



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

31ST MARCH 2017

Debbie's Message

By Debbie Zerbst, Principal

Dear Families,

Please join me in welcoming our new teacher Joselyn to our Reddam family.

She will be is the room leader for the Stage 2/3 class. We are very excited for Joselyn to become part of our team .

What's in a name?

The power of a name and its value has long been immortalized in prose, poetry, and religious ceremony. A name can inspire our actions.

Everyone recognizes himself or herself by name. From birth, children develop a sense of who they are. Relationships with family members, other adults and children, friends and members of their community play a key role in building their identities. Children's sense of who they are is shaped by their understanding of who they are as well as their understanding of their family and others.

Belonging is about having a secure relationship with or a connection with a particular group of people. When children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties. This creates an important foundation for their learning and development.

It is for these reasons that we have decided to introduce room names for our different stages. (The Nest , Stages 1, 2, 3 and 4). We could have chosen so many names but we really wanted to use meaningful strong, significant and inspiring ones because our children will be learning the significance of these names.

Debbie's Message Continued

By Debbie Zerbst

We are proud to introduce:

The Nest: Core Teacher Lauren - Now called the Da Vincis.

The Nest will now be called the Da Vincis, inspired by the renaissance artist Leonardo Davinci. Da Vinci was an artist, scientist, and inventor during the Italian Renaissance. He is considered by many to be one of the most talented and intelligent people of all time. The term Renaissance Man (someone who does many things very well) was coined from Leonardo's many talents and is today used to describe people who resemble Da Vinci.

Stage 2: Core Teacher Leonie and Jes—Now called the Monets

Stage 2 will now be called the Monets, inspired by the famous impressionist artist, Claud Monet. At the prime of his career, Monet was considered the preeminent artist in France. He is still considered one of the great French artists of all time. He also founded the Impressionist movement, one of the major movements in art history and had a major influence on future artists.

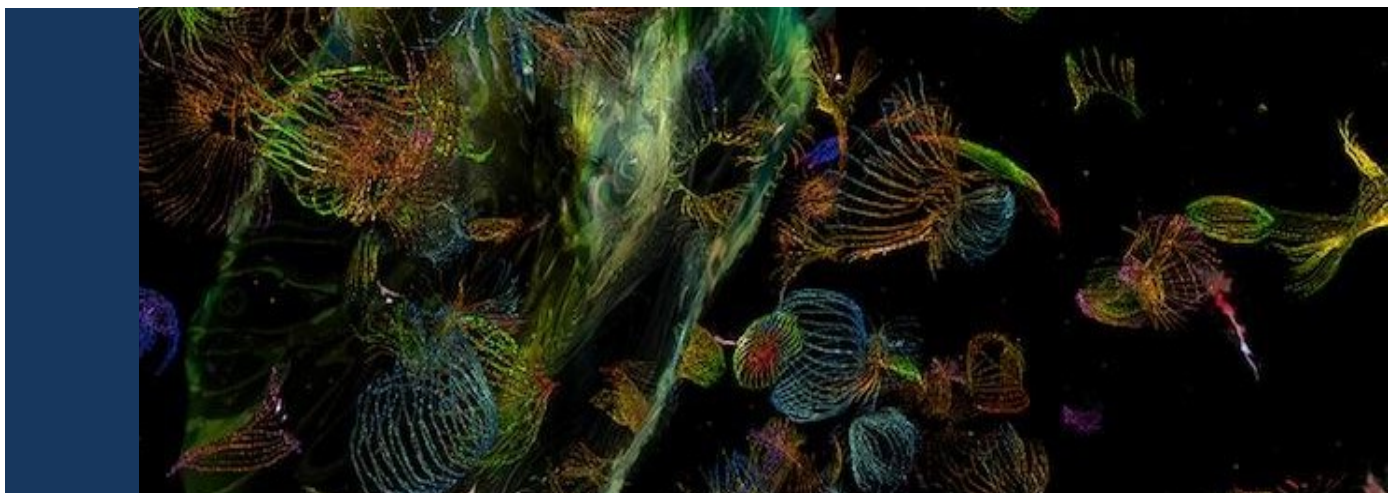
Stage 2\3: Core Teacher Joselyn—Now called the Dalis

Stage 2/3 will now be called the Dalis inspired by the famous surrealist artist, Salvador Dali. Dali become one of the pre-eminent artists of the Surrealist movement. Surrealism began as a cultural movement. It was started by a French poet named Andre Breton in 1924. The word "surrealism" means "above realism". Surrealists believed that the subconscious mind, such as dreams and random thoughts, held the secret to truth. The movement had an impact on film, poetry, music, and art. Surrealist paintings are often a mixture of strange objects (melting clocks, weird blobs) and perfectly normal looking objects that are out of place (A lobster on a telephone). Surrealistic paintings can be shocking, interesting, beautiful, or just plain weird.

Stage 3 & 4: Core Teacher Pauline—Now called the Pablos and Picassos

Stage 3 will now be called the Pablos and Stage 4 will now be called the Picassos, inspired by the famous abstract artist, Pablo Picasso. Picasso is considered to be the greatest artist of the 20th century. Many people consider him to be one of the greatest in all of art history. He painted in a number of different styles and created many unique contributions . In 1907 Picasso began to experiment with a new style of painting. By 1909 he had created a completely new style of painting called Cubism.

Can you imagine the learning possibilities our children will experience when we explain the meaning of their room names and why we chose artists to represent us. In ancient Greece and Rome there was no word for "artist," but there were nine muses who oversaw a different field of human creation related to music and poetry, and visual arts. It all adds up to discovering the wonder of our world by learning how to see the world creatively.



Stage 1

By Lauren & Rujuta & Maria

I hope everyone had a peaceful and relaxing week, welcome back to Stage 1.

Throughout the term the children have had a growing interest in sensory experiences, learning about their world using their five senses: seeing, smelling, hearing, feeling & tasting. As our children grow, their most familiar and basic way to explore and process new information is through sensory play. It enhances learning through hands-on activities that stimulate the child's senses, which is a great way for children to explore the world they live in!

Benefits of sensory play:

- Research shows that sensory play builds nerve connections 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 developing and enhancing memory.
- Sensory play is great for calming an anxious or frustrated child.
- This helps children learn sensory attributes (hot, cold, sticky, dry).



Stage 1 Sensory Play



Stage 1

Shaving Foam Paintings



Stage 1

Taste, Touch and Smell



Stage 1

Taste, Touch and Smell



Developing friendships through play and interactions

The Stage 2 teachers have really noticed how the children are developing stronger relationships with each other over the past few weeks. Interactions between friends, no matter how small and quick, or long lasting, are always full of opportunities to develop important skills for life. Language, laughter and enjoyment are shared; new skills are shared and old skills are practiced; feelings of safety, value and friendship are developed. As these skills grow and interactions increase in length and complexity, so too does your toddler's understanding of themselves as a person in their community and how to get along happily within it. Here are just a couple of little examples of shared interactions that delighted the teachers this week:

Emmeline and Zain sat next to each other and explored the seashells. Zain held a shell to his ear; Emmeline noticed and copied him. They looked and watched each other as they tried different shells, and, while they didn't use words, they were communicating a shared interest and simple play, through body language, eye contact and copying one another's actions. Outside on the mats Yi, Madeleine, Vivienne and Aiden fell to the ground and rolled around, laughing with delight whilst looking to one another as they shared this fun moment. These small, shared moments bond the children, giving them a sense of belonging to each other and to the group. Magic!

Practising Grace and Courtesy in Stage 2

In our class we are really focussing on Grace and Courtesy concepts, such as using gentle hands, walking inside and using our words and gentle actions to share and take turns with our friends. We've had a couple of examples of when gentle hands were not used on a book and our seashells, and while it has been a bit sad for us to see our items broken, we have been given the opportunity to talk with the children about being gentle and taking care of our things. As we know, the children will soon learn to use gentle hands and be respectful of our belongings if we instil these values and encourage their efforts again and again in a positive way. You may like to think about what is important to you at home as your child or children develop greater independence and acquire more skills – perhaps they can be encouraged to put their books back on the shelf after story time, or to bring their empty plate to the sink. It's these little things that come together to help our children grow to be independent, confident and involved learners (and helpers!).

Special announcement

Our Stage 2 group has a new name – the Monets! After much discussion we felt that the group needed a name for themselves (instead of just 'Stage 2!'). So our collective class will be called the Monets, but we will likely split the group into a younger group (the Claudes) and an older group (the Monets) for the purpose of group times. We can't wait to immerse the children in Monet's artwork and life as a way of feeling connected to our group name!

With thanks, Tracey, Leonie, Jess and Fern

Stage 2

Our Week



Stage 3

By Joselyn

Hello, my name is Joselyn, I commenced at Reddam ELS on Monday as the new member of Stage 3. I have a Diploma of Early Childhood Education and Care and have worked as an educator for a number of years. I found my interest in children's education after having two children of my own, and watching them grow and thrive.

So far this week I have enjoyed doing science experiments with the children. We created lava lamps using plastic bottles, water, oil, food colour and glitter. The children filled the bottles with the elements, after which they placed the lids onto the bottles and gave them a shake. The children seemed intrigued as the colours mixed into the water, and the oil formed a separating barrier to the other liquids.

I have also enjoyed offering the children art experiences which involve encouraging them to select their own materials and resources to investigate and create with. This can open a world of creativity, and through this, each child's uniqueness and individuality is celebrated. I am passionate about art and craft and in providing open ended opportunities for exploration, investigation, problem solving and expressing ideas.

I enjoy cooking and will often bring my love of cooking into the classroom through planned cooking experiences. These include involving the children in making bread and damper, pizza, fresh pasta, pies, cookies, muffins, cakes, milkshakes, fresh juice and smoothies. I also feel that it is important for children to develop an understanding of where food comes from by planting, growing and harvesting vegetables, herbs and fruit, then cooking with the produce collected.

I have enjoyed meeting the wonderful families and children this past week, you have made me feel very welcome. I hope to continue to have quality interactions with you and to continue to provide authentic and rich experiences for the children to investigate.



Stage 3 Creating lava lamps



Stage 3 Science & Art



Stage 4

By Pauline

It has been wonderful having a student, Miss Angel, with us these past few weeks. She has been very involved with the classroom activities and has had great interactions with the children. We wish Miss Angel all the best with her studies and hope to see her again during the year.

As we further develop the children's interest in letters, we have focussed on the letter "D d". "Dolphin's diving d,d,d". The children were able to find objects starting with the letter "d" (dinosaurs, dragon, dad, dolphin, ducks) and put them on our literacy table. Using the "d" objects, we played a memory game. We placed the objects on the mat in the middle of our circle. Using a table cloth, I covered the objects. The children closed their eyes as I took one object away. Removing the table cloth, the children guessed what object had been taken away. The children have fun learning while playing games.

Preschoolers are learning more about emotions all the time - how to express them and even how to manage them! During the week we have been encouraging the children to talk about their feelings. Using pictures cards, we have been describing and labelling emotions and linking emotions to behaviours during everyday experiences. Every morning the children also have the opportunity to share how they are feeling during our morning greeting song. Talking about our emotions is a continuous conversation throughout the year.

A friendly reminder - your child needs to bring their Reddam hat to school every day.



Stage 4 Letter Recognition



Stage 4

Our Day



Stage 4

Our Day



Stage 4 Gross Motor



Stage 1:

Our little ones had fun shaking the egg shakers and stopping. The action of stopping and deliberately keeping silent is very challenging and amusing for the children. This skill is called the "inhibitory control" and it teaches children to be disciplined through a fun activity. We also explored the frog guiro again. This is the special instrument (not only because it is in the shape of a frog) but also because children had to "scrap" it instead of hitting or shaking it to make the music. Another very interesting activity was "Monkey See, Monkey Do". In this song, we imitated the actions of the children and included them as the lyrics of the song. Such imitation helped children tremendously in their Social & Emotional development as they learn that their actions are accepted in our class.

Stage 2:

These children took the "Monkey See, Monkey Do" song to the next level... literally. While the Stage 1 children had limited movements, these little ones could dance, jump, clap, twist and much more. They also listened and imitated the sounds of the monkey. It was so funny to watch them! At this stage, they are learning that sometimes, they are the leaders, i.e. everyone followed their actions/suggestions, at other times, they need to follow the suggestions of their friends. Once again, there was good social emotional development going on during this segment of the lesson. We tried the challenging circle dance with my special loop. Children were much more successful in walking in the circle this time!

Stage 3

We visited our imaginary musical beach once again. This time, we built a boat! As we built it, we sang a sea shanty song. Once we had the boat, we pretended to be a pirate and went, "Ah-ha!!" Of course, we had another song to go along with it. But as we sailed in our big blue boat, we saw a ship with a very loud horn. To simulate the sound of the horn of the ship, Justin brought a "sho-fa" and blew it. Fortunately, we managed to steer clear of the big ship. Then, "Merrily We Rolled Along" till we reached the beach. Once we were at the shore, we got out our beach ball and had a ball of a time, rolling the ball to one another.

Stage 4

We continue to develop the ability of keeping the steady beat and using the singing voice in this week's lesson. This time, we kept the beat with our feet and stepped to the following rhythm "I I I Z" as they walked through a forest. At the end of the song, the sleeping bear awoke and gave everyone a scare. The children took turns to be explorers and the bears. We practiced our singing voices with the song "Tideo". The song "Tideo" is specially selected because the melodic patterns consist of predominantly the "minor third". This is the most singable interval for children. I would like to take this opportunity to explain that there are lots of "children music" out there. Most of such music are for the purpose of entertaining children but our selection of songs is primarily for educating children. This rationale was of course not explained to the children in class. We just simply had lots of fun, singing and making music together!



Music



Since the second week of our lessons, we have been learning the song "Two Tigers". After several weeks listening to the song and using hand movements, most of students have grasped the rhythm of the song and some students have remembered the lyrics.

Last week, we made a family tree after we learned the main family members and watched the episode "The Grandpa's Little Train" from Peppa Pig. This activity aims to encourage children to recognize their achievements. The sense of success can help them build or strengthen their confidence.

The children are becoming more confident in saying the words 'red', 'blue', 'mother', 'father', 'grandpa', 'grandma' and 'dog' in Chinese. This week we will start to learn numbers in Chinese through the use of games to assist the children in memorizing the words.



Yoga

By Kelly Nance

Continuing their adventures into the garden, the children revised mini beast yoga this week. Each week more children deepen their level of engagement, becoming increasingly settled as they broaden their smiles and stretches.

Stage 1 and 2 took part in a game called, "Yogi says," selecting a random mini beast from a card while stage 3 and 4 took a numbered card out of the golden honeycomb, matching the number to that of a leaf in the middle of the yoga circle, turning it over to reveal the mini beast pose.

Next week, as it is the final week of term, the children will have a chance to tailor their yoga lesson within each group, selecting their yoga experiences from those we have done in the last 6 weeks as a way of consolidating and revisiting what they have learned.

Love and Peace,

Kelly



THE VALUE OF DANCE

Becoming a skilled dancer takes discipline, focus and perseverance, skills that children learning dance can use in all aspects of their lives. Providing children with the opportunity to dance helps to spark their creativity and develop an appreciation for the arts.

As children learn and adjust to the different movements and postures they need to dance they begin to develop a greater sense of their bodies. Their confidence and self esteem grows as they become more capable at tackling difficult poses and steps. Dance fosters a more positive attitude to learning and allows children to explore their own self expression. Above all else dancing frees the spirit, is joyful and fun!

