

A photograph showing children's hands painting balloons. One child is painting a yellow balloon with green paint. There are other balloons in red and green bowls nearby.

# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

3RD MARCH 2017

## Debbie's Message

By Debbie Zerbst, Principal

### **Why tears are not such a bad thing when we say goodbye at preschool.**

It's not uncommon for there to be tears and/or feelings of anxiety from parents and children after they have said goodbye to their loved ones for the first time (or sometimes many times thereafter). It is totally appropriate and 100 % OK to feel sad because you love each other and it is really hard to be away from people you love.

As a parent it is not uncommon to make the role of 'parenting' our most important job and, as such, dedicate a large percentage of our life and everyday purpose to this role. The feelings of helplessness can slip in as we give care over to some new people, people we don't know that well. Thoughts start slipping in such as:

"No one can care for my child as well as I can."

"What if my child gets hurt – I won't be there to look after them."

"My child has rarely been without me – what if they miss me?"

The reality is our concerns are not solely for our child but also for ourselves. What we could really be feeling is:

"I am going to miss my child - will I cope?"

Remember our key role as a parent and a teacher is never to keep our children small; rather to know that in the very near future they are going to become an adult. Our role is to always support our little person to become the most independent, responsible and connected being they are capable of becoming. Children learn to trust and connect with others because they form strong attachments to their parents first. This is why we expect children to cry a little when they say goodbye.

In a very short time, teachers and children begin to form trusting relationship with each other. Learning to say goodbye to parents is how children learn their first lesson in developing resilience and inner strength. It is something to embrace. But little life lessons can be hard at first. The best gift we can give to our children is to become independent and secure and loved human beings.

## Staff Developments

As we grow in numbers we will add more staff to our family. We are delighted to inform you that we have employed Jessica Whitbourn to work in Stage 2 on Monday and Tuesday. She will be team teaching with Leonie who works Wednesday to Fridays. Jessica is an Early Childhood Teacher with many years of experience in early child hood and we are lucky and delighted to have her on board. WELCOME JESS!

## Farewell to Rochelle

Our lovely Rochelle has decided to move in a new direction in her life and will be leaving us on the 14 March 2017. She has made a significant impact on developing our school so far and we are sad to see her go. We would like to thank Rochelle for her hard work and contributions. It is greatly appreciated .

We wish her all the love and luck for her new endeavours.

## Welcome to Joselyn

Joselyn Bruzzano will be the new room leader and teacher in stage 2

In the coming weeks Joselyn will write a short introductory story for our newsletter so that we get to know her and learn about her passions in education . She will be joining us towards the end of March.



# Stage 1

By Lauren & Rujuta & Maria

Welcome back to another week!

We would like to welcome Nathan to our class who started this week, We look so forward to watching him grow and form friendships with his new peers and our wonderful staff.

We have had many musical experiences this week. Children of all ages express themselves through music. Playing music for infants proves that, even at an early age, children sway, bounce, or move their hands in response to music they hear. The babies in the Nest absolutely love group music time, they enjoy shaking, banging and tapping their instruments to the rhythm of the music. Music ignites all areas of child development and skills for school readiness: intellectual, social and emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words.

This week we continued to explore "What's in the Garden?"

Insects come in all shapes and sizes and at group time we observed just a few images of some insects we may find in our garden at school or at home. Some of the children still enjoyed observing a grasshopper that we found in the nest a week ago.

If you find any interesting insects at your home, feel free to bring them in a contained box for our children to look at! We hope you have a great weekend and look forward to seeing you next week,

From Lauren, Rujuta and Maria





# Stage 1

## Music to our Ears!





# Stage 2

By Leonie & Tracy

As we continue to look at our Provocation "Music Makes us Happy" we learn that music ignites all areas of child development: intellectual, social and emotional, motor, language and overall literacy. It also helps the body and the mind work together.

As we expose the children to music we are helping them develop the ability to learn the sounds and meaning of words. This week we added picture cards to our songs so the children could make a connection with the two. They were using such beautiful language as they called out what was on the cards and also as they sang. We are all enjoy singing just to be singing.

We too love to dance and that is just what we have been doing lots of. Dancing to music helps the children to build motor skills while allowing them to practice self- expression. The wonderful thing is that they are not self-conscious about their ability and most are eager to join in and move their bodies.

This week we introduced bells to our instruments. Creating curiosity among the children. We also listened to the audio of lovely meditation bells a beautiful deep tone. If we have any families that would like to share any of their own musical ability we would love to welcome you into our class. We have a dad that plays in a Rock and Roll band who is going to come in and play for us.

Stage 2 keeps on getting bigger this week we welcome Yi to our class — it's lovely to have you with us and we look forward to learning more about you as the term continues.

Thanks for a great week, enjoy your weekend.

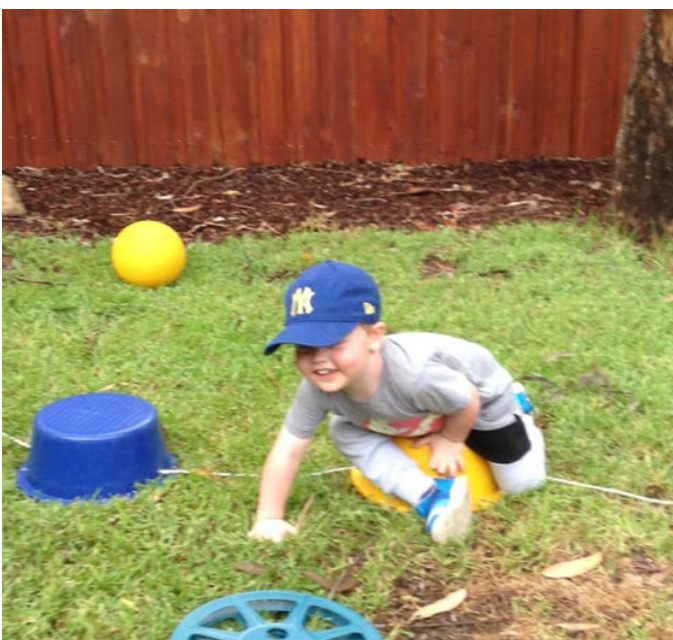
Leonie and Tracy





## Stage 2

### Gross Motor Play





## Stage 2

### Creative & Dramatic Play



# Stage 3

By Rochelle

Welcome back to another week with Stage 3! Our weeks are flying by and we can't believe that we are already halfway through Term 1.

We've had another great week with the children as we have continued to explore each of our senses through a range of different hands on experiences. This is continuing to enable the children to develop an understanding of why and how their bodies work in exciting, interactive ways. Interacting and engaging with the outside world shapes children's development through experiences that they have, which include using their five senses. These are —hearing, sight, smell, taste, and touch.

As we have continued to draw the children's attention to their five senses and discussed with them each of their characteristics, they are increasing their understanding of a the world around us. It is through these activities that helps the children determine whether they enjoy an experience or not. This week, we have questioned the children about how the activities they have played with stimulate their senses. We asked them to think about which sense hey used for each experience .

At the beginning of the week, we engaged in an activity that highlighted our touch and sight senses.

## **Touch and sight**

During a group experience, each of the children felt a variety of different materials and we discussed what they felt like and why. Bumpy, lumpy, hard, soft, rough and smooth were just a few adjectives they used to describe each material the children expressed. This week, the children have also participated in a group activity where they stood in a tray of paint and squishing the paint between their toes, they walked along some butchers paper. This messy activity not only allowed the children to explore the sensation of paint on their feet, but also enjoy getting down and dirty!

We also encouraged the children to describe what they each looked like and interestingly, many of the children described the materials colours and copied one another throughout the process. Following through with this response, the children participated in a coloured rice activity where they took part in decorating rice with colour. Once dry, the children then explored this activity and took part in imaginative play by adding a number of different resources.

## **Smell and taste**

Each of the children have also had the opportunity to smell a selection of different spices and taste them. As we explored the smells and tastes of turmeric, ginger, cinnamon and Italian herbs, the children have broadened their knowledge on the differences between each of these spices. Some of the children commented on the smells, indicating "yuck", where others expressed that they smelt like "chocolate" and "watermelon". As the children tasted each of these spices in small increments, we discussed each of their flavours and whether we liked them or not. Much to our surprise, many of the children stated that they loved them and wanted to taste more and more.

## **Where to next?**

We will continue to focus on a number of hands on experiences tying in with our 5 senses theme. We might even make some pizza for lunch one day as the children have expressed interest in this.

Look forward to seeing all that next week will hold.



## Stage 3 Creative Experiences





## Stage 3 Sensory Experiments





## What Can You Make?

When the children were given a piece of clay, they were instinctively motivated to explore it'/ inviting soft and responsive sensory qualities. They poked it, squeezed it and hit it. The children noticed the clay changing each time they manipulated it. It was magical!

Clay stimulates a child's curiosity. It gives them the opportunity to be creative and learn about texture, shape and form whilst having lots of fun! Adding stones, leaves, seeds, bark and shells to the clay table allowed the children to experiment and compare the different prints the natural objects created.

## What Do I Look Like?

Children love looking at photos of themselves! Seeing photos of themselves and their families around their classroom gives them a sense of ownership of their classroom. It helps create a space where they feel safe, secure and supported. Please remember to bring a family photo for our classroom. This week the children have been looking at a photo of their face and drawing it. They have been encouraged to add extra detail to their pictures , adding facial features such as eye brows, eye lashes, a pupil in their eye etc.

Alison and Christian especially enjoyed using the magnetic faces to create funny faces. This is a great non threatening activity as the children are easily able to change what the faces look like by moving the magnets.



## Stage 4 Creative Expression





## Stage 4 Creative Expression



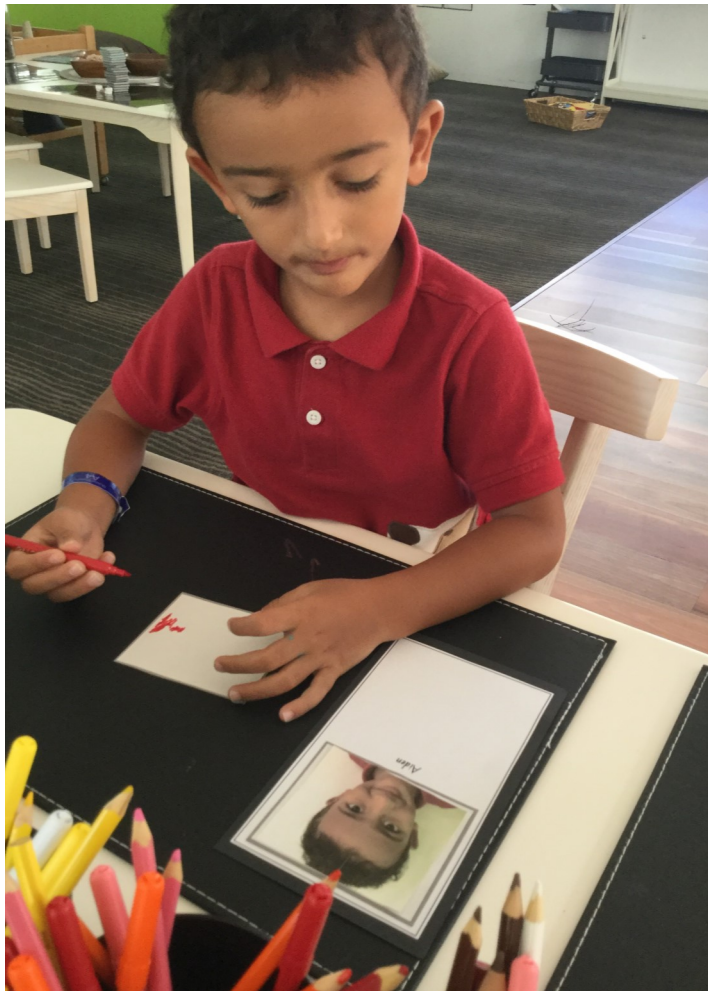


## Stage 4 Balloon Painting





## Stage 4 Facial Expression





## Stage 4

### Beanie Boo Land





## Stage 4

### Creative & Dramatic Play





## Stage 1 & 2:

Our little ones had their names mentioned in a **Calypso** song as they bounced, clapped, swished, twisted, patted, stomped etc. As they imitate the actions, they were not only exercising, but were **keeping the beat** in a creative way and picking up **new vocabulary** to describe the various actions.

The other focus of the lesson was the concept of "high" and "low". For this we played with the **bells** and they jingled them high and low as indicated by the lyrics of the song(s).

We also tapped the beat to the famous rhyme, "Twinkle, Twinkle"... did you notice the concept of "up" there?

The children in Stage 2 are **learning to control their fingers independently** as they recite a finger play activity. Their thumbs, pointers, tall-man were the fingers we practiced this week. This **fine-motor skills** are foundational to **instrumental playing** in the future.

Children were also encouraged to **sing with a proper singing voice**. Because the vocal chords of children are still developing, we do not expect them to sing with a big operatic voice. Their high-pitched, light (and often quiet sounding) voice is the right quality voice we are listening out for at this stage. We learned that this singing voice is very different from the speaking voice or the shouting voice!

## Stage 3:

Stage 3 children went to the musical farm and listened to the rooster crowing. They imitated the sound (which instinctively brought out the **"head voice"**). Then they played with the scarves with matching actions for the different sections of **a Jewish childhood song**, "Koo-ku, ri-ku". After that, we learned a rhyme about a mother hen where they had to use their Mathematics skills. We always love such "number songs" in our lessons!

Next, we listened to a recording of a donkey. Once again, the **focused listening** activity helps children to listen attentively and interpret what they are hearing. We then went on a tractor around the farm and saw goats and donkeys and even kangaroos! We had so much fun and learned so much!

## Stage 4:

Stage 4 children focused on **keeping the beat**. To do this, we used the rhythm sticks and had lots of creative ways to play them. Next, we kept the beat with "Jonny worked with one hammer". In this **counting song**, children had lots of fun matching their physical action of hammering with the number of hammers Jonny used. Using what we learnt about the beat, as well as how **music is everywhere**, we focused on music in the kitchen and created our own **Kitchen Concerto**. Children selected items from a choice of kitchen utensils and hit, scrapped, stirred in order to produce a rhythmic pattern of their own. When everyone played at the same time, musicians say, "tutti". Each of them also had a chance to play their special pattern as a "solo". Thus we composed our very own Kitchen Concerto!



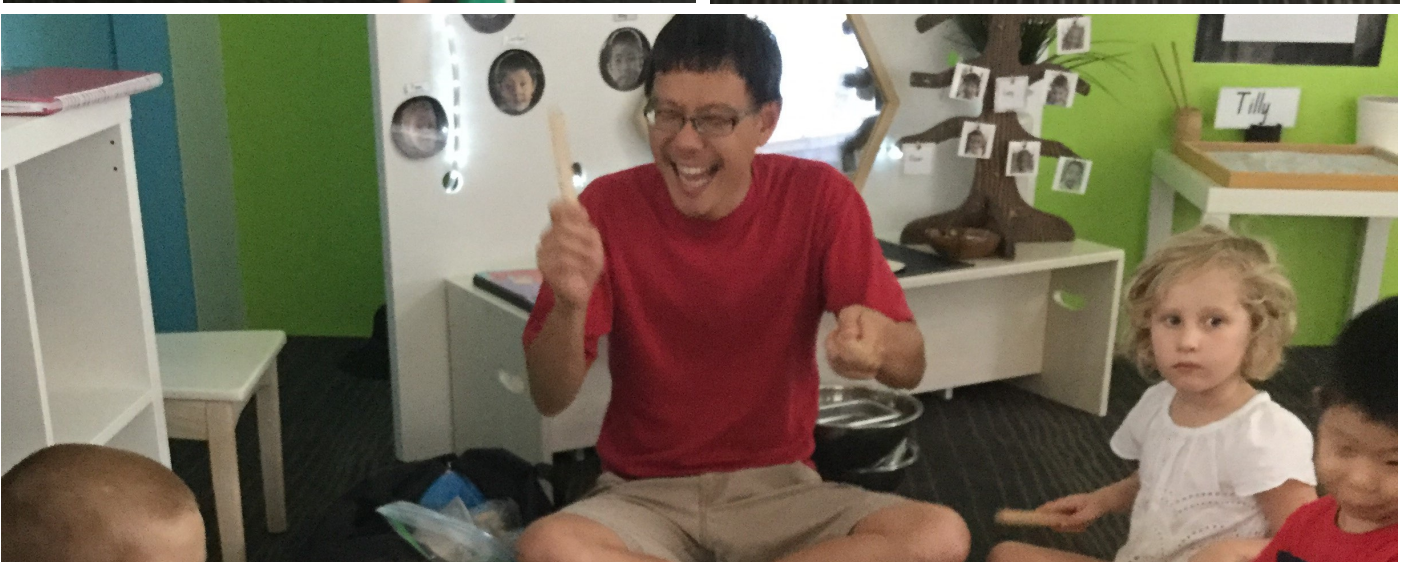


# Music





# Music





# Mandarin

A language is a part of a particular culture. The structures, grammar and the ways of expression of a language reflect the unique characteristics of related culture. Therefore, if students attend Mandarin class, the lessons should be an effective platform for students to access Chinese culture.

Based on that, it is good to show some certain aspects of Chinese culture which children can understand in Mandarin lessons. So next lesson, I would like to introduce chopsticks to students. After brief introduction, some students have opportunities to pick up small plastic ball with chopsticks. Practice using chopsticks is fun for kids to be involved in. Meanwhile, it is also good for them to improve the skills how to control their finger muscles.

The past two weeks, I told the story of "I Went Walking". The story mentioned several animals, so they enjoyed the story. This week, I would like to tell a story of "Fearless With Dad" for 3 and 4 year old children. It is also good for them to review the words "baba" (dad) and "hongse" (red). As for 2 year old children, I chose "Hop, Hop, Jump" for them. When I am telling the story, students can copy the actions mentioned in the story.





# Mandarin





# Dance

## Introducing our Dance Teacher – Tess Spiedel- Connolly

Tess is an experienced Dance teacher who specializes in teaching jazz and classical ballet to young children. Tess was a past member of the Australian Ballet School based in Melbourne, Victoria and currently works at several dance studios around Sydney teaching dance to children aged 3 – 5 years. Tess is working across all stages of our school, with our preschoolers but also with our toddlers, exposing them to the elements of dance, developing their skills of movement and rhythm and building their imagination and creative movement skills

Fostering a love of dance in young children –

- Promotes self-confidence and self esteem
- Provides an outlet for self expression.
- Builds Imagination
- Assists physical development such as co-ordination, strength and endurance.
- Fosters social encounter, interaction and cooperation.

It is delightful watching our little ones fully engaged in their creative dance, using different props such as ribbons, scarves and wands to dramatise different styles of music. At each of the stages the children absorb the music and rhythms with a focus on their own individual stages and capabilities.

