



REDDAM
ELS

6TH APRIL 2018

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Petra's Message

By Mrs Petra Wright, Principal

The Early Learning School offers an enriched curriculum with core staff supported by our specialists teaching music, dance, drama, sport, visual arts and Mandarin. Our Stage Teachers are highly qualified specialists in their field, with a clear passion for education and demonstrated expertise in child development.

I would like to welcome Carmen Jarratt to our Reddam community. Carmen will be overseeing the Stage 4 room. Carmen has had many years experience teaching preschool children and has sound knowledge on Reggio Emilia. I look forward to working closely with Carmen in implementing the school readiness programme for Stage 4.

Building upon the important work of our earlier Stages, our eldest pupils in the Early Learning School, our preschool class (Stage 4), begin the important work of 'the school readiness program' set within this nurturing environment, giving them room to grow and confidence to spread their wings.

It is an exciting time for both children and parents to begin their journey as the children prepare themselves to go to "big school" next year. At Reddam we aim to make this stage as special as possible. As our eldest pupils in Stage 4 the children are able to take on responsibility and demonstrate good role modeling for the younger pupils and this allows them to develop confidence and thrive academically in a small and nurturing environment. The children follow a carefully thought out, high quality curriculum incorporating phonics and mathematics with the children at the heart of the curriculum, the themes that emerge are inspiring and relevant, building on the interests of the children and following a path of their choosing. This provokes a high level of engagement and deeper learning as a result appropriate tools are shared for the children's next step into Kindergarten.

I'd also like to welcome back Lisa Bates. It's a great pleasure to have Lisa on-board and she will be here to assist with all registration and administration for the Lindfield campus. Please feel free to email Lisa with any enquiries regarding your child's enrolment or administration-related matters on lisa.bates@reddamels.com.au.

Enjoy the your weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Welcome to Week 10, we hope everyone had a lovely Easter break with family and friends.

This week we celebrated a special 2nd birthday for Madeleine. On Tuesday while she was sleeping, some of the children made her a special birthday crown and card covered in lots of glitter to surprise her. We celebrated at afternoon tea with a special birthday treat. It was so much fun.

This week Stage 1 created a sandpit in their outdoor space to explore. We added logs, green grass and sand from the bigger playground to create a space of their own to dig. This space welcomed Stage 2 and both stages together had a wonderful time exploring and creating.

In our outdoor space we have been finding butterflies, ants and centipedes so we created "A Bugs Life" experience inside for the children to explore. They were fascinated with the butterflies fluttering around, some wanting to catch them. We added playdough to this experience with bugs for them to manipulate. We hid insects in and under leaves which they enjoyed searching for. We will continue this on Monday so all children can participate in this experience.

All our specialty classes are going great. The children are developing secure relationships with all our specialty teachers and as it's the end of the term, most children are participating with ease. We look forward to watching them develop these connection easier in the coming term.

Thanks for a great week everyone, have a wonderful weekend.

Leonie, Rujuta, and Ella



Stage 1 - Our Sandpit Creation



Stage 1 - It's a Bug's Life



Stage 1 - It's a Bug's Life



Stage 1 - Music



Stage 2: Chicks

By Mrs Petra Wright

We have painted the room red this week in Stage 2.

The children have been making wonderful creations out of red play dough throughout the week. We have been focusing on our fine Motor Skill Development, great for strengthening muscle tone in little hands – squishing, squashing, rolling, flattening play dough all develop children's muscles and encourage prewriting and other skills such as cutting with a scissors, using a tweezers, holding a pencil etc.

In the atelier the children were offered different textures of red to add to their painting, we have a lot of keen artists in Stage 2.

We introduced a new song to the class called "Slippery Fish", the children's new favourite - https://m.youtube.com/watch?v=Y_k45_iyVG0

The two stories we read this week were called "Rainbow" and "Colours" We will continue with colours until the end of term. Please can you use colours in your conversations you have with your children over the weekend. Ask if they can find a red car,, blue car and so on when driving.

I do know it is not always pleasant taking a toddler grocery shopping with you but why not get them to count the bananas, oranges, potatoes etc, as they pop them into the bag. This helps counting become fun and shopping more pleasant.

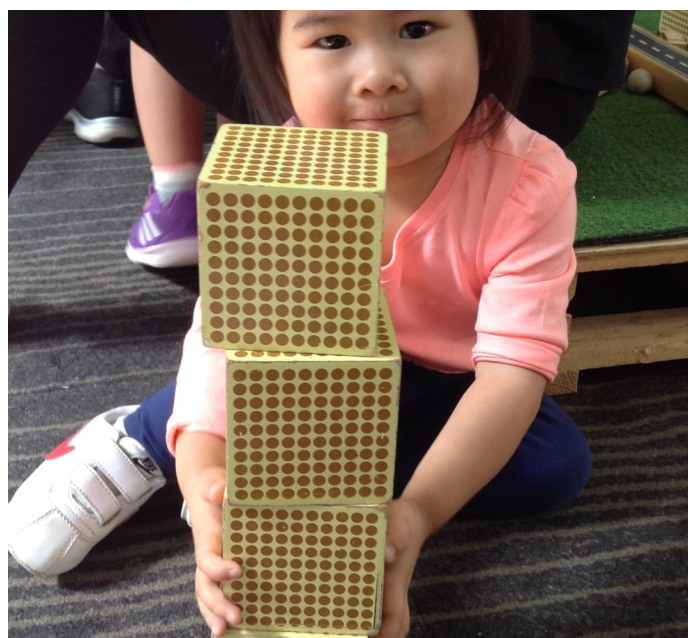
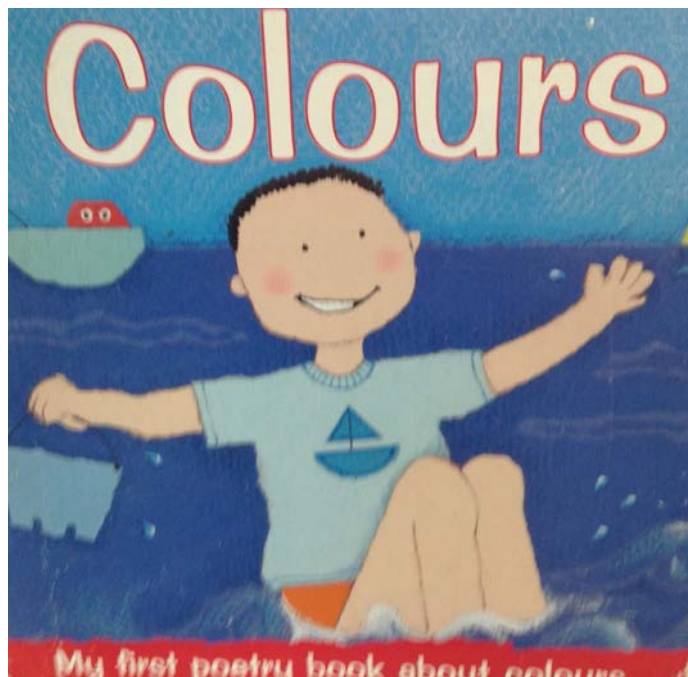
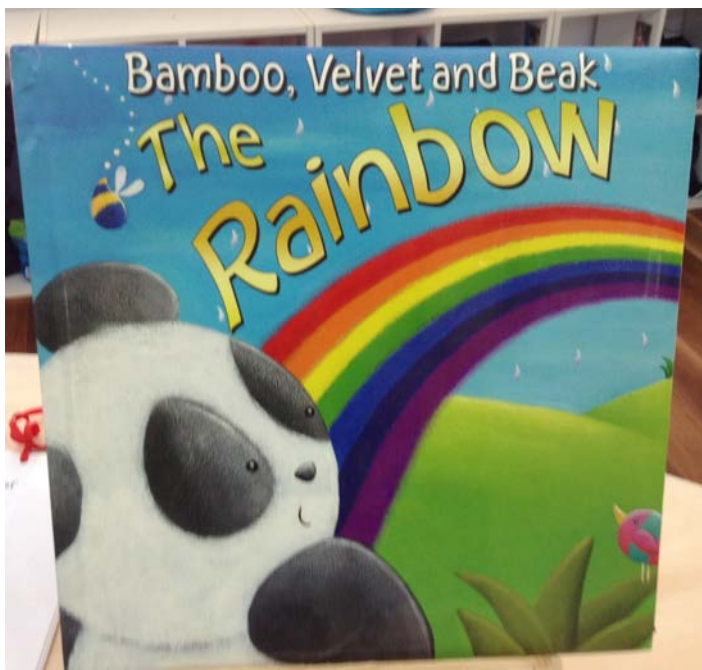
Have a lovely weekend.



Stage 2 – Exploring Colour



Stage 2 – Exploring Colour



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

This week our Provocation: All About Me, has focused on our families. With many family members accepting our invitation to come in to school to speak to the children about their families, we have learned so much about our unique families and some of their traditions.

Valentina, Emmeline's mother come in to chat to us about their special family. We discovered that Granny Cooper, Emmeline's grandmother lives in the UK on a farm with ducks and Emmeline's other grandparents originated in Vietnam but moved to New Zealand. We learned so much about New Zealand and listened to a story titled, "Little Kiwi and the Noisy Morning," by Bob Darcoch. We then coloured in the New Zealand flag and a picture of a Kiwi. We also saw some photos of Emmeline's family on the laptop.

The children were very excited to have Benjamin's mother Virginia visit the class. We discovered that Benjamin has a mother, father and older brother. Benjamin's father has Greek heritage, so we learned how to say hello in Greek. We discovered that Virginia, Benjamin's mother is a music teacher, so there is a lot of music and singing in their family. Virginia shared one of her instruments, the ukulele with the class. We all took turns playing the cords, after that we sang songs including, "Wheels on the Bus," and Benjamin's favourite, "Tick, Tock," we also had a special request, "Old McDonald."

We were very lucky to have Kylie, Sidney's mother come into school to share their special family with us. Kylie talked about how she is expecting a baby, so Sidney will soon become a big brother. Sidney also has a pet dog named Charlie Bucket. During Easter Sidney visits his grandmother's house to collect Easter eggs. They also celebrate Passover, so Kylie shared a very special Passover feast with the class. Passover commenced last Friday, during Passover they share special meals and eat special food like Mutzo. They have Mutzo cake, Mutzo crackers and Mutzo bread. Today we shared Mutzo crackers spread with butter and jam, it was so delicious and was a very special treat.

Grace, Angus's mother spoke to the class about her Chinese heritage being originally from China. Angus's grandparents, Waipo and Waigong were also born in China and they are very lucky having Angus's Waipo making delicious traditional Chinese meals. Angus is bilingual, speaking both English and Mandarin at home with his family.

Our literacy focus married in well with our family focus, titled "Just the Way We Are," by Jessica Shirvington. The book looks at a range of diverse families, we discovered that all families have differences and similarities, this is what makes each family unique and special. With so much talk of families we extended on this by creating Sparrow and Finch families using wooden blocks. Throughout the week the Sparrows and Finches discovered block versions of themselves in construction corner. We took photos of the children and placed them onto small blocks. The children collaborated, building houses in construction corner, they then placed the block people versions of themselves inside and around their houses. This form of play develops social skills, communication and imagination as they create Sparrow and Finch families, it also contributes to developing a sense of belonging.

Thank you so much Kylie, Grace, Virginia and Valentina for telling the class about your lovely families.



Stage 2/3 - Learning About Our Families



Stage 2/3 - Speaking About Our Families



Stage 2/3 - Yarn Making Our Families



Stage 2/3 - Belonging Blocks



Stage 2/3 - Belonging Blocks



Social-emotional

This week our goal was to promote positive interactions and behaviour among the children, within the learning environment. It is our belief that children develop positive interactions when they play and communicate effectively with each other; when they share space and resources harmoniously, and when they show respect for themselves, each other, their educators and their learning environment.

In order to promote positive interactions, the children have participated in the decision of making certain rules everybody needs to follow within the learning environment. Some of these rules include the use of 'quiet voices', when indoors, 'keep your hands to yourself', and 'walking' when indoors; while everybody agreed that it was OK to use 'loud voices', and 'running feet' when outdoors.

To promote positive ways to communicate the children participated in shared book reading episodes, listening, discussing and looking at picture books that describe emotions, and ways to express them positively. Some of the books used were: "When I am Feeling Happy", "My Book of Emotions", "Fred and the Fairy", and "The Smartest Giant in Town".

Pre-Mathematics

This week the children participated in learning experiences that promoted counting, which is the recognition of "how many" in a set of objects. This learning was achieved through real-world experiences, for example singing songs like "This Old Man", reading books like "One Mole Digging a Hole" by Julia Donaldson, and participating in puppet shows like "The Three Little Pigs and the Big Bad Wolf".

The children have also participated in learning experiences that included counting physical materials, for example counting blocks, toys in the sandpit, and counting their own votes, when deciding the book they wanted to read, or the game they wanted to play.

It is believed that by participating real-world experiences, and by using physical materials, the children develop whole number skills, and an understanding that enables them to construct number meaning and number sense, as well as to make the connection between quantities and counting (R. Charlesworth, K. Lind in Math and Science for Young Children)

Language

In order to promote language development we have, during group times, engaged in sustained communication with the children in the classroom about their ideas, and experiences during the Easter long weekend and other matters that interest them.

We have read and shared a range of books that promoted language and knowledge acquisition, such as pre-mathematic concepts, social and emotional behaviours.

We have joined in children's play and engage children in conversations about the meanings of images and print and sang songs, and provided opportunities for the children to engage familiar and unfamiliar games.

Pre-literacy

The children participated in learning experiences designed to assist them with practising the basic strokes and movements of handwriting before they move on the actual writing of letters and words.

We have introduced the children with large shapes, e.g. drawing lines (straight, curve and circled), placed in the literacy area. Special attention has been taken to encourage the use of correct posture, paper positioning and pencil grip.

The children have practiced initial sound of some letters. This was done in order to support the individual learning styles to learn and become confident with the alphabet.

In order to promote the initial sound of the letter "A", we have helped the children to create a story about 'Astronauts' or 'aeroplanes', we have also provoked an art experience during which the children could design cardboard box aeroplanes.

Stage 3 & 4 - Rote Counting



Stage 3 & 4 - Language & Pre-Literacy



Stage 3 & 4 - Social/Emotional



Last week, to celebrate Easter, Stage 3 students made Easter Eggs and bunnies and Stage 4 students coloured eggs with finger paint. Both groups enjoyed this experience and showed great enthusiasm completing it. This experience also encouraged their control of their finger muscles and practicing patience as they waited their turn to use the paint.

This week we added a new routine question to our list - "What is your name?" in Chinese. The children are doing so well asking their friends their name in Chinese!

We are also learning how to say "yes" and "no" in Chinese by playing a guessing game. The children close their eyes and choose an item from the bag. They are then encouraged to guess the item and following this, the other children will answer either "yes" or "no" in Chinese, to practice saying the words.

This week we began a new book about our body parts. Each page of the book has a flap with the fur or part of animal's body. The children are encouraged to touch them while they are listening to the story and practice saying the names of body parts in Chinese.

At the end of the lesson, we sang "Three Little Rabbits" which the children thoroughly enjoy.

I look forward to continuing our lesson next week.



This week, the children sang good morning, and tapped the beat to a new classical piece. More and more, in every class the children have started to stamp their feet and show each other different places to keep the beat, such as on their knees, through clapping or tapping our shoulders. Keeping the beat is an important element in music, and keeping the beat on their body allows children to feel the way music is fast or slow, and get a sense of time.

The children cut up their imaginary vegetables, and the older children suggested different things they could put in the soup for the rhyme 'chop chop choppity chop'. This requires the children to use their imaginations and role play cooking. They made sure to make their dessert with 'pat-a-cake' which many of the children could join in with saying. The repetition of initial rhymes and songs allows the children to get to know the words, and be able to join in with their teacher, while the new rhymes create interest and build on what they have already learnt.

This week, the teacher brought in picture books, to sing familiar and unfamiliar songs to the children. Usually, books are read to children, so singing to them, with images in front of them opens up the imagination, and gives them a focus, while joining in with songs they know. They sang Twinkle twinkle little star and All the Pretty Little Horses (a beautiful lullaby that allows for relaxation towards the end of a lesson). They also sang Incy Wincy Spider from a book which extends on the song, so listening to this allows the children to differentiate between singing voice and speaking voice. We counted how many legs Incy had, helping to incorporate other skills into their music lessons.

In the older children's' classes, there were so many requests for the song 'No more pie!' Which is a piece that uses call and response. The children love being the 'echo' which is an important element of listening and responding in music.

In each class the children revisited our 'pitter-patter' rain song as it was raining outside, and the children told the teacher what they brought to school to help keep them keep dry. Asking questions and getting the children to share with the class helped them to build confidence. They also used shakers and bells in this song, which the infants especially love.

Last but not least, and before the goodbye song, the children did the 'teddy bear Cha-cha' which the children absolutely love, giggling at the teddy dancing, and joining in with actions such as clapping in time, spinning around and dancing, which allows the children to freely express themselves and get creative.

Each week, the children will add some new rhymes and songs, often revisiting familiar songs, with new elements such as pictures or props/instruments.

Gabrielle Bloom

Music



Drama

