



**REDDAM**  
ELS

4TH MAY 2018

# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

## Petra's Message

By Mrs Petra Wright, Principal

Welcome to Term Two.

For those of you who went away for their holidays we hope you had a good rest and for the children who remained at Reddam, our Vacation Care program was filled with joy and excitement. It was wonderful to see the children getting involved and having so much fun. Enjoy reading all about it in the following pages.

A few gentle reminders as we enter into a new term.

Reddam ELS is a nut free school. We ask all parents that children do not bring any food into the school that contain nuts and to please finish breakfast before entering the school grounds. We have children enrolled at school who have varied allergies and many with anaphylaxis to specific foods, therefore it is vital that no outside food is introduced to the school, to ensure all our children are safe whilst in attendance.

We are starting to collect a range of clothing that are not labelled. Please label all your child's items of clothing, especially hats. Whilst our team are always very diligent and do their best to return clothing to the correct owner, unfortunately staff cannot be held responsible for an item of clothing that is lost and has no name on it. If you're missing an item of clothing, please see your child's teacher.

Please can I ask all children to leave toys at home as this has created some dispute amongst the children as they all want to share in playing with the new toy and we certainly don't want any special items being broken or damaged as a result. We welcome the children to bring in a book to share and comforters/soft toys for sleep time are also very welcome.

Petra's Message continues on the next page.

# Petra's Message Continued

Please can I remind all parents that our school programme starts promptly at 9:00am. We ask that you support the children's wellbeing and the programme by arriving prior to 9:00am. Late "drop offs" and "pick-ups" can cause anxiety for the children involved and disrupt the programme.

If you arrive before 8:00am you are welcome to wait with your child in the outdoor playground. The teachers will welcome you into the classroom at 8:00am. Unfortunately we are unable to accommodate for earlier drop-offs due to regulations and all parents/guardians must remain with their child/children until 8:00am.

For some of us, saying goodbye in the morning has not been easy. Every child will have a different response when parting from his or her parent/carer. We have found that generally all children benefit from a quick and loving farewell. We will assist you in this transition as required.

## Upcoming Events

Mother's Day Stay and Play will be held at school on Thursday the 10th May from 8am to 10am. We invite all special women in our children's lives to join us for a morning of activities. Light refreshments will be served.

Have a wonderful weekend with your precious children.





# Day 1: Jumping Castle

By Ms Lisa Bates

Squeals of delight could be heard across the school today as children of all ages took turns to jump, roll, bounce and balance on the jumping castle.

Before we entered, we all discussed how to safely use the jumping castle. The children happily contributed to the discussion, offering many ideas and solutions, including "Be careful where you jump!" and "No shoes in the jumping castle," and "Use our kind words to our friends!". We were then ready to bounce the day away!

Our gross motor skills were challenged as we bounced from one end of the castle to the other, slid down the slide and then then navigated through the obstacle course featuring stepping stones, hurdles, balancing beams and hoops. Regularly engaging in gross motor activities not only assists in developing our strength, balance, coordination and body awareness, but it also directly correlates to the development of our cognitive, fine motor and social skills.

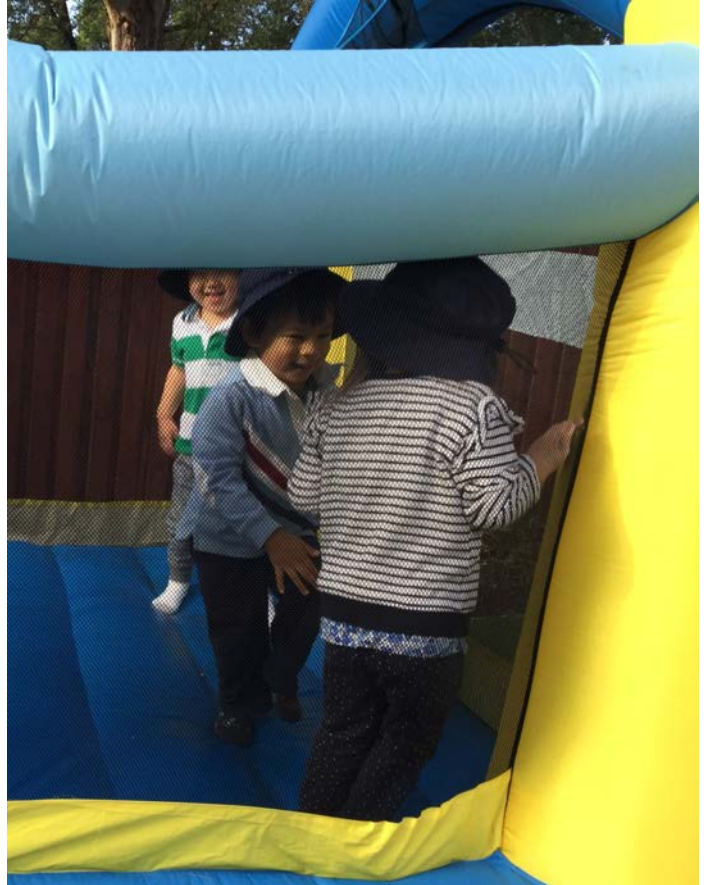
After a good rest, we spent the afternoon on a scavenger hunt, searching the school for natural materials including leaves, bark, sand, twigs, pebbles and grass.

We chose to create beautiful collages out of our collection and carefully selected our chosen pieces and glued them to our paper in just the right position. During the experience, we discussed the texture of the materials, their organic purpose and use in the natural environment and shared our knowledge about each item. We then set them aside to dry. We invite you to see our beautiful creations displayed in our classrooms.



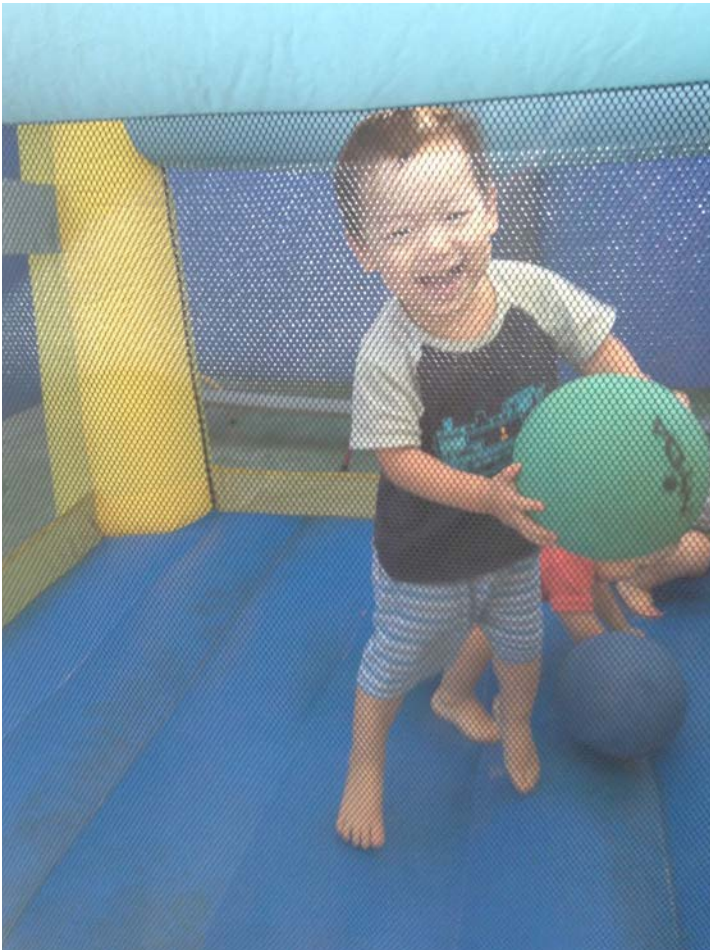


# Day 1: Jumping Castle





## Day 1: Jumping Castle





## Day 2: Nature Collage

By Ms Rujuta Patel

It was a wonderful, sunny day for us to take the children to the neighbouring park to explore and gather materials for our planned nature collage.

Each carrying their own baskets, the children were quick to find natural pieces, placing them in their baskets. We found different shaped leaves, sticks, bark and we discovered a mushroom growing. The children listened beautifully to the Teachers and were safe and sensible. We couldn't leave the park before having a quick play at the playground, of course!

On returning back to class the children shared the natural resources with each other making wonderful collages.





# Day 1: Nature Collage





# Day 1: Nature Collage





# Day 2: Reddam Idol

By Mr Luan Oliveria

Oh, the joy of music!

This morning the school was filled with different melodies and singing voices. Our children were excited to participate in dancing, playing different instruments and singing along with James.

A stage was put outside with a microphone and a speaker so they could sing to their favourite tunes, transforming themselves into 'shining stars' and the children in the audience would cheer them on, clap and sang along while patiently waiting their turn.

Music experiences can foment children with language acquisition and spark all areas of child development and skills: social, emotional, motor, and specially literacy, helping them learn the sounds and meanings of words. Dancing to music strengthens memory skills and aid children to build on their motor skills and assist their creativity, allowing their self-expression.

It is considered that music is not only important to young children, it is essential. "Music meets all the criteria to be called an intelligence", but there's more to be considered than its intellectual qualifications; music carries emotions and spirit. Music is a great gift to give to all children where they can express their emotions and unlock their creativity.





## Day 2: Reddam Idol





## Day 2: Reddam Idol





# Day 2: Making Music

By Ms Natalie Horstman

Feeling the musical vibes!

Making musical shakers allows children to explore their creativity through art / craft and with a wide range of resources and natural resources to make them, the children were able to explore their musical minds with recycled water bottles and cups and decorate their shaker with coloured paints , glitter etc.

Inside their shakers were a variety of resources such as rice, twigs and other natural resources to make different sounds to explore music.

Once the musical shakers paint and glitter had dried, in the playground you could hear the sounds of the shakers - all sounds were different and a joy to listen to.





## Day 2: Making Music





# Day 3: Cooking

By Ms Leonie Pride

10,9,8,7,6,5,4,3,2,1... Tools Down!

It was exciting in all the classrooms with the 'My Classroom Rules' cooking class. Everyone was busy measuring, pouring, stirring and mixing ingredients for our "All Stages In" cook-off.

Stage 1 prepared a Dairy Free Avocado Chocolate Mousse.

Stage 2 made beautifully decorated and deliciously tasting apple cakes.

Stage 3 made Space Balls, rolling them independently.

Stage 4 made delicious Brazilian cheese bread.

We all came together for Trina to judge the tasting. With all eyes on her they waited in anticipation for her decision...

And the winner is.....

Everyone! She awarded all Stages an equal tie saying it was all too close!





# Day 3: Cooking





## Day 3: Cooking





## Day 3: Cooking





# Day 4: Shaving Foam Fun

By Ms Ella Buzako

Messy play at its best!

Shaving foam is a lot of fun to play with. Today we set up trays with shaving foam mixed with different colours and encouraged the children to use their hands to mix one colour with another, to create a new colour.

Children loved touching and moving the colourful foam. They used their fingers to write and create different patterns in the shaving foam.

Children really enjoyed the sensory feeling of the shaving foam and paint. Swooshing their little hands to make rainbow lines and patterns allows for great sensory and imaginary fun.

Shaving foam is great for sensory exploration. Sensory play enhances learning through hands-on activities that stimulate the child's sense. This is a great way to encourage self-expression in young children and to explore the world they live in.





## Day 3: Shaving Foam Fun





## Day 3: Shaving Foam Fun





## Day 4: Rock Painting

By Ms Nimo Gill

We're going on a rock hunt and we're going to have a lot of fun! The children went out to the park to hunt for varied shapes and sizes of pebbles and rocks. We found small ones, big ones, tiny ones, and massive ones, rough ones and smooth ones. We discussed with the children about the different sizes, shapes, patterns and designs of the rocks and pebbles.

Painting in any form on different mediums like rocks, can help your children communicate their emotions or feelings. Through the use of different colours, they can express themselves without the use of words. The experience was set up for the children to explore their inner creativity with rock painting being a great podium for them to progress and discover their creativity.

They learn about various colour mixtures and how they go together, painting rocks can be an educational opportunity that is also fun and exciting. Painting with the rocks aids the children in developing their hand-eye coordination, an important skill in their age. This is developed while they paint the different surfaces of the rock that they see; making sure their hand movement is at par with their vision.





## Day 4: Rock Painting





# Day 4: Rock Painting





## Day 4: Rock Painting





# Day 5: Crazy Hair Day!

By Ms Joselyn Bruzzano

We ended our first week of our Vacation Care program with Crazy Hair Day, where the children and teachers came to school sporting wild and crazy hair styles.

We saw mohawks, ribbons, glitter spray, flowers, brightly coloured hair, tiaras and teased hair.

In Stage 2/3 Yi told the class about how his dad helped to sculpt his hair into the shape of a huge mohawk, using all his dad's hair gel.

Kaila came running into school with her name written in her head using colourful pipe cleaners, creating a pipe cleaner tiara.

In our classroom we extended on the Crazy Hair Day theme with an invitation to explore the hair salon setup. The children used brushes, combs, tiaras, ribbons, mirrors and hair curlers to tweak and re-model their hair styles. Curlers went flying around the class as the children groomed each other's hair.

Dramatic play experiences extended on key social skills, solving problems, negotiating the use of resources, sharing and turn taking. It allows children to express themselves, pretend/make-believe exploring a range of roles in a social context.

It was wonderful to see the children enthusiastically participating in our holiday program.





# Day 5: Crazy Hair Day



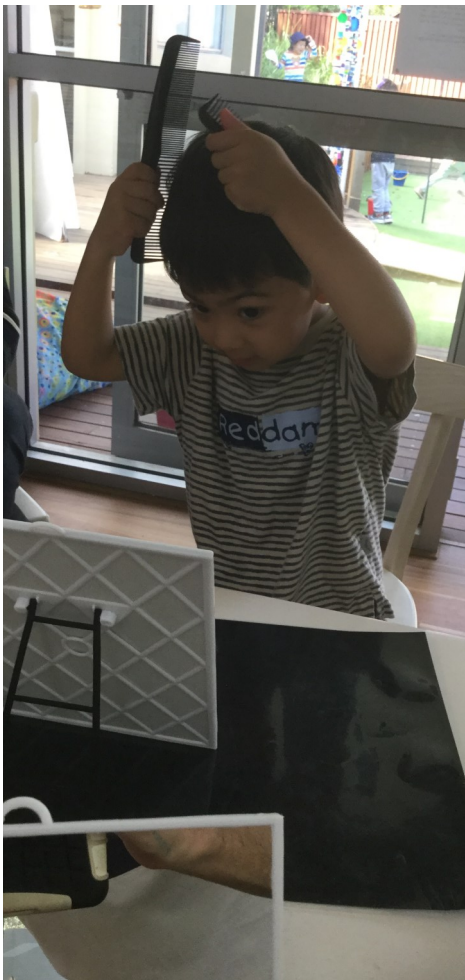
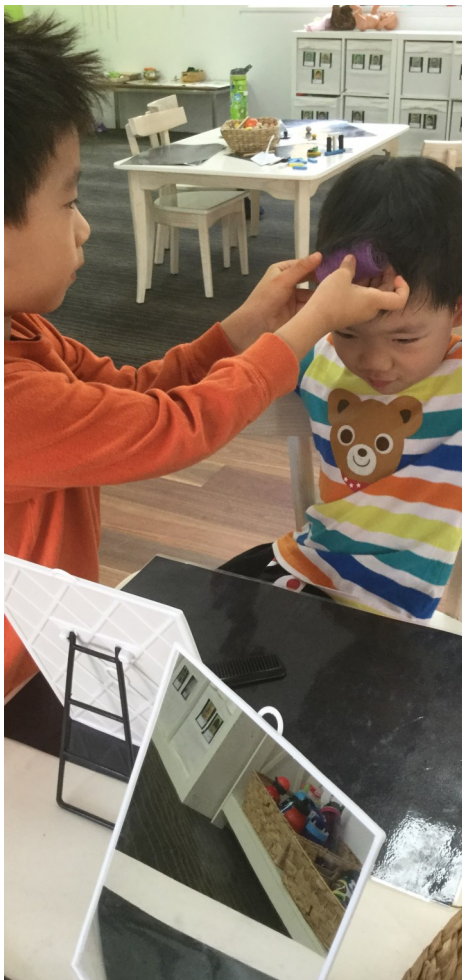


## Day 5: Crazy Hair Day





## Day 5: Crazy Hair Day





# Day 5: Abstract Art

By Ms Lisa Bates

The term abstract art is applied to art that uses forms, such as geometric shapes, colours and a variety of textures, as opposed to structured or concrete objects. Abstract art can often be thought to represent virtues, such as simplicity and spirituality.

Encouraging experiences where children can create abstract art allows them to express their creativity and enjoy the process, as opposed to being focused on the outcome, as can be expected with more structured experiences such as finishing a puzzle.

The children used a variety of objects and surfaces to paint with as they experimented with different colours and brush strokes. They used paintbrushes, rollers, sponges and their fingers to create their very own masterpieces.

Throughout the experience, teachers and children openly discussed the colours they chose, the manner in which they applied the paint or water, the different effects each object produced and encouraged the children to discuss their own interpretation of their painting.

It was a lovely relaxing and creative way to spend the afternoon.





# Day 6: Abstract Art





# Day 6: Abstract Art





# Day 6: Abstract Art





# Day 6: Zumba

By Ms Carmen Jarratt

Today the children participated in a Zumba fitness session.

All classes followed a 10-minute routine, that was a total workout that got them moving, and swinging.

The music included some familiar songs that the children danced and sang along like "Baby Shark", and some other exotic new rhythms like salsa and samba.

The Stage Four children were having so much fun that they chose to participate not only in their own class, but in all the classes with the other Stages as well!

All children, regardless their age, were observed celebrating the music, dancing, creating their own workout movements, and more than anything, having fun.

Some siblings and older children helped younger children by holding hands and following the dancing routines. These spontaneous acts of cordiality also helped the older children gain self-esteem and self-confidence when they tutor the younger ones.

Great fun for everybody, including the educators, who seized the opportunity to dance and get the workout of the day.





# Day 6: Zumba





# Day 6: Zumba





# Day 6: Zumba





# Day 6: Making Slime

By Ms Tracey Truong

Sensory play helps children understand all five of their senses: touch, smell, taste, seeing, and hearing. When several senses are stimulated during play, children get more opportunities to explore, discover, and develop their own creativity at their individual pace. Playing with slime is a fabulous sensory and science activity to learn about the concept of what is solid and liquid. During Vacation Care, the children had an opportunity to participate in making slime. They were excited to help their educators to create their own mixtures under their educators' supervision by using different ingredients such as glue, warm water, borax, glitter, and a few drops of food colouring.

The children independently explored the behaviour of the slime, how it drips from their fingers and how hard it is when pressure is applied. They also decorated the slime by adding some colourful metal screw caps and created different patterns. During this experience, the children demonstrated their language development and their sense of touch as they used words to describe what they were feeling; slippery, slimy, soft, squishy and heavy and what it smells like. Here are the benefits that can come from playing with slime:

**Language:** Playing with slime allows children to experience the texture and the sense of slime. And once they experience it, then they can describe it with words and their own thoughts. This will build a child's vocabulary and increase her understanding of new words!

**Cognitive-** Sensory play helps children to learn problem solving by measuring, mixing, and cleaning up. Being able to dig, dump, pour, and create helps strengthen problem-solving skills.

**Social and Emotional-** Skills are developed by children having control of their actions and experiences, providing them with confidence that they can create and design...all while having FUN!

**Fine Motor-** Fine motor skills are developed while children are squeezing, pinching, picking up, and moving the goo back and forth.





## Day 6: Making Slime





# Day 6: Making Slime





# Day 7: What is Anzac Day?

By Ms Lisa Bates

Anzac Day, 25th April, marks the anniversary of the landing of the Australian and New Zealand Army Corp (ANZAC) in Gallipoli during the First World War. Whilst most of our children do not yet understand the concept of war, we feel it is vitally important to include children in maintaining the commemorative spirit and respect for those who sacrificed so much to protect and serve Australia. Today we chose to do this through a number of activities.

## Making Poppy Wreaths

The poppy is frequently used during Anzac commemorations, as the Flanders poppy was one of the first plants to grow in the desolate fields following the devastation of the First World War.

As we decorated our wreaths with red tissue paper, we spoke about how some mummies and daddies had to leave their children to fly far away to help other people. Some of the older children sympathised and commented "Sometimes my daddy goes far away on a plane for work" and "I miss my Mummy when she's not here". We discussed how our mummies and daddies return to us but some of the other children never got to see them again. Again, the children thought about this and commented "That would make me so sad."

## Anzac Biscuits

Anzac biscuits are said to originate from the First World War when families would ship over biscuits made with oats to soldiers at war, as they contained ingredients that didn't spoil so could survive the long journey.

In our cooking experience, we were all excited to participate. We washed our hands then sat patiently as we spoke about how we were going to make the biscuits. The children suggested:

"We need a recipe!"

"What's a recipe?"

"It's a thing you read that tells you what to do!"

So armed with our recipe, we began to read out the ingredients, checked them off, and then began to read the method. We all had a turn to stir, sift, pour, mix and sprinkle our ingredients into the bowl. Once the mixture was ready, we were each given a small amount to make into our very own biscuit. Some of us chose to make flat biscuits, others made round ones and a variety of other shapes in between. We then waited anxiously for them to cook and...ta-da! They were ready in time for afternoon tea! A great team effort by all!





# Day 7: Making Poppy Wreaths





# Day 7: Making Poppy Wreaths





## Day 7: Making Poppy Wreaths





# Day 7: Making Poppy Wreaths





## Day 7: Making Anzac Biscuits





# Day 7: Making Anzac Biscuits





# Day 8: Teddy Bear Picnic

By Ms Fern Phromloi

It was a lovely day for the children who brought their favourite teddy or comfort toy to school and had picnic. The children were so excited to show their friends and teachers their teddy.

The preschool children took their teddies and had picnic in the park while the other Stages had a great picnic outside their class. During picnic time, the children sat down with their teddy and talked about their favourite food and ate their meal together.

It was great opportunity for children to develop their social skills as some of them could take this opportunity to made new friends and develop their communication skills as they talked about their teddies to their class.

They all had a fantastic day sharing stories about their teddy while they had a picnic.





# Day 8: Teddy Bear Picnic





# Day 8: Teddy Bear Picnic





# Day 8: Painting with Wheat

By Miss Lucia Djaja

Splashing paint across the big paper is fun and it's even more fun with nature's paint brushes!

The children were enthusiastically standing near the painting easel when they saw the teacher prepared the materials. One child took the leaves and wheat grasses and observed the variety and textures, the other child asked why there's no paintbrush at all, and the other child talked about their ideas.

It is fascinating to see how children explore their creativity and using their imagination wildly. "This is fish in the big pond!" said one child. "I paint rainbows, it has so many colours!" said another child. "Look, my dinosaur!" said the other child as she took one of the leaves and stuck it to the paper. She was not only using the leaf and grass as her paint brush but also as part of her painting. Their eyes filled with joy and their hands freely moved with the leaf, being used as their paint brush on the large paper. Children had fun times mixing the colours and expressing their ideas.

Creative art activities can help children in all areas of development. Through painting with leaves and wheat grass, we help to support children's large and small muscle development. They practice fine motor skills which they will need for writing later on. Socially, children learn how to share, interact, to be responsible for cleaning up, and putting materials away.

We also help to support their emotional development through creative art. When we value children's creativity, we raise their self-esteem. By learning to paint, children gain a skill which they can be proud of. Their cognitive development was also challenged when they felt the different textures of the leaves, when they identified the names of each colours, and when they found out what happened when they mixed two primary colours together and made a secondary colour.

And last but not the least, painting with leaves and wheat taught the children to create different patterns, learn about science and appreciate nature!





## Day 7: Painting with Leaves and Wheat





# Day 9: Movie Day

By Ms Lisa Bates

A cool and cloudy Friday provided the perfect backdrop for Movie Day.

The smell of fresh popcorn drifted across the rooms as the children sat down to watch a fan favourite - *The Gruffalo*.

Before the movie commenced, the children watched excitedly as their teacher loaded the popcorn machine with the corn kernels and then.....POP! POP! POP! Some of the children squealed and giggled with each pop and reminisced about the times they've previously made popcorn and watched a movie with friends and families.

They were then offered homemade containers to fill with the delicious, crunchy popcorn.

Everyone took their seats and waited in anticipation for the movie to commence.

There were "Oooohs" and "aaaahhhs" and shrieks of laughter heard throughout the classrooms as the children followed the story of *The Gruffalo*.





# Movie Day





# Movie Day





# Day 9: Making Gruffalos

By Ms Lisa Bates

After watching *The Gruffalo* for our Movie Day, we spent the afternoon creating our very own Gruffalos out of clay.

With the book and image of *The Gruffalo* in front of us, we used small wooden tools to push, poke and prod the clay into the shape we imagined our Gruffalo would be and then brought him to life by adding facial and body features.

The experience allowed us to utilise our fine motor skills and creativity to produce a beautiful little Gruffalo, all of our own.





# Making Gruffalos





# Making Gruffalos

