



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

10TH NOVEMBER 2017

Simone's Message

By Mrs Simone Cooke, Principal

Guiding Positive Behaviour Management

Anyone dealing with a two year old tantrum or stubborn four year old knows only too well how difficult it can be at times to rationalize with a young child. So what is the best approach when dealing with 'challenging' behaviours?

Undoubtedly, providing a supportive and secure environment based on trust and offering positive and constructive interactions lays solid foundations upon which to help guide children in building self discipline, independence and supports them in taking responsibility for their behaviours.

Placing limits on unacceptable behaviour, provides children with the opportunity to grow towards self control and self discipline, protects the safety of children, builds co operation and makes children feel safe and secure.

Toddlers and Preschoolers need very clear and well defined limits. By gently yet firmly setting limits and giving simple explanations as to why we can not play with a power point, hit our friends or demand a new toy, from the outset we are setting expectations of acceptable and unacceptable actions.

We know that Toddlers are striving for independence and autonomy and need to be make choices and decisions. However, there are certain behaviours, situations and dangers which require us as adults to take the lead and guide children to understand that some unacceptable behaviours are non negotiable, to protect both themselves and others. By setting firm limitations, in a caring and gentle manner, we enable our children to assert their independence within acceptable boundaries and strategies to assist your child in their growing autonomy and independence.

Simone's Message Continued

A range of strategies, based on mutual respect, exists in helping children to set effective limits, these include:

- Providing clear verbal and physical directions. Getting down on your child's level, making eye contact with them and clearly explaining the expected behaviour, such as "Gentle Hands please".
- Using redirection. This is a useful strategy to employ, removing your child from the object or behaviour that is causing a problem and providing a new focus which allows them to take out their frustration and aggression in a more acceptable manner ie pounding playdough or splashing soapy water.
- Using positive reinforcement regularly to ensure you are promoting appropriate behaviours and ignoring rather than berating children for inappropriate actions so that you are not inadvertently positively reinforcing a negative behaviour by giving it attention.
- Observe your child and identify triggers for challenging behaviours. Ensure you are giving regular encouragement and limiting frustration by helping children to solve problems and anticipating issues before they impact behaviour.
- Support your child by providing acceptable alternative behaviours. It is important to be as consistent as possible and carry these out in a calm, firm manner, following through on the limits you set so they do not become confused by what you expect of them.

Should you encounter a particularly difficult problem with your child at home that requires behavioural guidance please do not hesitate to ask for our advice or support, as working together we are able to adopt a consistent approach.

END OF YEAR CELEBRATIONS

Please join us on Monday 4th December between 5.00pm – 7.00pm for our end of year picnic. Please bring along a picnic blanket and share plate and join us for a family celebration. The Stage 4 children heading off to Primary school next year will receive their graduation certificates on this evening and all the children will be receiving their Learning Journal Portfolios. We hope to see you there!



Provocation: Farm Life

This week in the Stage 1 room our class was focused on the land as part of our Farm provocation. Each day we looked at seeds, smelling them, holding them and speaking about what we do with them. In small groups, the children who were interested would join in a planting experience. We broke down step by step how to dig a hole for the seeds, where to put the seeds, how to cover them up and how to water them. The children were extremely engaged throughout the planting experiences and listened, waiting for their turn to help with the planting. Each day the children would come and check if the seeds had grown into plants. But as Ozan told the teacher, "It needs more time." Luckily for us, with the weekend rain, we came back to Reddam this week to discover some green shoots popping out from the ground, which the group has been very excited to see!

As a creative aspect of our learning about the land, some of the children joined in a painting experience with sticks. Painting with sticks proved to be a little tricky as the paint did not glide on smoothly like it would with a brush. This saw the children experiment with different ways of moving the paint around the board. They dabbed, flicked and slid the sticks across the cardboard making all different markings on the paper. Some of the children became fascinated by the way the colours swirled together in the paint as the stick was dipped in each time. The experience allowed the children to explore new creative techniques and cause and effect as they saw the outcome of their different movements in their artwork.

On our classroom tables, clear containers were filled with different seeds and natural items for the children to freely engage with. At group time we took a closer look as we passed around the containers and spoke about big and small and introduced basic language that related to the land, such as 'seeds'.

The more we spoke about farmers on the land the more we saw the children seek out play that incorporated our discussions. The children chose to dig in the dirt, seek out leaves and Leo told us he was 'a farmer' carrying a bucket and spade around the garden for an afternoon. It is wonderful to see our young children building so much knowledge and excitement towards farms and this week, the land. We hope that in introducing experiences like this for our young children, we are creating the start of a love and respect for our environment.



Stage 1



Monet's International Festival of Food

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat."
Guy Fieri

The Monet's have really enjoyed the first week of our International Food Festival. Our greatest thanks goes to you, the families, for participating and creating some most delicious, unique foods from around the world.

On our food safari this week we enjoyed:

Monday - Eabha and her Granny made soda bread, a family tradition in Ireland, served with butter and a cup of tea. Arya brought in some Nepalese dumplings, full of ginger, for the children to taste. Yum!

Tuesday - Ally brought in some Empanaditas, a recipe from her grandmother who is Spanish Filipino.

Wednesday - Ameya brought up some Indian snacks, a poppadum-like cracker called Mutiya and lattice shaped, colourful frackers called Fryums. The Fryums went down VERY well! Thomas brought us some Pierogi to taste. This is a boiled dumpling from Central and Eastern Europe and today we tried one with a sweet ricotta filling.

Thursday - Yi shared with us some Char Siu, Chinese bbq pork, a favourite food of his. The rest of the Monet's loved it too and gobbled it all up! Next we tried Dan Bing from Ethan's family, a traditional Taiwanese breakfast, much like a crepe where different ingredients can be added. For dessert we had some of Lucas's trifle - a mix of sponge cake, fruit and custard. Lucas's family make this each Christmas, with different fruits each year.

Friday - Fitz brought us some delicious wontons to share with his friends, which they all tried and enjoyed. Veronica brought some water chestnut cake, which was a nice change from chocolate!



Stage 2



Stage 2



Provocation: Around The World

This week we journeyed to France where we sang traditional French songs such as "Frere Jacques," and read stories from the popular series, "Madeleine," by Ludwig Bemelmans. This struck a cord with many of the children in the class who spoke about the French themed books that they have at home. As we read "Madeleine," we saw illustrations of famous buildings and structures including the Eiffel Tower.

Continuing with our investigation of the Eiffel Tower, we looked at images and a model of the tower. Then, using white play dough and twigs, the children experimented with ways of connecting the elements to create their own structures. These experiences assist children to develop processes including trial and error, problem solving, experimentation, hypothesis and investigation. It was fantastic to see the children so engrossed and engaged in the activity.

Our creative focus included making collages and painting using coloured ice cubes using colours of the French flag as inspiration. Inspired by still life paintings by the famous French artist Henry Matisse, we set up a still life painting studio in our room with a vase of flowers and some fruit as the subject matter. This encouraged our little artists to paint their own interpretation of the still life scene.

We continued our journey through France with a crepe and croissant tasting experience. Encouraging independence, the children cut their own fruit, then constructed their crepes before tucking into them. Later in the week the children continued to build self-help skills by firstly cutting croissants, then spreading butter and jam on them. We had so much fun eating our creations!



Stage 2/3: Painting Still Life



Stage 2/3: Sculptures



Stage 2/3: Photos Collage & Ice Painting



Stage 2/3: Croissants



Stage 2/3: Crepe Tasting



Melbourne Cup Celebrations – “The Race that stops the Nation”

This week we celebrated the Melbourne Cup, by having our own Horse Race at school. Some of the children “dressed” up for the event by wearing pretty dresses and smart shirts. The festivities started early with the children creating fascinators to wear and making fairy bread to eat for their tea at the races. During morning group time the children chose different coloured ribbons for our 4 horses and named the horses. Their names were : Rosie, Lego, Elsie and Pepper.

The Horse Race took place at the park next to our school . Each child had a turn to race a horse and received a medal for their participation in the race! That afternoon, the children were able to watch the real Melbourne Cup on the TV and experience what it would be like at the event.

Under the Sea Plaster Shapes

A big thank you to Riley Walter's Granny who brought us some plaster objects for the children to paint. The children enthusiastically found some “under the sea” plaster shapes such as crabs, shells, octopus and painted them various colours.

Fishing in the Park

On one of our mornings we took the children for a play in the park. Alex picked up a long stick and said “Look, I’m fishing!” as he poked the stick into a leaf lying on the floor. He tugged at his fishing rope as he tried to reel his fish in. Some of the other children saw him fishing and found themselves a stick to catch some fish. This was a great example of how the children were able to use the outdoor environment to enhance their learning and how what they have been learning in the classroom , they have been able to dramatize outside.

Playdough with Shell

It was interesting to see how the children used the shells with the playdough in many different ways. Some children lifted the shell to their ear to listen for the sea (like in our story), some used the shells to make prints/patterns in the playdough, some made birthday cakes and another a mermaid. The children are given so many different ways to express themselves during play.

Hermit Crabs

We have two Hermit Crabs in our classroom. Their names are Spongebob and Crabby. During group times we read the story “ A House for hermit Crab”. While discussing Hermit Crabs, the children have learnt that the crabs are nocturnal - sleeping during the day and waking up in the evenings – like possums, owls, bats. In the late afternoon we give them fresh food so that when they wake up in the evening their food is still fresh. The children have been able to observe the crabs walking sideways as we have placed them in the water and watched them climb out. The children helped create the beautiful environment for the crabs by adding bark and logs to their cage. During the week the children have had opportunities to draw picture of crabs as well as create crabs using clay and playdough.

We look forward to another great week of “Under the Sea”!



Stage 3 & 4: Hermit Crabs & Playdough Shells



Stage 3 & 4: Hermit Crabs & Playdough Shells



Stage 3 & 4: Fascinators and Medals!



Hello everyone!

Stage 1 & 2:

This week, we "pat a cake" and got the triangle to ring when the pancakes were ready. The children also got to play on the bells and egg shakers. But this time, we did something I haven't done for some time; that is to STOP! Children enjoyed this activity and it is a great activity to practice "**inhibitory control**"; the ability to stop an on-going activity. This way, we learnt discipline in a fun way!

The little helpers are also great workers as pretended to clean the whole place with the scarves. Then we had a treat to some "apples and bananas". We ate till our mouths were so full but that didn't stop us from singing... "u-pples and bu-nu-nus"! All the other vowel sounds were also explored and inserted to modify the words of the song. The children were just laughing and having fun but we were **actually learning some phonics through Music**.

Stage 3:

Some children at this stage are still trying to **hop on one foot**. The song we sang "Uncle Joe" gave the children lots of practice for that. Did you children ask you to join them in the silly song where you had to place your hands on 2 different parts of your body? That's because we extended the song "head and shoulders" to explore inserting different body parts into the lyrics. Hope you had fun! By the way, did you notice that **your child can sing so well?**

We also learned a **Spanish dance** "Mama Paquita" and danced with bells in our hands. It was another session filled with laughter, music and learning.

Stage 4:

The children are beginning their preparations for the end of the year concert. Without giving away too much of what you'd see and hear at the end of the year, it would suffice to say that **every child had learnt every song and had the opportunity to play every part of the musical arrangements**. While on stage, we can't have every child demonstrating every skill they've learnt, in class, we rotate the roles; some playing the melody, some singing, some on the bordun, and some on the bells etc. We hope to continue our preparation for the concert in the coming weeks but just to throw in something "new" each week, the children were given individual opportunities to lead the class in an action to keep the musical beat as we sang, "Ha! Ha! This-a-way". Children took turns to show the class how they would like everyone to keep the beat. For example, one would clap, another might jump, and yet another might stomp their feet. This way, **everyone gets a boost in confidence** as they see the whole class adopting their idea and singing together.



Stage 1

The children will participate in teacher lead dance and drama activities involving props and music with the theme of Magic and Superheroes.

Skills learnt this week:

Using their bodies to create shapes and poses, using Emotions and Mime, using their imaginations to become magical creatures and Superhero's in everyday life (using their sounds to advance the drama)

Activities include:

Using the parachute to create magical waves whilst listening to the soft music (recapping last week's lesson with the rhythm), danced with the ribbons as magical fairies and wizards, helping the teacher do magic tricks using the wands, teacher led superhero adventure, copy and repeat the teachers emotions and mime actions

Stage 2

Objectives:

To make students aware that eating fruit and Vegetables is good for them, making them strong and helps them grow. Revisit a number of drama techniques used throughout the term including a piece of poetry about a super hero

Skills learnt this week:

Improvisation and creativity, taking on the role of a superhero through a group improvisation, working Together, portraying facial expressions and body gestures

Activities include:

Discussion about Superhero's (including who our every day superhero's are) Also spoke about what makes superhero's strong, Teacher in Role (TIR) as Miss Muscle a new super hero who wanted 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, 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 children are up to Wk. 5 of the Yellow brick Road. This week they cross over the stepping-stones that will lead them to a Tower. Discussed who might live in a Tower, a piece of music was introduced- The Adventure by John Williams. This led the children through a number of obstacles ending up in the tower with Rapunzel who was very sad, Rapunzel (Teacher in Role) told the story of why she was upset and that she needed to find her prince and how she missed her long hair, the next activity involved the children using their senses. Pupils took turns to be the prince, they were blindfolded and had to listen and follow where Rapunzel's voice was coming from. The children then discussed how different the world would be if they couldn't see.



Last week, we started to learn how to say the names of a variety of fruit, in Chinese.

In order to learn to sing the fruit song, we reviewed the numbers song which has the same rhythm. Children could recall most of the numbers in Chinese, with a bit of help. As they did such a good job, we can move on to the fruit song.

We're also learning to use sentence structures and focused on the sentence "Where is the apple?" this week. We achieved this by playing a guessing game where a child will close his/her eyes while the other children will choose a type of fruit from the cut outs in front of them, and place it in their pockets or in hands. The child then opens his/her eyes followed by choosing a child to ask "where is the apple?". If the child is holding the apple, he/she will respond "it is here!" in Chinese. If that child does not have the apple, he/she will respond with "I don't have the apple!" in Chinese. Once they grasp the structure, in the future, children can use that sentence model to ask "where is...." for many different items.

We will also continue to read the books "Whose Nose" and "I want to Buy a Strawberry". Before we listen to the stories, we will review the body parts, including mouth, ears and nose.



This week the children hopped into their yoga time machines and were sent back over 200 million years ago to the time of the dinosaurs. On the back of cut out dino feet were a number of dinosaurs and related pictures for the children to bend, stretch, breathe and balance into such as: Pterodactyl, Stegosaurus, Tyrannosaurus Rex, Saltopus, Brachiosaurus, Sarcosuchus, volcano, large trees and a dinosaur egg. After tucking into dinosaur egg pose the children rocked and rolled to crack the egg open and transform using their imagination into baby dinosaurs that grew into huge stomping dinosaurs. During this yoga experience, I encouraged the children to challenge and extend their balance further by inviting them to have a go lifting up into Pterodactyl on one leg, stretching up and walking on their toes for Brachiosaurus and holding tree pose a little longer than normal. During this, a number of children noted they wobbled and felt they "couldn't do it." I explained that wobbling is part of learning to balance and finding their centre, it is part of the process, developing a safe learning environment for the children to persevere and take time to develop and master skills.

The Nest children enjoyed a shorter and more simple version of a few poses to encourage stability on their feet and begin a concept of different movements such as jumping. One of the children from a Stage 3 class expressed an interest in sharing a pose with the group, which inspired other children to make up their own poses for the group to copy. Capturing this spontaneity and creativity, I continued to start the Stage 3 and 4 classes this week by asking children if they had any poses they wished to share with the group. Most were eager and excited to lead the group into a pose!

Love and Peace,
Kelly



Playball

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 tummy muscles got such a workout!

Guess what Wallis brought to Playball today.....AFL balls – can you believe it!! 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 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. These AFL balls are certainly very different to the usual balls we play with at Playball. We did "throw-ins" and drop kicks 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.

We placed our AFL ball on a "flip and catch" and stepped on it....the ball "boofed" right up to the sky. We had such a good laugh! Some of the balls flew all over the place.

Such cool AFL players!

You're the best!!

