REDDAM EARLY LEARNING SCHOOL
LINDFIELD NEWSLETTER

REDDAM ELS

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Simone's Message

By Mrs Simone Cooke, Principal

STEM in Early Childhood Education.

In each of our classrooms from our Nest through to our Preschool rooms you will often hear the teachers referring to STEM. For those of you who may not be familiar with this acronym, it stands for Science, Technology, Engineering and Maths, and is an important element in Early Childhood Education today, as society increasingly moves towards technologically based industries.

We know that young children are naturally curious and enjoy active exploration. Whether they are stacking blocks, building forts or comparing the heights of their sandpits, the early learning setting provides wonderful, open ended opportunities for scientific discovery and hands-on learning inquiry and allows our children to test theories in everyday situations. In the water trough you will have seen them experimenting with floating and sinking, making water cycles in a bag, fizzing rainbows and rain clouds in a jar, concrete activities that require active participation, which above all else is FUN! Making positive associations between Maths and Science at an early age is an important step to encouraging a life long love of these subjects.

This is equally important when it comes to Engineering. Building sculptures from nuts and bolts, creating ramps and pathways, setting up preschool tinker trays and building a foaming lego volcano are just some of the exciting activities our teachers have set up this year to encourage our children to design and construct. It is wonderful watching our young children build their intricate block buildings, experimenting with creating bridges and arches, only to find them fall down repeatedly, then watch as they work together to stabilise their constructions and rejoice together when they solve their problem! So many rich engineering experience exist in the early childhood programme and as educators it is our responsibility to provide the resources, time and support to ensure that our children are thinking of solutions, testing these solutions, retesting and achieving the results they desire.

When it comes to Technology, it is too easy to assume that this requires ipads and computers, yet technology extends well beyond this into the processing of information and coding. We must remember that coding (computer programming) is a new form of literacy for our young children. It involves the process of creating step-by-step instructions that a computer understands and needs for its program to work. Introducing children to coding begins with sequencing and patterning activities, learning how to break information down into steps, learning directionality as the basis for robotics ie 'forward', 'back', 'spin' etc . It doesn't mean having to have extended period of screen time, instead it is about focusing on expanding children's processing skills, creating coding stories that teaches children about creating commands and using directional language and giving them the opportunity to develop spatial reasoning.

Stage 1

By Miss Maddison Burnley

Over the last week in the Stage 1 room, we have been looking at chickens and ducks, some birds that live on the farm. We sang songs like, 'Old Mother Duck went out one day...' that introduced the children to the sound that ducks make as well as adding in a numeracy aspect as we counted down.

We looked closely at feathers and at group time the children took turns of holding feathers and explored the texture and appearance, creating a great sensory experience for our little ones. Alongside the feathers we had soft toys and puppets, adding a visual example of the animals for the children to look at and play with.

As a creative focus some of the children chose to join in with an art experience. We painted the children's hands and they made prints on paper. When the hand prints were dry, we sat with the children to add chicken features, such as a beak and legs. The children giggled as they watched their handprints transform and some called out 'chicken', repeating the words the teachers had been using. We will extend our focus on chickens and ducks into next week as we add another element to our artwork and continue to extend the children's understanding further.

We also had lots of fun this week celebrating Rujuta's birthday! On Thursday the whole school joined us in the stage 1 class to sing 'Happy Birthday' and to blow out some candles. Our class was very excited and so we continued the celebrations into Friday as we danced and added streamers and balloons into the classroom for everyone to play with. We hope Rujuta had a wonderful birthday!

Stage 1

Stage 2

By Ms Leonie Pride

" One more Yummy dish to try please?"

To finish off our Food Festival this week the teachers ventured out over the weekend together on a Food Safari to Cabrammatta lead by Tracey showing us all the fabulous food markets and great restaurants to enjoy delicious Vietnamese food. We had a tip from Emmelines mum to try the

"Chao Tom" which we did and it was yummy. We had a lovely day discovering Cabramatta and a very big thank you to Tracey and her family for inviting us into their home for an afternoon tea to finish off our Food Safari it was amazing.

Festival of Sport

We commenced week 7 with the celebration of a Sports Festival looking at such festivals as the 'Olympics' we created our very own Athletics Carnival to celebrate.

Running races, Skipping, Jumping Races, catching the ball and Balancing on the balance beam were all part of the festivities. It was fun to see them race with each other teaching them it's not about winning but it about giving things ago.

Over the course of the week we also talked with the children about all different sports that you might find at the Olympics some of which they knew. We were also able to show them video footage of some races of the olympics and they saw medals being given. Which gave us the idea for all the children to make their own medals for their great acheivements.

Through our own classroom music this week we made drums out of our wooden logs. The children collected sticks to use as drum sticks and away we went drumming and singing songs. It was so much fun.

Thanks for a great week we look forward to stating to celebrate the festive season with the children next week.

Leonie, Jess, Tracey, Fern and Lucia

Stage 2

Stage 2/3

By Ms Joselyn Bruzzano

Provocation: "Around the World"

Our class travelled to Spain this week, we noticed that it boarders France on our map of the world and that it forms part of the European union. During our group time discussion, we investigated some of the musical instruments widely used in traditional Spanish music. These included castanets, held in the hand, they are clicked together to produce sound, and maracas, an instrument used as a percussion tool. Maracas were typically filled with beans, rice or seeds and where shaken to produce sound. From this the children were inspired to create their own maracas. Using plastic cups and small plastic bowls stapled together the children filled their containers with a range of colourful beans, seeds and rice.

Spain is famous for growing a variety of oranges and the region that produces the most oranges in Spain is Valencia. We took a closer look at Valencia oranges, some of the children using their handy cutting skills to cut, smell and taste the juicy oranges. After this the children helped to make juice with the oranges, taking turns to place the cut oranges into the juicer, the Teacher then turned the juicer on and the children covered their ears as the noisy juicer turned the oranges into juice. We added carrots to the juice for a healthy touch. Then it was time to taste our freshly made juice, we noticed that it was very frothy! Our juice making experience also opened a discussion about nutrition. We talked about food and drink that our bodies regularly need for growth, which includes lots of water, as well as a variety of fruit and vegetables as part of a healthy balanced diet.

Vanessa, Scarlett's mother visited the class for group time Spanish lessons. Scarlett studies Spanish and is inspired by the language and culture. Vanessa created some resources to share with the class which helped to translate English to Spanish. Using her hand made flash cards and a board, we learned the terms for house, "casa," in Spanish and how to say the names of family members. Scarlet and Vanessa showed the class the members of their family in Spanish. Some of the children then took turns using the Spanish flash cards. We also learned how to say different body parts in Spanish and learned colours as well. It was wonderful to see the children so engaged and excited about the Spanish language.

I wish to thank Vanessa for offering her time so eagerly and contributing in such a meaningful way to our Provocation.

Stage 2/3: Cutting Oranges for Juice

Stage 2/3: Making Maracas & Castanets

Stage 2/3: Making Orange Juice

Stage 2/3: Visit from Vanessa

Stage 2/3: Making Models of Bulls

Stage 3 & 4

By Ms Pauline Nitzsche

This week we continued to watch how our crabs move in and out of the water. Spongebob and Crabby moved sideways across the sand and dug holes in the sand in which to lay in. The children had turns to walk like crabs around the classroom as we said our hermit crab poem. Using a hand glove as the body of the hermit crab, the children attached the shell they had painted to it. The children created stories using the hermit crab puppets.

Isabel brought her mermaid story for us to read in group time. We placed a few mermaid story books on the drawing table and the children were encouraged to draw a mermaid. They mermaid books showed a wide variety of different looking mermaids giving the children opportunities to create their own mermaids.

Creating a shop dramatic play area in the classroom has helped develop an interest in money. Placing coins at the drawing table gave the children the opportunity to rub over the coins with paper and crayons, giving them a copy of a real coin. The children then cut the circular coins and put them in their purses and handbags to use when they went "shopping". Some children decided to make themselves some "big money" and made dollar notes to use.

As part of our school readiness program, our Stage 4 children have started bringing an empty lunch box to school. We made sandwiches for them to eat at lunch time with their normal gourmet food lunch. This helps the children to further develop their self help skills preparing them for kindy.

Many of the children have been having their photos taken with Santa at the weekends, and are starting to get very excited for our festive season. We will start Christmas craft with them next week.

We look forward to seeing many of you at our Year End Celebration Picnic on 4 December.

Stage 3 & 4

Music

By Mr Justin Sze

Stage 1 & 2:

Our children went to Old Macdonald's farm this week. To get there, they had to "walk round the mountain". Using our imagination, we stomped around like a bear in the mountain, ran away from the bear, tip-toed etc. The movements were either loud or soft (which was the musical focus of the lesson). For "focused listening" (the special skill children acquired which is different from the general "hearing" ability), we listened to the bleating of a little lamb. We explored the dynamics of the sound. Was it loud or soft? Then we sang Mary had a Little Lamb. As you can tell by now, all the activities were specially designed to incorporate the concept of loud (forte) and soft (piano). Not so that children could do the musical theory AMEB at 3 years old, but rather that they experience the effects of sounds and music which have differing dynamics.

Stage 3:

This week, children sang the New Zealand song, "E-po-i-tai-tai" and readily suggested creative actions to go with the words "tuki tuki". They also heard the Korean song, Arirang played on the Tenor recorder (an even bigger recorder). Then, they learned the French song, "Meunier, Tudos" and this time, played on the xylophones and glockenspiels. They have to play the accompaniment slow for the first section and fast for the second section. The distinct AB Form of the music helps children to understand sequence, organising time, patterns, and is helpful for developing the mathematical mind.

Stage 4:

Children in Stage 4 were busy preparing for the end-of-the-year concert. Without spoiling the surprise too much, it suffices to say that every group will be performing a different song; attesting to the variety and achievement of these little musicians! It is also important to note that every child has learned every song you would hear in the concert and also had equal opportunity to play every instrument on stage. In our music lessons, everyone learns every part. Of course, in a performance, every child would be assigned a different role. This way, we won't have to hear each song 20 times!

Drama

By Ms Laura Hudson

The Nest/Fledglings

The children will participate in a teacher lead adventure using props and music involving dinosaurs, animals and a safari hunt

Activities include:

- Used pom poms to walk like a dinosaur
  Went on an African safari
- Listening to sounds of African animals
  Creating their own sound to go with an action
- Teacher led improvisation

Stage 2

The children will use their imaginations to go through the magical wardrobe, discovering a fantasy world behind it. They will each take on the role of being a fantasy character and develop a whole group improvisation.

Activities include:

- The children went on an adventure with the witch. They travel on their broom sticks to the first destination to get home "Rise rise, right up high, just as high as a butterfly". The aim is to get something from each place they visit so they can go back home. A pearl from the sea; Breath of a dragon; hair of a unicorn, sugar drop from the fairy and a golden egg from the giant.

Stage 3 & 4 The Magical Wizard

- The children moved around the room pretending they had different shoes on e.g. running shoes, bouncing shoes, etc. etc.
- Continued telling the story that developed the drama, allowing the children to use facial expressions, mime body gestures and Freeze when instructed.

Mandarin

By Ms Sherry Zhu

This week, we continued to discuss the story of Mulan and we talked about he Great Wall of China and its function as well the ladies clothes, behavior and houses in ancient time.

This week, we will continue to learn the words for fruit. We have learnt how to say apple, mandarin, and banana in Chinese. Meanwhile, we have learnt how to say where is the apple in Chinese. This week, we will learn how to say watermelon, grapes and pear in Chinese.

Afterwards, we will learn a new sentence, "are you grape?" followed by playing the guessing game. Last time, when we play the game, kids were so happy to guess and count in Chinese. We will again play this game to learn a new structure and review numbers.

Yoga

By Ms Kelly Nance

Heading from dinosaurs and volcanos the past few yoga sessions, the Reddam children headed off for the ocean to explore sea creature poses.

After a warm-up, blue material was placed down with cut out fish spread out on top, each with a different sea creature pose on the back.

The children used a mini handmade fishing rod with a magnet on the end to catch a fish and a pose by connecting it with the metallic clip attached to the tail of the fish.

While we have been focusing the last yoga classes on balance, the children during sea creature exploration have been encouraged to notice their bodies "talking" to them by noticing how their muscles feel in a number of holding strength poses, feeling the muscles work meaning we are engaging them to grow stronger as well as carefully noticing when each of our bodies ask us to stop in a stretch to create length over time rather than forces the muscles.

During this, we continue discussions that everyone's body is different, that we are in control of our own body and we cannot compare our length of stretch to someone else's, we need to do what is safe for our own body by tuning in to what it is telling us.

Love and Peace,

Kelly

Playball

We started our lesson today playing the Playball version of "dodge-ball". We all ran around the court and Wallis tried to catch us with a beanbag. If Wallis catches us, we know that we don't get cross or upset – it's only a game!

We concentrated on tennis – we love tennis and were so excited to see that Wallis brought tennis bats with her to Playball today.

We ran around the court balancing a beanbag on our bat – always remembering to keep the bat nice and flat so that the beanbag doesn't keep falling off.

We flicked our beanbag high up to the sky with our bat. You should see how high some of us were boofing the beanbag.

Wallis gave us each a ball and we "boofed" (our very own Playball word) the ball away with the bat. We also did little "boofs" with our bat, and when Wallis blew her whistle, we "trapped" (stopped) the ball with our bat. Wallis went faster and faster and faster so we really had to listen carefully.

We had an opportunity to hit our ball off a ball holder and Wallis even let us try and bounce the ball with our bat – always remembering to wait for the ball to "pop up".

We crossed the "Playball river" on "lilypads" (beanbags) and cheered so nicely for our fellow teammates.

Such a fun lesson champs!

Wallis J