



REDDAM
ELS

13TH APRIL 2018

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Petra's Message

By Mrs Petra Wright, Principal

Dear Parents,

The end of Term 1 has fast approached us. The children have settled into their Stages, grabbed every learning opportunity with both hands and established a respectful, trusting relationship with the educators and their peers alike. The children feel secure and are able to express their feelings and ideas with us. We have learnt the importance of Chinese New Year, Easter, Pasach and St Patrick's Day and we look forward to sharing many more celebrations with the Reddam community.

It has been a delight for me to witness how the children have developed since I started in February. I have watched the children in Stage 1 develop their walking skills; in Stage 2 some of the children have moved from using single words to speaking in sentences; in the Sparrows and Finches group the children are starting to form some beautiful friendships and in the Stage 3/4 group the children are making their own story books. I can not wait to see what Term 2 brings.

On Thursday the 10th of May we would like to invite Mothers or Grandmothers for a special play and stay Mother's Day morning at Reddam from 8:00am – 10:00am. A morning tea will be provided.

You should have received our holiday programme by now. It is promised to be full of fun and excitement. Please take note what is on each day as the children are invited to dress up or come to school with crazy hair. The holiday programme will run from Monday 16th April – Friday 27th April. **Please note the ELS will be closed on Wednesday the 25th April for Anzac Day.**

Reddam Early Learning School follows a school calendar. This means that between terms the Early Learning School will run a Vacation Programme. The school will be open as per normal during the Vacation Programme. During this time children will have the opportunity to have a rest from normal school routines and activities and engage in a range of fun activities. The Vacation Programme is carefully planned and we offer enriching activities. Children are not required to wear their school uniform during this period. Please note this will be the last newsletter for Term 1.

Have a beautiful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Week 11 has been the last week of Term 1 and what a wonderful term it has been! Our provocation of "Connecting with Families" has encouraged families to share their special events, holidays and leisure activities, which helped us to gain a better understanding of your children's interests and allowed us to develop connections between home and school, giving the children a better sense of belonging. Thank you to the families that shared information with the class.

We will start our new Provocation journey after the holidays "Exploring our Five Senses"

However, we will also continue to build on "connecting with Families" throughout the course of the year as it is very important that we continue to understand your child's interests so we can implement activities based on these. We, therefore ask that you continue to share your experiences with us throughout the course of the year.

This term we have settled into all our specialty classes beautifully. We have watched the confidence in the children starting to emerge and it's wonderful to observe. A big thank you to all our specialty Teachers, Lauren from Playball and Tess from Dance on a Monday, James who teaches Music on a Tuesday, Kelly and Emma who relax the children in Yoga on a Wednesday, Gabby who teaches music on Thursdays, Ava who teaches Drama and Sherry who teaches Mandarin on Fridays.

Our children are so lucky to have this wide range of specialty classes this year. It's fantastic for them to express themselves authentically and these classes allow this self expression to emerge.

For those families that are going away for the holidays, have a safe journey and we look forward to hearing all about it on your return. Just a reminder that in holiday periods there is no newsletter, so we looking forward to picking up where we left off next Term.

Thanks for a great Term everyone. Enjoy your weekend.

Kind regards

Leonie, Rujuta, Ella and Grace



Stage 1 - Building & Creating Towers



Stage 1 - Butterfly Painting



Stage 2: Chicks

By Mrs Petra Wright

We started the week off by introducing the children to a story called "Where is the Green Sheep?" By Mem fox. The book introduced the children to a variety of different colours, categories, and vocabulary. It also teaches a variety of concepts such as; up and down, scared and brave, near and far, as well as shapes. www.youtube.com/watch?v=ltmQzRVzYq4

Following the children's lead from last week we continued with malleable play, this week we introduced green play dough with white earbuds. The children made green sheep using the earbuds as the wool. Thomas and Ally made some beautiful cakes out of the dough.

In the Atelier the children were invited to make green sheep out of green paint and white cotton wool. This was tricky as the cotton wool kept sticking onto the children's hands when placing it onto their painting. A great problem solving activity!

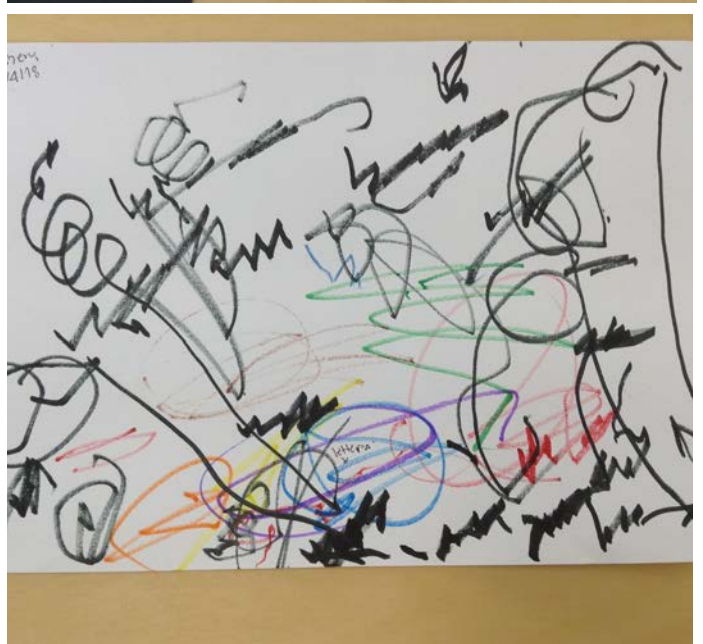
Colour, it's one of the most noticeable attributes of the world around us. For babies and small children, understanding colour is an essential building block they will use for learning in all areas of their life. In mathematics, colour recognition is used to categorise, sort, compare and organise. Additionally, as children learn to identify colours and use colour as a language tool to describe things, it develops and strengthens their ability to communicate effectively. On top of that, children will learn to use colour as a visual cue to identify danger (red) and distinguish hot from cold.

We are looking forward to Nimo's return on the 18th April. Nimo will be running the holiday program in Stage 2.

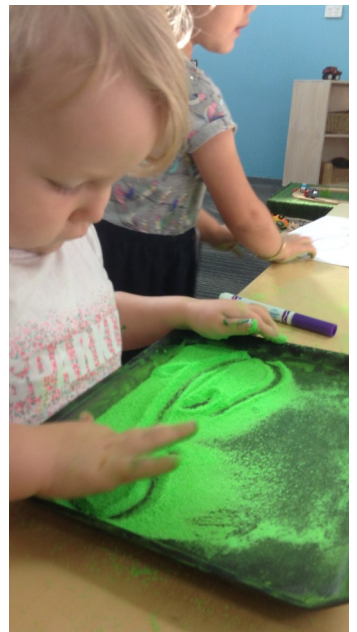
Have a lovely weekend



Stage 2 – Exploring the Colour Green



Stage 2 – Exploring the Colour Green



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

This week we continued our Provocation: "All About Me," with a focus on pets. Last week as the children spoke about their families, some of them made mention of their pets, they form part of their family unit too! To extend on this, during circle time some of the children brought in photos of their pets and spoke about how they care for them and described some of the special things they do with them such as taking them on walks.

To extend on this, one of the teachers brought in their family pet, a goldfish named Goldie. In class the children seemed very excited to have a fish visiting. We used magnifying glasses to take a closer look at Goldie, studying its colours and the way it moved through the water, the children seemed entranced. We learned about what fish eat and a great deal about their natural habitats. Some of the Sparrows and Finches took pencils and sketched Goldie in it's bowl whilst others used a range of water colour paint to paint art inspired by Goldie. An approach to education that involves opportunities for children to connect with animals encourages children to learn about needs such as food, shelter and water, and their compassion and empathy further develops as a result.

Sensory tubs filled with sand, stones and domestic animals were offered to the children for their exploration throughout the week. Sensory tubs nurture creativity in young children, encouraging motor and cognitive development.

Our home corner area offered the Sparrows and Finches a taste of Asian cuisine with the addition of sushi this week. This proved to be a great opportunity for the children to extend their social development, sharing, turn taking skills and offered opportunities of being inclusive. It was nice to see some of the older children in our room inviting younger children into their play experience by offering them a roll of sushi with green tea!

As the children seemed to enjoy this experience so much, we invited them to make real sushi. Encouraging children to chop their own carrots and cucumbers then roll their own sushi allowed them to develop their motor skills and gave them a sense of ownership and empowerment. The fun part was taste testing our sushi!

Enjoy the term break!

Joselyn, and Natalie.



Stage 2/3 - Making Sushi



Stage 2/3 - Serving Sushi in Home Corner



Stage 2/3 - Drawing and Painting Goldfish



Stage 2/3 - Drawing and Painting Goldfish



Stage 2/3 - Dogs & Cats Sensory Tub



Stage 2/3 - Dogs & Cats Sensory Tub



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

Social-emotional

Social and emotional development

In the stage three and four classroom, we believe children resourcing their own learning, and selecting their own behaviour.

In order to help children make the right decisions, we have facilitated opportunities to participate, individually and in groups, in several shared book reading episodes exploring books that promote awareness of emotions and positive behaviours.

The children have listened, reflected and expressed their own ideas about strategies that could be used to solve problems, in particular choosing ways to respond to difficult situations, such as feeling hurt, angry, grumpy or sad. Thinking critically about their own emotions and conflictive situations, has produced some strategies the children have selected to effectively use. For example, the children decided it was better to say: "Stop it, I don't like it" when feeling aggravated than expressing the same emotion hitting or crying.

Another important subject that has been discussed was respect. Respect included discussions about respecting personal space, respect towards peers, educators and the learning environment.

Pre-Mathematics

Teaching children to count involves more than helping them learn the numbers one to ten. It involves helping children understand the meaning of numbers. It is believed that by participating in counting learning experiences, the children move towards an understanding of matching one thing at a time with the number as they say it.

This week the children have participated in learning experiences that promoted counting using various forms of play; water play: using spoons and containers of various sizes the children have counted how many spoons of water fill a small container, a middle size cup or a large bottle; play with playdough: forming small balls they counted. Further, they counted natural materials such as shells, pebbles, sticks... and then used these materials to form shapes in the playdough.

The children have continued using real-world experiences to learn about numbers and counting, for example singing songs like "The ants go marching one by one" and participating in group games like "one gorilla in a cage".

Language

In order to promote verbal forms of communication we have promoted conversations about subjects that are interesting to them, for example, Trinity and Dash talked about a special family trip, when their parents participated in a triathlon; they described how fun it was, and how they built sandcastles together.

We have read and shared a range of books that promoted language and knowledge acquisition, in particular picture books the children bring to the classroom and proudly show to their friends.

The new dramatic area, set with kitchen prompts, created fantastic opportunities for the children to engage in meaningful conversations.

We have 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 their pencil grip and provide an understanding of the importance of the written word.

To assist with the correct pencil grip the children have participated in many art experiences, such as painting using various sizes and shapes of paint brushes, drawing using pencils and crayons as well as 'writing' their own names or, words of their interest, "how do you write spider?" Sophie asked me, Carmen, when creating a story.

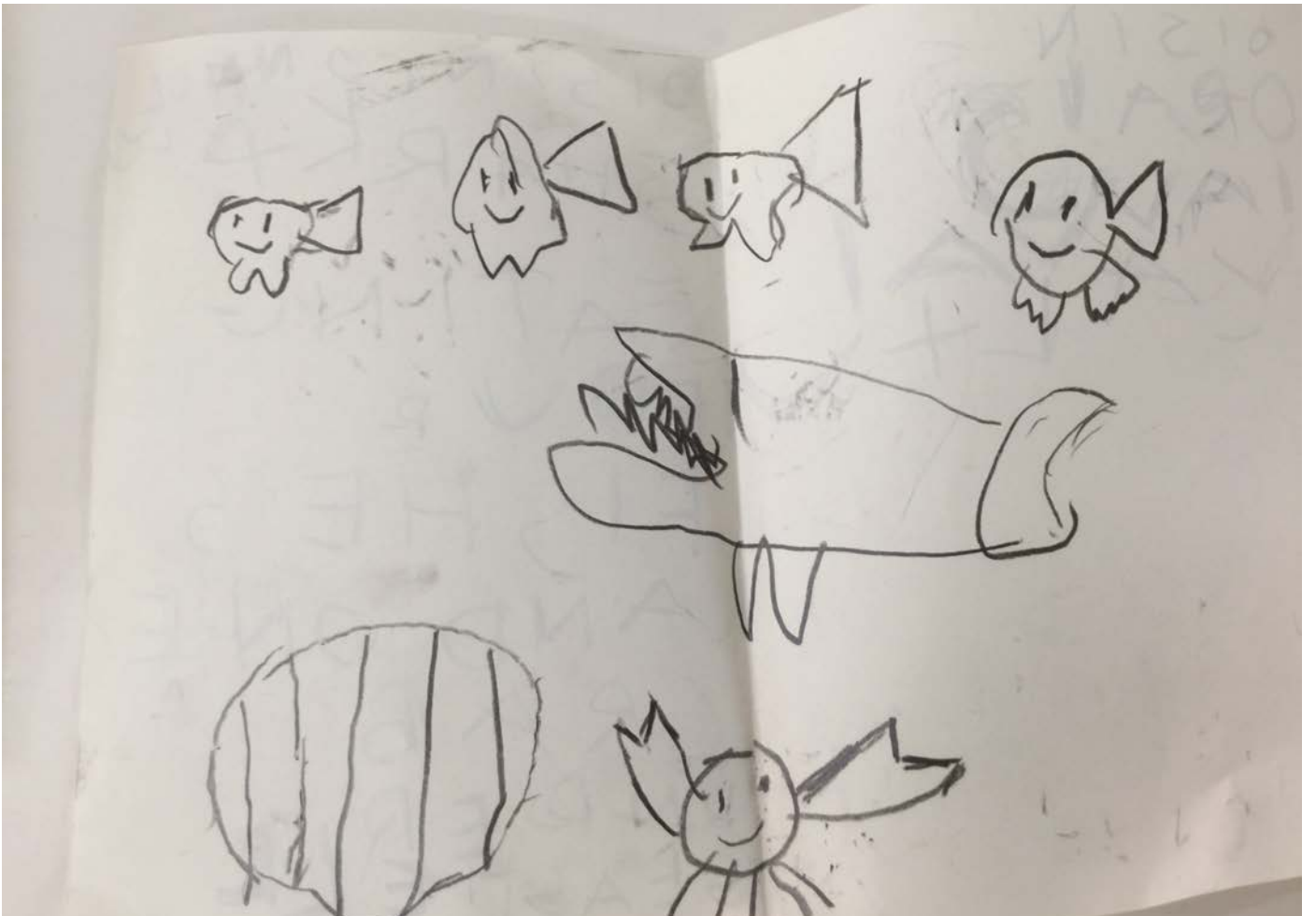
To understand the value of the written word, we have encourage the children to create a story about a subject of their interest, and to illustrate it. The response to these learning experiences has been amazing! Every person has created a unique book. Some books are about trips and maps that take us to China (Mathew), about monsters (Austin), Spiders (Lucy and Sophie), and many more, it is evident that for the imagination of these children, the sky is the limit.

Have a wonderful weekend!
Carmen, Luan and Trina.

Stage 3 & 4 - Numeracy



Stage 3 & 4 - Language & Pre-Literacy



Stage 3 & 4 - Language & Pre-Literacy



Stage 3 & 4 - Social/Emotional



Autumn Leaves Yoga

As the days are cooling down, the beach days are coming to an end and the leaves are falling from the trees, we are finding ourselves in Autumn. We are coming into our Vacation care and Vacation care is based around Autumn. What a beautiful time of the year!

I asked our friends what kind of things we like to do in Autumn, some of our friends have replied - "Taking the dog for a walk in the park", "Playing with leaves", "Jumping on leaves and crunching the leaves" are just a few answers amongst many.

During the program I have prepared so many exciting things for our friends to do, starting with a warm up "California Dreaming", where I demonstrated a yoga flow for the children incorporated with some dance to create some extra heat in our bodies. The children followed the flow step by step, getting lost in the movements I noticed some of them really enjoying the beat.

Once the children had warmed up I had some very beautiful leaves that I collected from the park and my garden.

We talked about the leaves, we observed the stem and arteries of the different lines, the colours, the smell and the texture of each individual leaf. Following with "All the leaves are falling down" sung to the London bridge tune. The children moved their bodies through a sequence holding up their leaf and balancing. Some children exclaimed it was a very tricky pose, I assured them it must not have been too tricky because they were already doing it!

We then talked about hibernation. I had printed out large Yoga cards of a bear in the grass, the fish that the bear hunts, the cave the bear sleeps in and the bear taking a rest.

The children especially loved doing partner yoga as they made a cave in groups of two and three and we took turns crawling inside the cave and taking a rest.

For the mediation section of my class the children quietened down by doing a seated pose with a sun card, holding the sun up high and reaching down to their feet, doing this three times each allowing the breath to flow through the whole body creating a calm and peaceful space for the children to lay down and practice their Shivasna - (the hardest yoga pose of all). Practicing stillness and quietening the mind. For rest we laid down and listened to a beautiful piece of music called "Saturn" from an album called 'Sleeping at last'.

Our friends enjoyed exploring Autumn with me.

Wishing you a fantastic Vacation care break and will see you all in two weeks.

Love Emma.



This week is the last week of Term One. Therefore, it is time for us to review what we have learnt during the term.

First of all, we will review the routine questions. Until now, we have accessed three routine questions: greeting, emotions and names. Students will repeat how to say those routine questions with me followed by music and a hide and seek game.

Secondly, we learnt how to say animals in this term. Most students could say dog, fish, chicken and rabbit in Chinese. We will have a short conversation related to animals so they can practice what they've learnt so far.

Thirdly, this term we learnt two structures. One is "I want ...", the other one is "yes or no".

The children were provided with Lego and encouraged to use the structure above when communicating their needs, for example, they'll say "I want...the yellow lego". I will also offer them specific Lego pieces and ask them in Mandarin, "would you like this piece?" and they will be encouraged to answer "yes or no" in Chinese.

Finally, we will listen to the songs we learnt. Afterwards, I will play two new songs followed by asking their thoughts on the new songs - If they like them, then we will learn them in Term 2.



Dance

By Miss Tess Speidel-Connolly

This week I began the classes with a variety of stretching exercises. I do this to ensure that the kids are warm and mobile before class.

The younger children then continued with an exercise that incorporates both the feet and leg exercise and the hands and arms exercise from last week. This exercise allows the students to use what they have learnt about correct upper and lower alignment in previous weeks and apply it to one exercise.

The older children followed their stretching exercises with various jumping exercises such as bounce and jump and clap and jump. These exercises teach the students about coordination and posture.

They also learnt a new exercise: march and clap. This exercise teaches the kids about musicality as well as coordination and posture.

All students rehearsed their drama exercises and jazz. Majority of dance pieces tell a story. It is thus crucial that the students are exposed to exercises that require a use of imagination.

Whilst majority of the lessons are ballet focused, I always like to incorporate some sort of a jazz exercise, as I feel it is important that the kids are exposed to more than one genre of dance.



This week, the 3-5's, revised our the rhyme 'Diddle diddle diddle dumpling, my son John', with the children joining in with the actions, including thumping their fists, and tapping their knees. As young musicians, the children will learn how to do multiple tasks at one time, including the learning of the song line by line, echoing each part back, whilst learning the words and actions. Whilst working on language skills, they are also working on their co-ordination skills. The children also talked about their favourite food, and what dumplings and food they like to eat! In the younger groups, they also introduced this rhyme, with modified actions, as the 1-2's are in a different developmental stage, whilst this song helps both groups with language and rhythm skills.

The children repeated their 'Chop chop Chipity chop' song, this time saying it loudly, softly and changing speeds such as fast and slow, and many of the children remembered half of the song, and they all remembered the actions.

They also did the Teddy Bear song, and so many of the children are beginning to sing the song, which uses a call and response or 'echo'. This week they all remembered the song, and wanted to do it many times!

They also tapped the beat, stamped the beat and danced to some classical music at the beginning of class, after our hello song.

This week, the older children listened to the slide whistle, copied the sound it makes, and added another element of volume, asking whether the sound their teacher made was loud or soft. This introduces another element of music, from listening for high and low, to listening whether the low or high sound is loud or soft. They also sang the song, 'Johnny on the Woodpile', which they learnt last week. They substituted 'Johnny' with there names, which they enjoyed. This call and response works the children's listening and response skills, as well as developing their singing voices. They also learnt a new rhyme, '5 little ladies', which uses hand actions, and requires the development of the children's language skills, as well as co-ordination, and counting their fingers and thumbs.



Hi everyone!

Lauren placed a number of hoops on the court and instructed us as to how many children needed to jump into each hoop.....first, we all found our own hoop, then 2, 3, 4, 5 in each hoop. Interesting to watch the dynamic and decision-making process.

We all found our own hoop and Lauren instructed us what to do with the hoop – jump into the hoop, jump out of the hoop, jump over the hoop, walk around the hoop, etc.

We all had a turn to spin the hoop, wait for the hoop to fall onto the ground and jump in. Wait, wait, wait and jump!

Doughnuts! We all asked to catch doughnuts – definitely one of our best games!

Lauren placed some hurdles on the court and we did some throwing **OVER** the hurdles in front of us. Then, we did some **ROLLING UNDER** the hurdles. Lauren held up a hoop and we threw our balls **THROUGH** the hoop.

Try and jump with a “hacky sack” (round beanbag ball) between your feet! Then try and put the “hacky sack” between your knees and walk like a penguin. We were squealing with laughter.

We held our own “hacky sack” and ran after Lauren, trying our best to catch her and stick our “hacky sack” to her. Our poor coach!

Lauren brought hurdles with her today and we had the opportunity to roll the “hacky sacks” **UNDER** the hurdles and then throw them **OVER** the hurdles.

We threw our “hacky sacks” up to the sky and rolled them along the ground.

Lauren rolled the “hacky sacks” along the ground and we had to run after them and catch them. Lauren sure kept us very busy!

See you in two weeks!

Lauren



The Nest/Fledglings

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

Skills learnt this week:

Using the props to create shapes and patterns
Moving their body to the rhythm of the music
Call and respond
Following direction
Balancing
Listening and responding to the teacher

Activities include:

Used pom poms to walk like a dinosaur (walk like a dinosaur song)
Went on an African safari
Listening to sounds of African animals
Creating their own sound to go with an action
Teacher led improvisation – An adventure through the jungle (through the forest, over the bridge, crawl through the tunnel, that might smell a bit, up a tree etc etc)

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.

Skills learnt this week:

Improvisation and creativity
Taking on the role of a fantasy character through a group improvisation
Working Together
Portraying facial expressions and body gestures

Activities include:

Using their imagination to go through a Magical Wardrobe (like Narnia)
Discussed what a wardrobe is and usually has inside and what the wardrobe looks like
Teacher in Role as a Witch from fantasy world. The children gave the witch character a name then the children thought of their own fantasy names
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.

Then they will put of the ingredients into the middle and create a spell. Say the spell 3 times and then you are back through the wardrobe.

Stage 3 & 4 The Magical Wizard

A poem about a Wizard was the starting point for this weeks lesson (Stage 4)
A Wizard hat was also introduced and placed in the middle of the circle, allowing the teacher to ask the children questions
Shoe game (matching shoes)
The children moved around the room pretending they had different shoes on e.g. running shoes, bouncing shoes, etc. etc.
Teacher in role as the Wizard. The Wizard told a story that the children acted out, using words that sound delicious. (candy-floss, spaghetti, meatballs, marshmallows etc etc)
Continued telling the story that developed the drama, allowing the children to use facial expressions, mime body gestures and Freeze when instructed.
The children helped the Wizard do a number of magic tricks.
Making a spell - The name of spell described what the children had to do e.g. Jumpus Jellibeanus – Jumping Jellybeans; Doggis Barkis – Bark like a dog etc. etc. The children then had a turn of making their own spells up

Drama

