamboo.

To finish, we will all have a turn at creating our own panda out of paper!



Mandarin



Playball

Stage 1:

Hi there my friends!

Today our friend Wallis brought this crazy basketball bucket with lots and lots of little foam balls. Wallis threw the little balls all over the court and we collected them and put them back into Wallis' basketball bucket.

We threw the little balls as high as we could up to the sky. Wallis gave us nice big basketball balls and with our teachers' help we kicked the balls all over the court. We sat in a little circle and Wallis rolled a big ball to us. We did our best to push the ball back to our friend Wallis.

Wallis ended the lesson doing little stretches – pushing our arms up to the sky, down to our toes, on our tummies, on our ears.....

Stage 2:

We warmed up today with “**funny runs**” – Wallis placed cones on one side of the court and we stood on the opposite side. We had to do all “funny runs” to the cones.....run around the cone with hands on our knees; hop on one foot; gallop; skip and the list goes on....

Wallis then placed the cones in a straight line and we **zig-zagged** the cones; going in and out, in and out – wonderful activity for **crossing the midline**.

We played the “shadow game”. We were all Wallis' “shadows” and we copied everything she did – she was certainly doing some crazy actions!

Stage 3 and 4:

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BASKETBALL

We practiced **bouncing** Mr Ball – we know that we have to wait for Mr Ball to pop up!

We practiced doing **chest passes** and then Wallis lined us up and we had the opportunity to chest pass to her.

We did “**bunny ears**” **pushing** up to the sky starting on our heads and then Wallis held up a hoop (nice and high) and we had to **PUSH** the ball with all our strength into the hoop.

You are not going to believe this.....Wallis strapped a basketball hoop to her back and ran around the court. We ran after Wallis trying to throw foam balls into this crazy basketball hoop. We were laughing and laughing.

Playball



Ballet

