



**REDDAM**  
ELS

24TH FEBRUARY 2017

# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

## Debbie's Message

By Debbie Zerbst, Principal

**"Our potential stretches as far as our imaginations – but only if we are given the opportunity to take it there."**

(Malaguzzi, 1993)

The learning possibilities of our children are honoured at Reddam Early Learning School.

Look around the piazza space - it is designed to encourage and foster choices, autonomy, curiosity, problem solving and exploration in the process of learning. I think of the piazza as a walk-through zone and it is an intentional space containing materials and tools to pursue creative thinking and provoke curiosity. What is done with these rich and varied materials is open-ended and left to the children to discover and explore it for themselves.

In the view of Reddam educators, the children's use of mixed materials and media is not a separate part of the curriculum but an integral part of the whole cognitive symbolic expression process of learning.

Our children will find a lesson in everything they can see, touch and explore. That is why we have created this piazza space so that when our children arrive at school they will walk past this inviting wall of wonder and usually stop and see what is on show. Their curiosity is often shared with their mums, dads and siblings, too. Throughout the day, children return here to continue their investigations. They love it.

This week, the wonder wall has changed slightly. We still have the spinning tops and magic mushrooms available for those children who still want to play with them but we have also included new materials. They are a collection of beautiful liquid timers.

Why, you may ask, do we have liquid timers in the piazza? Here are some pedagogic reasons: Firstly, these liquid timers are excellent for exploratory play. They are an open ended resource that encourages inquiry based learning.

# Debbie's Message Continued

By Debbie Zerbst

The actual running time of each of the liquid timers depends on the temperature of the oil, so the time varies and can be between 40 – 100 seconds. These timers are a calming resource for children as they watch the coloured bubbles float down and are suitable for children from the age of 2 years.

Play is an important part of early childhood. Exploratory play and inquiry based learning encourages children to learn, develop and grow whilst they have fun. Children are encouraged to explore, investigate and develop ideas and hypothesis. They can test their ideas, and find new ways of building, creating, drawing, thinking etc.

The use of open ended resources promote exploratory and investigative play as well as inquiry based learning. Creativity and imagination is developed through new ways of thinking.

Perseverance is developed as children keep exploring and investigating their surroundings. Children will become more confident and develop a stronger sense of identity through play. Play encourages children to learn, develop and grow whilst they have FUN FUN FUN!

Hewitt, Valarie (2001). "Examining the Reggio Emilia Approach to Early Childhood Education". Early Childhood Education Journal. 29 (2): 95-10.



## Reddam Multiforms

Carla is doing a beautiful job of modelling our Reddam multiform! Wearing the multiform offers inclusion and encourages a sense of belonging. Thank you to those Stage 3 & 4 families who have already purchased one for their son or daughter, and to the Stage 1 and 2 families who have already purchased a bucket hat and Reddam bag for their child.

Whenever the uniform deliveries are received, the children eagerly await to see if theirs has arrived, so please contact the Uniform Shop via email or phone to order yours.

**Email:** [uniformshop@reddamhouse.com.au](mailto:uniformshop@reddamhouse.com.au). **Phone** 02 9300 8200.



# Stage 1

By Lauren & Rujuta

Welcome back to another week in the Nest and Fledglings!

This week we are exploring 'fruit and vegetables', linked to our provocation "what's in the garden?". It is essential that children understand why it is so important to eat both fruit and vegetables daily as they taste great and are jam packed full of vitamins, minerals and dietary fibre. We as educators implement this in our daily routine by serving a variety of different fruit and vegetables at morning tea and afternoon tea, we encourage our babies to eat fruit first, and most of our babies love it ! (EYLF outcome 3.2 children take increasing responsibility for their own health and physical wellbeing.)

Lauren brought in some books displaying different fruits and vegetables for the children to observe. On Wednesday the children were extremely excited to make banana pops, a fun and different way to encourage children to eat this delicious power food. They helped skewer the fruit onto paddle pop sticks and then dip it in yoghurt, and then into some 100s and 1000s. Not only were the banana pops visually pleasing, they were delicious as well. Our children were pleased with what they had done and it tasted even better knowing they had made it themselves. Every day this week the children participated in fruit and vegetable printing .The children enjoyed stamping the paper with different shaped fruit and vegetables and seeing the different patterns they created. They were very engaged with this experience.

We appreciate the support you parents give your children and thank you because you encourage your children to eat healthy, as we do at Reddam

We welcome two new friends into the nest this week, Charlotte and Hayley. We hope you enjoy it here and both learn and grow as you settle into our Reddam family. Have a wonderful weekend everybody,





# Stage 1: Exploring Fruit and Vegetables





# Stage 1: Vegetable Painting



## Stage 2

By Leonie & Tracey

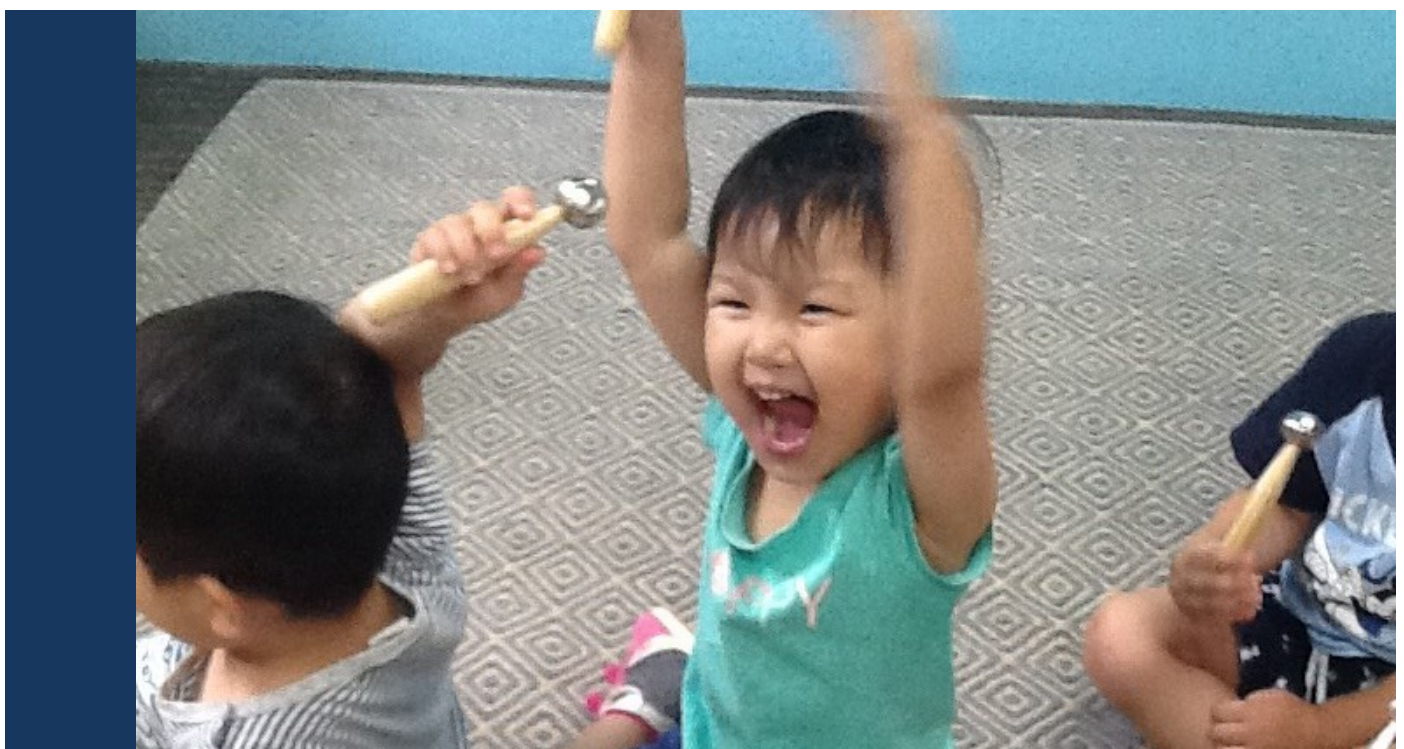
This week we welcome another new friend Arlo to stage 2. We are so happy to have you join us and we look forward to learning more about you as the term goes on. A big warm welcome also to his family we look forward to having you part of our Reddam Community.

'Music makes us happy' as we continue to explore our provocation this week we introduced a beautiful singing bowl to our instruments. Singing bowls are a type of bell specifically classified as a standing bell. The Tibetan singing bowls entrain the brain to move into the brain wave frequencies that induce deep meditative and peaceful states, clarity of mind and intuition. I'm not sure if we have mastered it just yet for its true purposes but the children have all had a great time exploring it and listening to its vibrating sound. Throughout this week we too introduced Mozart which we have been listening to throughout our day. The phrase "the Mozart effect" refers to a set of research results indicating that listening to Mozart's music may induce a short-term improvement on the performance of certain kinds of mental tasks known as "spatial-temporal reasoning". There is no proven evidence of this but what we find in our classroom is that the environment is more relaxed and calmer, the children are more focused being able to concentrate at table activities for generally a longer period of time and they are being more engaged. For now we are going to keep Mozart playing in our class.

The children were busy this week in our garden collecting gum nuts and sticks to place in paper cup to make shakers. They were involved in this activity continuing to use them at music group time to dance and shake. Some children decided they wanted to also decorate them with paint.

Yoga - We have welcomed our extra activity of Yoga on a Wednesday with our beautiful yoga teacher Kelly. It's so lovely to watch the children all on their yoga mats practising the yoga routine. Kelly makes the class such a magical experience all the children have warmed to her instantly.

Lastly, We would just like to say how impressed we all are of your little ones for settling into the term so beautifully. We always have days where they feel a little upset or miss mum and dad but overall they are engaged in our routines and having a great time while doing it. They all have such unique personalities and we look forward to growing with them throughout the year.





## Stage 2

### Gross Motor Play





## Stage 2

### Music and Mozart





# Stage 3

By Rochelle

What a wonderful week we've had with Stage 3! As we continue to look at our provocation, "Who am I", we continue to discover that our bodies have so many different elements to them. We are absolutely loving diving into and unwrapping all of these different areas.

Our week started off continuing to look at our eyes and all that they enable us to do. The children participated in an experience where they engaged in a messy paint experience with their eyes closed. Each of the children applied paint all over paper with their eyes closed. They absolutely loved this and even more so when they opened their eyes and could see what they had created. Throughout the task, the children were encouraged to use their touch sense to find the paint on the page before spreading it vigorously. Due to the sensory concept of this task, and the children's love for this, we decided to carry into learning about our five senses.

The outside world shapes children's development through experiences that they have, which include using their five senses—hearing, sight, smell, taste, and touch. Drawing a child's attention to their five senses and discussing them increases understanding of and communication about the world around them. As we have begun exploring each of these senses, the children have been fascinated to learn about why they taste different things, hear different noises and touch different textures.

Along with engaging in our pasta sensory activities and allowing children to create play in this space, the children have also been apart of a popcorn tasting experience. As the children have tasted popcorn, they have used each of their five senses. We have discussed its smell, taste, the sound it makes when we consume it, how it feels along with what it looks like. Not only this, but the children have also been apart of a taste testing activity where each of the children have tasted the difference between salty and sugary water. Although some of the children found it hard to exactly pin-point the flavours, they did become creative and suggested that each of these tests tasted like watermelon, mango, chocolate and chocolate minties. The children have certainly enjoyed these experiences!

We have also had lots of fun making slimy glitter goop and even at attempting to make our own bouncy balls. Each of the children have played their part in these experiences and we have loved seeing their creative little minds come to life in many ways. Heading into next week, we will continue to focus on discovering our five senses along with seeing where the children's interests take us.





## Stage 3: Sensory Play





## Stage 3: Sensory Play





## Stage 3: Sensory Play





# Stage 4

By Pauline

## Patterns are all around us

Pattern is about seeing connections and making links. When children understand what makes a pattern, how to copy patterns and how to make their own, this not only enhances their understanding of maths in other areas, but also their experiences of art, music and physical development. Through understanding patterns, children learn to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills.

This week the children have been noticing different patterns around their school - the carpet has stripes on it, the chairs have a pattern on them, patterns on their clothing, markings on stones and logs. We have been using stones, sticks, buttons and shells when experimenting, making different patterns.

## What does it feel like?

Research shows that sensory play builds nerve connection in the brain's pathways, which lead to the child's ability to complete more complex learning tasks. Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction. This type of play aids in the developing and enhancing memory and is also great for calming and anxious or frustrated child. Sensory play helps children learn sensory attributes such as hot, cold, sticky and dry.

In the garden we added a different sensory item to each bucket. The children helped collect the various items to put into the buckets - sand, leaves, stones, water, foam. Using their barefeet, the children stepped from one bucket to the other, each time feeling the different textures with their feet.

In the classroom, the children experimented with the Red bush tea leaves.

## How can we make a face?

Baking is always fun for children. There are so many skills involved as they spread the icing on the biscuit, and choose which lollies they want to put on their biscuit to create their face. Christian has a great sense of humour, and said that his biscuit had a sad face as it didn't want to be eaten!





## Stage 4: Patterns





## Stage 4: Patterns and Shapes





## Stage 4: Patterns and Shapes





## Stage 4: Making Faces!





Over the past two weeks the children have been engaging in the introduction to yoga through songs, dance, puppets and experiences that draw attention to breath.

After opening with a hello song, all groups were encouraged to become aware of their breath by taking a deep inhale through the nose and exhaling in the same way one would blow out a candle or create bubbles out of the mouth to make a colourful scarf dance. Some of the Stage 3 and 4 children extended upon this by letting go of the scarf and catching again as it flew through the air. For Stage 1 and 2 this was deeply demonstrated by myself and teachers with some children observing the technique and others having a keen go. Each child was able to practice this breath again at the end of the yoga session by blowing out a magical candle.

A number of classic songs familiar to the were changed to incorporate yoga moves. A bag of animal puppets for yoga pose inspiration, delighted the children for "Old Mac Yogi had Zoo..." For Stage 1 and 2 we moved through 2-3 animal poses while Stage 3 and 4, expressed 4-5.

Another song adapted to yoga was Twinkle Twinkle Little Star. It might be one you would like to try at home with your child. For Stage 1, sitting with your child and holding their hands to do the action together is a lovely way to both facilitate movement in their body and a connection between you.

## To the tune of Twinkle Twinkle Little Star

Yoga yoga reach up high (*sweep hands and arms up above head*),  
Make your fingers touch the sky (*twinkle fingers*),  
Reach down low and tickle your toes (*sweep hands and arms down*),  
Stand/Sit up tall it's mountain pose (*stand up tall with hands and arms by sides*),  
Yoga yoga reach up high (*sweep hands and arms up above head*),  
Let out a calming sigh (*bring hands together at your heart and sigh*).



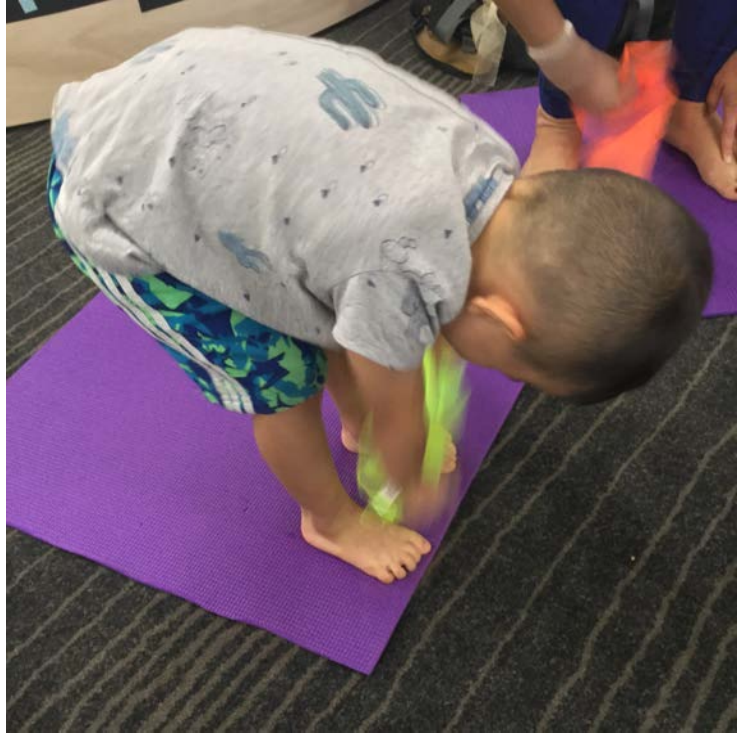


# Yoga





# Yoga





# Mandarin

Last week, I told the story of "I Went Walking", in Chinese. Most students have listened to this story, so it is easy for them to understand the contents even when I tell the story in Chinese. The children enjoyed the story and excitedly guessed which animal would appear on the next page.

The process of accessing a familiar story in a second/foreign language is a good way to acquire a second/foreign language unconsciously. I re-read the book and this time, the children were encouraged to repeat the names of each of the animals in Mandarin. We re-visited the names of the animals a few times to assist in cementing the language.

Last week, we started to learn the song "Two Tigers". We continued with our singing this week. Most children students grasped the rhythm and could incorporate hand gestures to the simple rhythm. Next week we'll continue to practice our new song.

This week we focused on learning the words for 'mother' and 'father' in Mandarin, which are quite similar to English. Next week, we will add in the word 'colour' and continue to practice our pronunciation of 'mother' and 'father'.

