



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

25TH AUGUST 2017

Simone's Message

By Mrs Simone Cooke, Principal

"Escape to Everywhere!"

Book Week 2017

What an exciting week we have had!

Our Book Week celebrations inviting us to "Escape to Everywhere" resulted in some very creative costumes and I don't know who enjoyed dressing up more, our children or our Teachers? It was very entertaining to watch little monkeys, bears and tigers on the climbing frames, dinosaurs and fairies busily working side by side at their tables, and so many beautiful sleeping pirates and princesses!! Thank you to all our parents for all the effort you put into helping to bring books alive for our children.

Books are such a treasure trove of wisdom and life lessons, So, what exactly did we learn this week on our Escape to Everywhere?

From Maurice Sendak and "Where the Wild Things Are" we learnt that going on an adventure might be fun but nothing is better than coming home to your very own bedroom!

From Marcus Pfister's "Rainbow fish" we are reminded that sharing with others makes everyone's lives richer.

From Judith Viorst's "Alexander and the Terrible, Horrible, No Good, Very Bad Day", we are reassured that everybody has "bad hair" days !

Whilst Dr Seuss taught us that "The more that you read, the more things you'll know, the more that you learn, the more places you'll go!"

We hope that picture books continue to be an important part of your child's life and we continue to learn from their simple messages and advice.

Stage 1

By Miss Ella & Miss Diana

We have had a lovely week in Stage 1 this week celebrating Book Week 'Escape to Everywhere'.

Unfortunately both Lauren and Rujuta were unable to share in the fun as they have both been sick but Ella and Diana have managed to keep the class running beautifully with a focus on language and literacy with lots of stories, music and singing.

The children have been enjoying reading 'Were going on a Bear Hunt' using the tunnel in the class as the cave to climb through. They also went on a croc hunt and some of our children came dressed up as different characters- We had a Witch, a Princess, Minnie Mouse, A Rabbit and a Pirate. Thanks to all the families that bought in books to share. It's been a lovely week celebrating everyone's favourite stories.

We look forward to seeing you all next week and look forward to Lauren and Rujuta returning.

Enjoy your weekend.

Ella and Diana



Stage 1 - Book Week



'Escape to Everywhere'

What a great theme for Book Week this year - it sums up children's books in general. Books allow children to use their imagination and escape to everywhere and anywhere.

Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them to develop language and listening skills and prepares them eventually to understand the written word.

Reading aloud is one of the most important things parents and Teachers can do with children. It builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading and helps children to recognise what reading for pleasure is all about.

Book Week allows the children to think about their favourite books and think about why they like that particular book. It allows them to be part of the story and dress up as one of their favourite characters.

'Room on the Broom' is a favourite with the Stage 2 class, we often read this particular story and it never loses excitement. We had a few children dress up as characters from the book this week including the teachers, so we were able to act out the book when reading it to the class which the children loved.

Thanks to all the families that brought in books the children loved to show their favourite books and it was great to share them with the rest of the class.

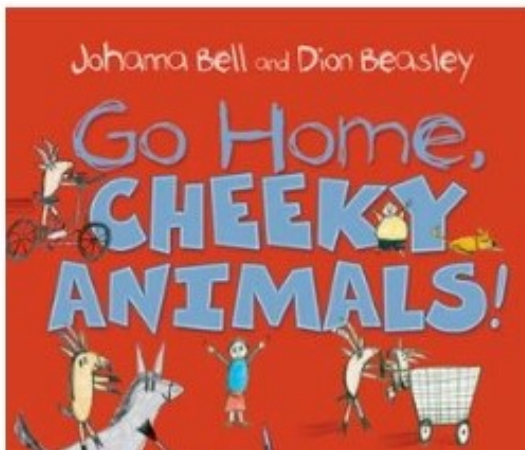
If you are looking for a new book for the kids this is the winner of Book of the Year 2017:
Go Home, Cheeky Animals! By Johanna Bell.



Stage 2



THE BOOK OF THE YEAR: EARLY CHILDHOOD



Winner

Go Home, Cheeky Animals!

BELL, Johanna
(illus by Dion Beasley)



Stage 2: Book Week



Book Week

This week we celebrated Book Week. The children dressed in their favourite book characters and themes. We saw pirates, fairies, witches, super heroes, dinosaurs, engineers and mermaids. The children brought in books that were special to them, some of the books included "Dear Zoo," "We're Going on a Bear Hunt," "Surprising Facts about Pirates," and "Mama, I Can't Sleep."

It was great to see the Teachers getting involved, Teacher Joselyn dressed as a pink fairy, Teacher Grace dressed as a good witch and Teacher Natalie as a Hula dancer.

We read a Book Week short-listed story titled "Nannie Loves," by Kylie Dunstan. The story was about Nannies farm and what she does on her farm each day. Nannie has a lot of animals to care for on her farm.

Provocation: "What's Outside"

Our provocation "What's Outside" has taken us to the beach this week with children talking about finding sea shells, seeing sea creatures and building sand castles in the sand at the beach. We brought the beach into our room by creating sea themed sensory tubs, turning our light box into an ocean discovery area with sea shells, sea creatures and discovery bottles, drew sea creatures such as whales and sharks then created shark sculptures out of playdough, painted using sand and we also made sea prints using shaving foam!

Sea Themed Sensory Tubs

Sensory activities facilitate exploration and encourage investigation, it supports cognitive growth, language development and social interaction. To create our sea themed sensory tub, we coloured white sugar with blue food colour, we then added sea creatures such as crabs, star fish, sharks, whales, dolphins and sea shells. The children were then encouraged to explore the sensory tubs using their sense of touch, sight and smell.

Discovery Bottles

Using sea shells, sea creatures, special stones, sand, glitter, white twigs and gems the children helped to make their own discovery bottles. Firstly, they placed sea themed objects into bottles, then they filled their bottles with water. Some of the children chose to place silver glitter into their bottles and others placed sand into theirs. We then used the light box to explore our discovery bottles, looking for and identifying objects in the bottles.

Art

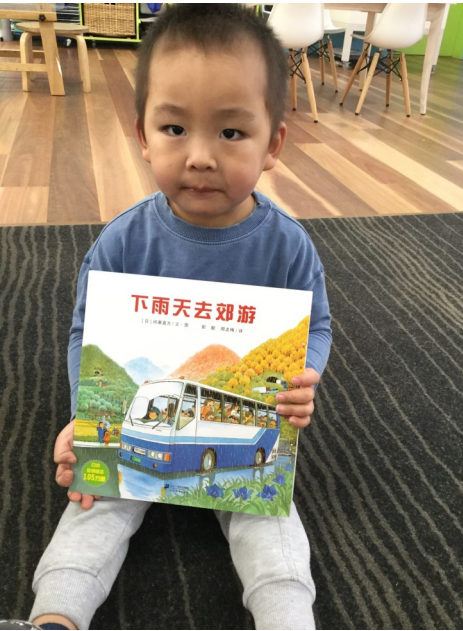
Art stations offer children the opportunity to freely explore at their own pace as well as allowing for small group activities. They assist to support creativity, cognitive development, small muscle co-ordination and control. They allow children to express their feelings, emotions and allow children to express their ideas.

Our art station was recreated using sea themed resources such as sea shells, stones and sea creatures. We offered the children a range of resources to select from including pencils, paint, shaving foam, playdough and modelling tools. We saw children sketching their interpretation of sea creatures and sea shells, and other children opted to make playdough renditions of sharks. We also created sea prints by firstly squirting shaving foam into a tub, dripping blue food colour into the foam and the children then pressed white paper into the foam. When we removed the paper, we saw blue and white prints left by the foam and food colour.

Stage 2/3 - Playdough and Drawing Sharks



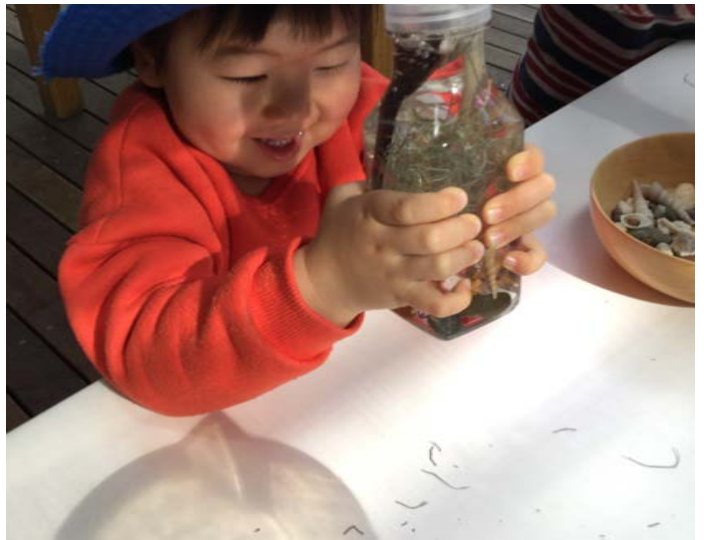
Stage 2/3 - Book Week



Stage 2/3 - Sensory Tubs



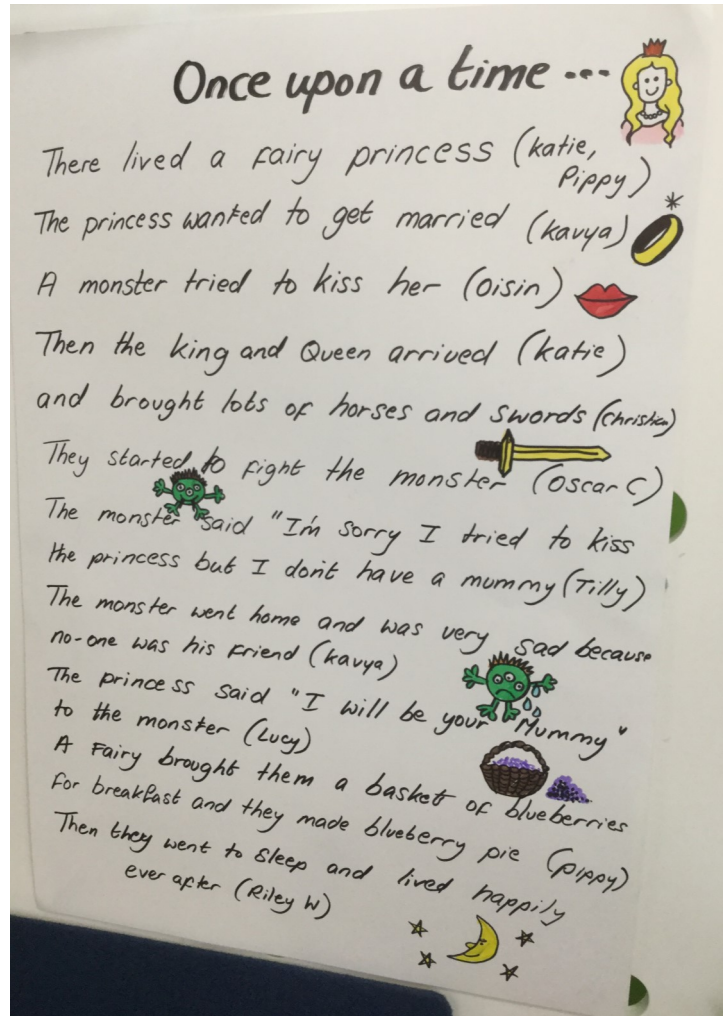
Stage 2/3 - Lightbox and Discovery Bottles



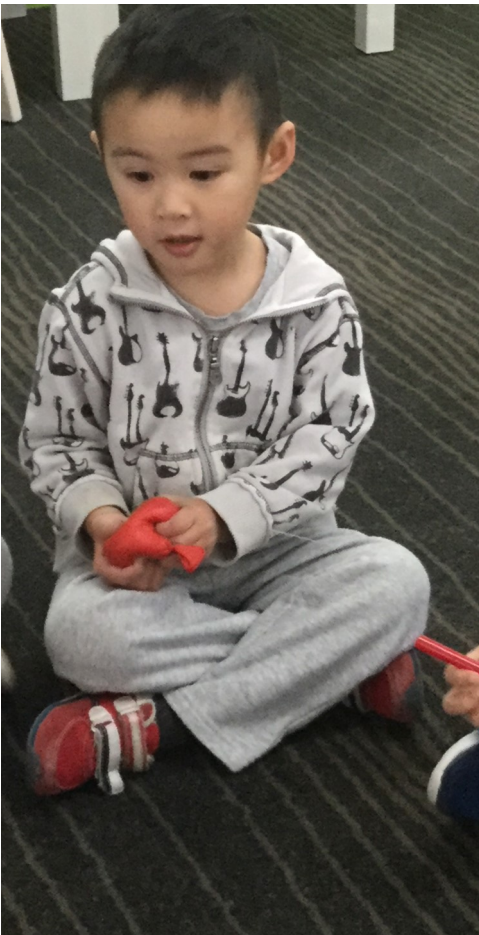
Stage 3 & 4



Stage 3 & 4



Stage 3 & 4



Stage 1 & 2 Objectives:

To be able to do specific moves which require physical coordination
To act appropriately to linguistic instructions
To be able to notice own emotions
To express his emotions
To be able to notice others emotions
Shares others emotions

Activities include:

TIR as the Gardner who shrinks the children to seeds
Q & A about seeds (Stage 2)
The children used their body to create insects and objects individually, in pairs and in groups
Teacher led adventure
Noah's ark game
The children created a soundscape of the rain. What does that mean if we are a seed? They sat on the ground and grew a little and freeze. Students stood up a little but not allowed to stand up completely. Teacher asks, "what do you need to be a tree?" Waits until students find the answer, the sun. When students answer the question teacher says, "now I'm your sun, I'm heating you, you are growing and becoming big trees". Students become big trees by standing on finger tips. Meanwhile, children are wanted to find a shape peculiar to their tree. And then the question, 'you lack something, what can it be?' is asked. Teacher waits until students find the answer, fruits. After finding the answer, the teacher wants them to gather each other fruits. (pictures of fruits are also hidden around the room)
Find the spider game (react to each spider they find)

Stage 3 & 4 Objectives:

To understand what the term Tableau means
To be able to work in individually, in pairs and in groups
To be part of a whole class improvisation
To be able to add onto a story

Activities Include:

The children discussed what items they might take on a camping trip, looking at what the teacher had packed in her backpack
Created a number of tableau's relating to camping
The children created a number of shapes (on their own and in pairs) using their bodies and different levels including a mushroom, a torch (on and off) a curled up snake. sleeping bag, kangaroo with a baby in the pouch etc. etc.
Worked as a team to do a whole class improvisation, setting up camp and going on an adventure (walking through the forest, crossing a bridge, fishing, canoeing etc. etc.)
The ribbons acted as a great tool for a fishing rod. Whilst fishing they had to use facial expressions and gestures to show what they had caught (big fish, heavy fish or an old boot)
As the sun went down the children gathered sticks for the camp fire, toasting their marshmallows whilst singing a couple of songs including some rhyming words
Each child had a turn at picking a prop out of the circle and adding to the story. They then acted the story out
Finished the camping improvisation by the children going to sleep in their tents (parachute) telling an interactive story using the torch and animal puppets.

Drama



Playball

Stage 1:

Today our friend Wallis brought her crazy "ball on a stick" and she dangled it over our heads and we squealed with delight as the ball tapped us on the head! Wallis also brought some animal beanbags and we spoke about what animals we could find in Wallis' bag and what sound these animals make.

Wallis then played the crazy "shadow game" using our beanbags. We copied all Wallis' actions...."beanbag on our head; beanbag on our nose; beanbag on our shoulder".

Stage 2:

We warmed up with the "Playball crane" game where we sat upright with our hands behind our back and a ball between our feet. Every time Wallis blew her whistle, we lifted the ball up to the sky – our tum-my muscles got such a workout!

Guess what Wallis brought to Playball today.....AFL balls – can you believe it!!

- We held our "spaceships" (AFL balls) and pretended we were flying through space. When Wallis shouted "find a friend", we looked for a friend and stuck the "noses" of our "spaceships" together. Every time Wallis asked us to find a friend, we were encouraged to find a **NEW** friend because we know that **we are all friends together at Playball**.
- We bounced the balls noticing that they bounce all over the place.
- We threw the balls gently to the sky and tried our best to catch the ball.
- We placed the balls above our heads and learnt how to do "overhead" passes.
- We placed the ball on a ball holder and gave the ball a big kick. These AFL balls are certainly very different to the usual balls we play with at Playball.
- We did "throw-ins" and then Wallis positioned us in a circle and she stood in the middle of the circle. She threw the AFL ball to each of us so we had to stay focussed and concentrate at all times. We then stayed in our circle and passed the ball from one friend to another – going faster and faster and faster.

Stage 3 and 4:

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- We threw the balls gently to the sky and tried our best to catch the ball.
- We placed the balls above our heads and learnt how to do "overhead" passes.
- We worked with a partner and stood opposite our "friend" and practiced throwing and catching our AFL ball. We know that if we are standing **close** to our partner, we throw the ball **gently**; if we are standing **far** from our partner, we throw the ball a little **harder**.
- We placed the ball on a ball holder and gave the ball a big kick.

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