



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

27TH OCTOBER 2017

Simone's Message

By Mrs Simone Cooke, Principal

Dear Parents,

It is hard to believe how quickly the year is flying past. Watching the growth and development of our children is a vivid reminder of how far they have come this year already. For the remainder of this Term our teachers will be focusing not only on the children's educational programme but also on building on the children's self help skills, school readiness and assisting them with the skills they will need to transition to their new classes next year.

Our Stage 1 children are already mastering their new physical environments, with our two year olds being slowly introduced to the larger outdoor play area, learning to navigate stairs and negotiate the larger and higher pieces of play equipment. They have transitioned from their highchairs to tables and are learning how to scrape their plates, put away their toys and are enjoying the delights of the sandpit whilst increasing their engagement with the older children.

Our Stage 2 children are also continuing to hone their self help skills, consolidating their toilet training, working on their communication and sharing skills and building their listening and concentration skills in preparation for their next learning adventure as Preschoolers next year.

Our Stage 3 children are building on these skills and learning the importance of conflict management, learning how to manage their frustrations, resolve social conflicts and be a good friend to others. These are important skills they will need to be our school leaders and role models next year.

It is a particularly exciting time for our Stage 4 children who will be heading off to Primary School next year. In preparation for this transition the children have been busy working not just on their pre-literacy and numeracy skills, pencil grip and scissor skills but on learning to take responsibility for their belongings, building their attention spans, learning to follow directions, building emotional resilience, confidence and processing skills.

It promises to be a busy time! Thank you to all our parents who are supporting our endeavours to teach our children the importance of our "no hat, no play" policy and are sending in their child's Reddam hat and applying sunscreen prior to arrival. With the hot days approaching we apply sunscreen at morning tea and after rest time but it is important that they arrive at school with sunscreen already applied.

Could I please remind parents of our Preschoolers that our Reddam uniform is an important element of our programme and all children in Stage 3 and 4 should be arriving to school during Term time in their Multiform. We thank you for your support in this regard.

Have a wonderful weekend.

Stage 1

By Miss Maddison Burnley

This week the Da Vinci's have been focused on sheep as we continue our focus on the farm. The children joined in with a whole range of experiences that introduced aspects of a sheep. To start with, we attached a piece of clear contact to a window with the image of a sheep. We then placed some real sheep's wool below for the children to feel. As the group became comfortable touching the wool, we demonstrated how they could place the wool onto the picture of the sheep, making our image a 3D, woolly sheep. The children followed the lead from their peers and took turns filling the sheep's body.

As the week continued, we sang the class's favourite, 'Baa Baa Black Sheep', at every chance as it was often suggested by the group. We also continued our Old MacDonald song with puppets. To extend on this literacy focus, we read the story, 'Where is the Green Sheep?'. The more we read the story, the more the children predicted what was coming. As we came to the end, the children would often say "shh" as they would recall, the green sheep was fast asleep.

To add a sensory experience into the week, we decided to shear some shaving cream sheep! With an image of a sheep under some plastic, we put shaving cream on top to act as the wool and gave the children some paddle pop sticks to scrape the 'wool' off the picture. The experience was messy and lots of fun, while allowing the children to begin to build an understanding of what happens to sheep's wool.

Over the week the children were also introduced to aspects of Diwali. We were lucky enough to have Rujuta in the room to show us special pictures, clothing, artworks and even some dancing! The children worked together to colour a big group artwork, with images of Diwali candles. To all our families celebrating, we wish you a happy Diwali!



Stage 1



Stage 2

By Ms Jess Whitbourn

What a wonderful week we had celebrating Diwali! Diwali, or Deepvali, means a 'row of lighted lamps' and is a Hindu-originated festival. Clay lamps, known as Diyas, are lit to signify the victory of good over evil. It has become a national festival celebrated by most Indians, regardless of culture, and also celebrates the goddess of wealth and prosperity.

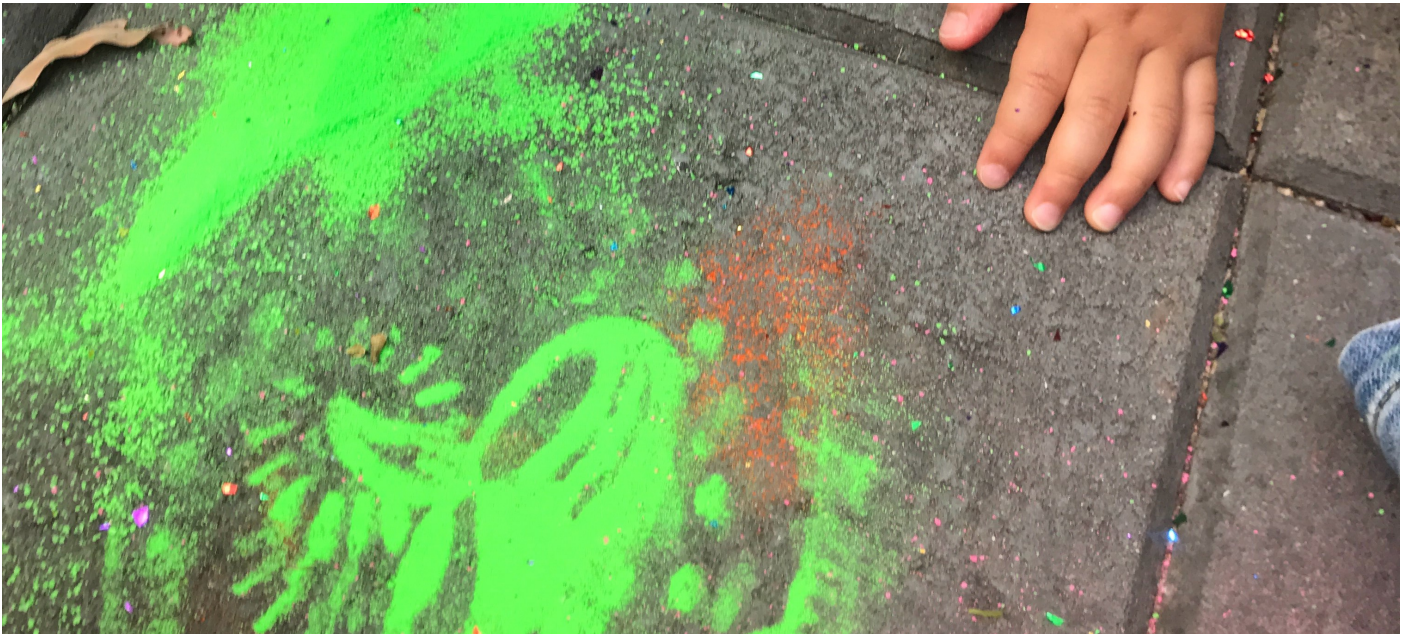
It was such a bonus for us to have Rujuta spending some time in our room so that she could share her knowledge and traditional celebrations with us. We talked about the kind of sweets that are made and shared around as gifts to friends and family during Diwali. Rujuta showed us some Diyas and on Thursday they were used to decorate the traditional mandalas that the children helped to create. The colours were so vibrant and the children were really interested in helping to make them. On Friday Rujuta brought a sari and traditional accessories and did a dance for the school.

Through these experiences the children are being exposed to different cultures, including food, dance, traditional ways of celebrating and language. Those children whose families are of Indian origin can feel a sense of belonging as we celebrate in ways that are familiar to them and their families, building confident and knowledgeable identities. Exposing children to different cultures promotes awareness and respect for different cultures and ways of living.

This week we have created our own art festival - Sculpture by the Trees - and the following week we will be having a food festival! Lots of exciting things coming up!



Stage 2: Diwali



Term 4 Provocation: "Around the World"

Our travels this week have taken us to India, with one of our families' grandparents visiting from the country. This sparked a discussion about cultural heritage and where our families originated from.

Exploring cultural heritage is important to children's development. Children begin to develop an understanding of their world through culture, as they grow they begin to develop a sense of who they are and where they belong. Cultural experiences shape the way we see ourselves, when we are part of a cultural group we begin to feel a sense of belonging. Children's connection to their culture develops through their experiences. Having a strong sense of their own cultural history helps children develop positive cultural identities for themselves, supporting their sense of belonging.

Spices are widely used in Indian cooking. Using our senses, we explored a range of these popular Indian spices including turmeric, garam masala, mustard and saffron. After a discussion about the different Indian dishes that the spices might be used in, we then used some of the spices to create our own paint with. After mixing the spices with water to acquire just the right paint consistency, the children were then off creating fantastic sensory art works.

We continued our art making with the children painting fireworks, they used a brush fashioned from straws dipped into coloured sparkly paint. We looked at traditional and celebrational forms of Indian art, we coloured rice to create rice Rangoli, influenced by images of traditional Rangoli. Using air drying salt dough and a range of lentils and beans the children also created their own mandalas.

Towards the end of the week we looked at the peacock, a native Indian bird. Inspired by the peacock's vibrant feathers, the children created their own peacocks using sticks, glue and a range of coloured feathers. They also painted their interpretation of peacocks.



Stage 2/3: Spice Painting



Stage 2/3: Diwali Fireworks Painting



Stage 2/3: Rice Rangoli & Salt Dough Mandala



Stage 2/3: Making Peacocks



"Children learn as they play. Most importantly, in play children learn how to learn."

O. Fred Donaldson

During this past week, the children have had many opportunities to explore Sea Creatures, where they live and what they eat. Looking at the many different types of creatures, their colours and shapes, the children have been creating their own beautiful sea creatures while drawing and using other various craft materials. Some made an octopus, attaching strips of paper that they had glued into circle shapes as the octopus's legs. Using their math skills, the children counted how many circles they had attached.

Playing with the sea creatures in blue soapy water has helped develop the children's social skills as they share the toys and "take on" the role of the sea creatures.

Nibbles celebrated his 1st birthday at school this week! He was pleased to receive some beautiful drawing from the children as well as some carrots and asparagus.

Reminder: Multiforms

A kind reminder that all children in our group should be wearing their school multiiforms to school every day. Please speak to the teachers if you have any concerns about the multiiforms.

Have a great week!



Stage 3 & 4



Stage 3 & 4



Hello everyone!

Stage 1 & 2:

Children were now more familiar with the song where the house had so many different pies that they readily suggested different types of pies which became the lyrics of the song.

Adding on to the listening activity of the dog barking, Justin pointed out that the sound of a big dog and a small dog is different in pitch. We all had fun imitating the sounds of the small and big dogs!

We also continued to explore the different sounds from the variety of musical instruments played; the bells with their ringing/jingling and the egg shakers with their raspy/sandy sounds. Our children also helped to clean the big house because of the fur of the doggie. They had a good time using the scarves to clean and scrub the whole place- including their own head and clothes! This was done to a Jazzy song which has a musical structure of the 12-bar blues. In our Music programme, children get the exposure to many different genres of music, from Jazz, Classical, folk songs, and even songs from all over the world.

Stage 3:

This week, Grandma and Grandpa visited our music class! (They were puppets brought to class.) Children helped them find their glasses and hat by saying a rhyme together. But they had to repeat the rhyme a few times because grandpa couldn't hear very well. It was so funny!

Then we set off to Uncle Joe's house where he played a few games with them. The song we sang had an Rondo Structure (ABACA). Every time section A was sung, the children did the same actions; which was to do 3 star-jumps. After this song, we sat in a circle and rolled balls to each other. Children had to learn to share and to take turns passing the ball from one to another.

Stage 4:

Our doorbell was upgraded this week. Instead of just having the usual "ding-dong", notes C & A, we added a "bordun". Half the class played on the bordun while the other half played the melody. Every child had the chance to play the bordun and the melody a few times.

When we discovered we had so many Mr Potatoes at the door, we decided to make... "vegetable soup"! This song is a counting song where children counted the potatoes they added in the soup. We also played a game where children took turns to be the leader and suggested actions which could keep the musical beat. Keeping the beat is the musical concept which is again and again reinforced because it is so fundamental to all music playing whether it is Classical, Jazz or Pop music.



Stages 1 & 2

Teacher in role as the white rabbit from Alice in Wonderland exploring the concept of being "late" explaining that she had an invitation to a party.

A number of questions were asked including:

Have you ever seen a rabbit? Have you ever had a rabbit for a pet? What do rabbits look like? What do rabbits eat? Where do rabbits live? How do rabbits move? Do rabbits have long ears or short ears?

The children used their imagination to go down the rabbit hole (tunnel) before arriving at the tea party. At the Mad Hatters Tea Party the children all had a cup of tea and scone, that they mimed and showed how delicious it was. Using the hat they took it in turns to do some magic; rabbits kept appearing and disappearing from the hat. The last child found a note in the hat that said 'look under the mat'.

Under the mat was a picture of a heart that signalled that the Queen of Hearts was about to appear. One of the children dressed up as the Queen and give the rest of the class commands that they had to do (ordered them to jump up and down, spin around, balance on one leg etc.) This exercise focused on status and language allowing the children to respond using different tones, facial expressions and levels. Carrot hunt – The children had to go and find the carrots that were hidden around the room. They then discussed carrots and why they are good for them. The children finished the session by acting out a poem about rabbits (chicks).

Stages 3 & 4

The children participated in a teacher led improvisation of Jack and the Beanstalk. Meeting a number of characters from the story and discussing how they could change the story with guidance from the teacher. The children became Jack and discovered that the Beans had grown into something other than a Beanstalk. A Ladder, will lead them to a Magical Land, A Mountain, will lead them to the land of sounds and a trampoline will take them into the TV and behind the scenes. In each land the children will work together to create their own story using what they have learnt over the last 2 weeks.

Skills learnt this week:

Improvisation and creativity, Memory recall, Becoming a character/being in role, Using their imagination, Mime, Working Together, Story telling, Listening to instructions

Other Activities include:

TIR as the old man who gives Jack the beans, playing 'I spy' pictures where scattered around the room of objects/animals starting with B

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.



This week we reviewed the word "happy" in Chinese by passing and catching the happy ball. Followed by the game, we listened to the song "If You're Happy" in Chinese. The children followed the rhythm, shaking their bodies and laughing. We also reviewed the names of colours - it was quite impressive that most students still remember many of the words.

Last term we focused on learning to saying 'hello' to one another. This week we began to learn how to say "good morning" and "good night" in Chinese. We're able to practice saying these words through reading "Good night, Mr. Owl".

We have also been reading "Whose Mouth?" and "Whose Nose?" We'll now move on to reading "Whose Ears?" to continue familiarising ourselves with Chinese names of our body parts.



Playball

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!

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. Wallis rolled foam balls across the court and we had to try and catch them before they reached the opposite end of the court....footwork skills guys....keep moving!



Dance

