



happy
mother's
Day

REDDAM EARLY LEARNING SCHOOL
LINDFIELD NEWSLETTER



REDDAM
ELS

11TH MAY 2018

Petra's Message

By Mrs Petra Wright, Principal

Dear Families,

What an exciting and busy week the children have had at Reddam. I would like to thank all the lovely parents and carers who took the time to join us for our Mother's Day Stay and Play. The children worked very hard in preparing heart-felt gifts that they presented to their families.

We were so proud of all their efforts. A special mention must also be given to our wonderful staff who spent extra time this week ensuring everything was perfect for the important celebration. It was wonderful to see such a great turnout for our Mother's Day Stay and Play and I am glad you were able to gain an insight into the children's learning journey on a daily basis.

Our Stage 4 Teacher, Carmen Jarrett, who is currently running the school readiness programme in Stage 4 would like to invite all the children and their parents to join in the school Reading Challenge. The Reading Challenge consists of reading as many books as you would like to your child on a daily basis. You can read to your child in the language of your preference, then complete the reading challenge chart, which will be handed out to you on Monday morning by your child's teacher. The Reading Challenge will finish at the end of Term 2 (last week of June). Enjoy reading to your child and being prepared to learn loads.

In the next few pages, the teachers have introduced their Provocation for this Term. I welcome the Reddam community to get involved and if you would like to contribute to the topics of conversations please do. You may question what is a provocation? Put simply, provocations provoke! They provoke thoughts, discussions, questions, interests, creativity and ideas. They can also expand on a thought, project, idea and interest.

Have a beautiful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Detective Sense!

Stage 1 will transform into detectives this term, exploring all five senses. We will be discovering each sense for a two week period starting with 'Touch' then 'Sound', 'Smell', 'Sight' and ending with 'Taste'. Through the course of Term 2 we will be involved in a lot of sensory play. Sensory play encourages scientific processes as problems are solved using our five senses. By stimulating the children's senses, we will be helping them to develop creatively, socially and emotionally, cognitively, linguistically and physically.

Sense of Touch - Most activities will involve hands and feet. The children will learn to communicate with each other through touch. Engaging their hands in these activities will assist in building their fine motor skills.

Sense of Sound - Listening games, making musical instruments, listening to sounds indoors and outdoors; there are many opportunities that the children can engage their listening skills.

Sense of Smell - we are exposed to all different smells in our environment. The children will learn to distinguish between good and bad smells.

Sense of Sight - Sense of Sight activities will help the children to learn about their eyes as they explore the world around them.

Sense of Taste - Sense of taste and smell are connected. Through the term we will explore different herbs, sweet and sour concepts and differentiate between hot and cold.

Have a lovely weekend.

Leonie, Ella, Rujuta and Alison



Stage 1 - Sense of Touch



Stage 1 - Sense of Touch



Stage 1 - Sense of Touch



Stage 2: Chicks

By Ms Nimo Gill

Welcome to Term 2 in Stage 2. This term we will be exploring the Provocation "Storytelling"

As we progress through the term the children will be encouraged to explore different experiences linked to different books the children have shown an interest in.

This provocation came about through the children's enthusiasm in sharing books and also doing their own story telling in the past term. During our group times the children loved being able to choose the book or song that would be read or sang to them, this is how the provocation was led to storytelling.

We would also like to introduce "share a book" this term for the children, Children can bring in a book they love to share with their friends during group time and answer some questions about the book. This will allow for the children's emerging identity giving the teachers the opportunity to learn alongside the children about their interests from home.

This week we kicked off our exploration with "The Very Hungry Caterpillar". We started off by making our very own caterpillars by threading some beads into pipe cleaners. The children made caterpillars out of green play dough, decorating them with different materials. In the discovery corner, the light table was set up with the specimens of the butterfly's lifecycle, introducing the children to the reality of the eggs, the caterpillar, the cocoon and the butterfly.

During group time we looked at the specimens while reading the book, looking at the details of the specimens. Some of our children noticed the spikes on the caterpillars back and the different colours on the butterflies wings. Our children even started collecting food for the caterpillar on the light table, like gumnuts and green leaves, leading our following weeks interest to what do caterpillars eat?

Have a lovely weekend!

Nimo, Tracey, Angel and Fern



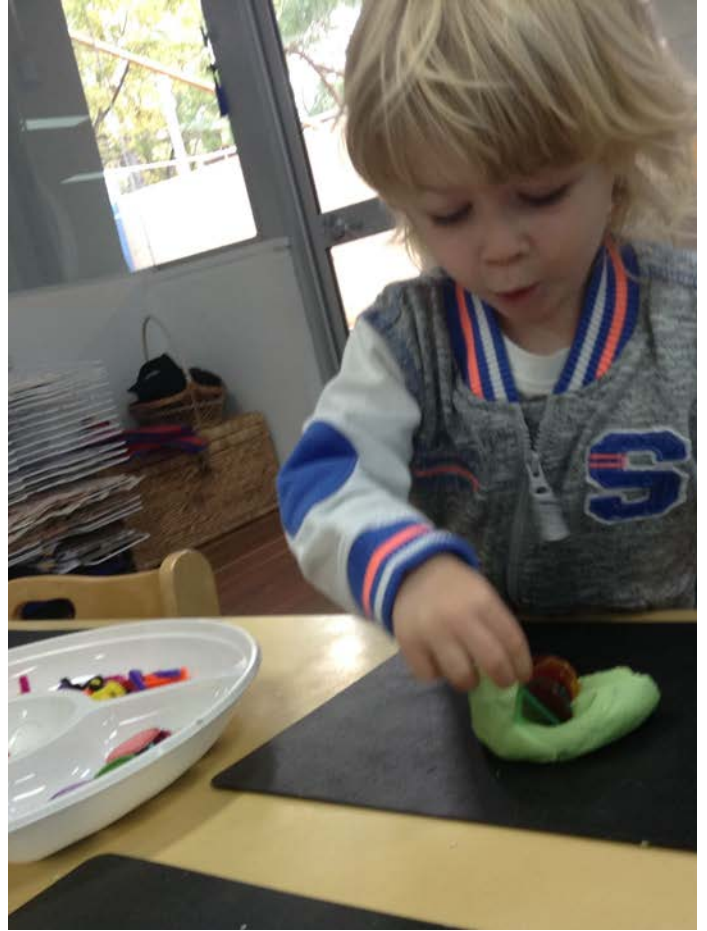
Stage 2 – The Very Hungry Caterpillar



Stage 2 – The Very Hungry Caterpillar



Stage 2 – The Very Hungry Caterpillar



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

This term we will embark on a journey of discovery with our new Provocation: "What's Out There?" A keen interest in the outdoor environment has led us to this focus, with a great deal of learning taking place outside our classroom each day, we decided to expand our exploration. Taking the children on an excursion to the local park provided a fantastic setting to begin investigating this topic. The park's environment offered a range of natural beauty, the children seemed curious about the landscape, trees, bushes and natural objects they found and collected.

In the classroom, we used our natural objects collected at the park in maths experiences, ordering items such as stones or leaves from largest to smallest. Counting seed pods, we strengthened the children's understanding of one-to-one correspondence. Comparing leaves, the children noticed obvious similarities and differences amongst the leaves. The children also developed their classifying and sorting skills, sorting natural objects by similar physical characteristics such as colour, size and length. These concepts set the foundation for future learning in maths.

Extending on our investigation of the natural environment we began to look at the life cycle of plants. During our circle time discussions, the children discovered that plants require water, soil and sunlight for growth. To further investigate how plants grow we placed beans into containers, watered them and throughout the week watched them germinate, looking for changes in growth. We discovered that not all beans germinate at the same rate, we then compared their rate of growth. Monitoring the progress of the beans each day the children learned about the science of plants and the basic steps of the scientific process. We will continue to care for and nurture our growing beans observing, measuring and recording their growth throughout the course of the term.

Experiences focused around the natural environment foster an appreciation for Earth and nature. Connecting with nature they learn how to care for plants, question and investigate, promoting observation.

Art experiences included arranging leaves onto water colour paper then using spray bottles to spray across the leaves. Removing the leaves left leaf outlines on the paper, forming art. The children also created art collages on contact using leaves, flower petals and twigs collected from the park.

This week the children were very excited to make their special Mother's Day gifts and cards, putting a lot of love and effort into their creations. We Wish all our Mothers and Grandmothers a wonderful Mother's Day!

Joselyn and Natalie



Stage 2/3 - Art Experiences



Stage 2/3 - Excursion to the Park



Stage 2/3 - Planting & Growing Vegetables



Stage 2/3 - Flower Shop



Stage 2/3 - Maths Focus Using Natural Materials



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

After a successful Term one, when the Kookaburras and Rosellas learned and developed a sense of belonging, this Term the children are going to experience how to "Be", which means how to experience and investigate and learn from the world around them.

This term, the program is designed to facilitate a variety of hands-on, play-based learning opportunities that encourage the use of recycled, reusable and natural materials, with scientific and mathematical principles, developmental appropriateness and aesthetics in mind.

In the Kookaburras and Rosellas classroom we are forming successful preschoolers who are passionate about the world around them, curious explorers and creative children. Creative children, not just with paint brushes, and art projects, but children who see the world through creative lenses and apply their creativity to their friendships and play themes; children who are in a happy state both playing alone or with a peer, enjoying what they are engaged in and allowing their language and stories to flow.

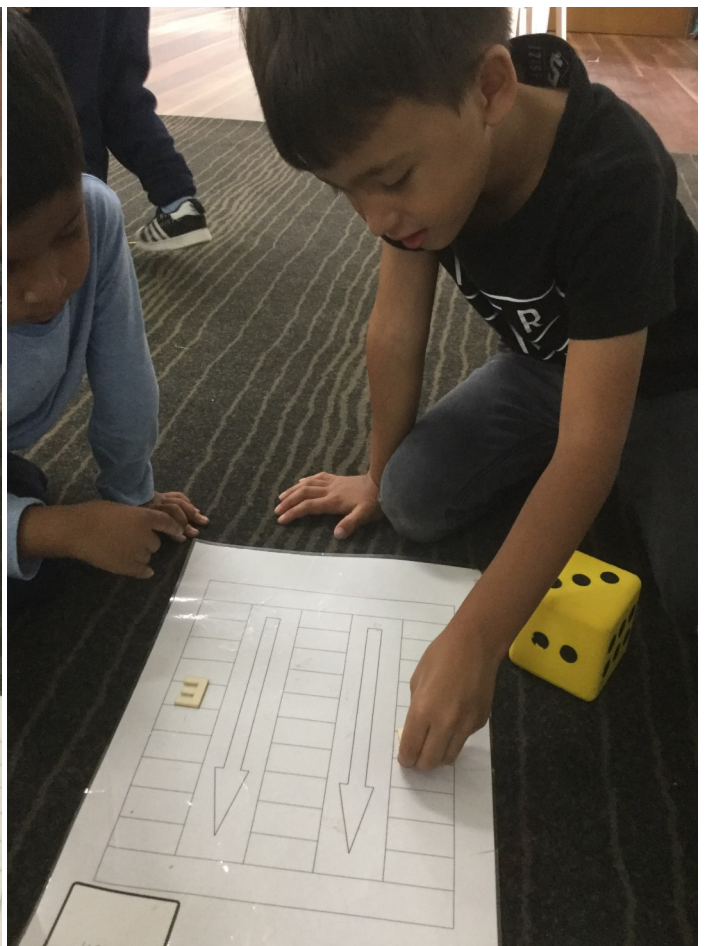
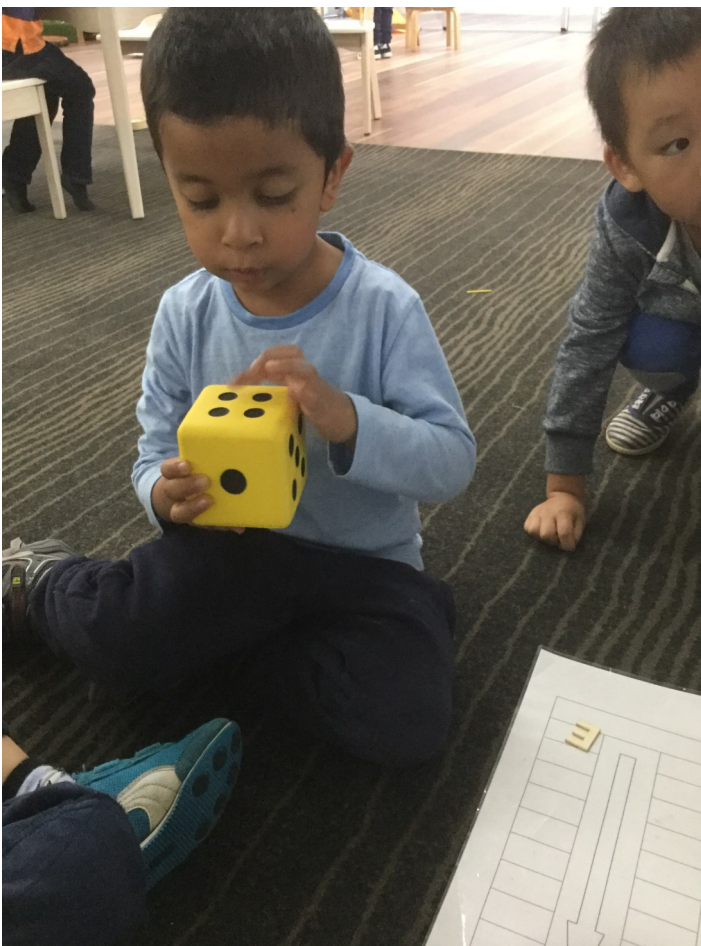
This term we are going to "Be" active explorers, effective communicators and active learners. This week program included pre-mathematic, learning about the one-to-one correspondence, pre-literacy learning such as writing own names and other words for a special card; sensory experiences such as playing with clay and language development, e.g. reading books, singing nursery rhymes, and playing with picture cards.

The program also included ESL lessons for children who are learning English as a second language.

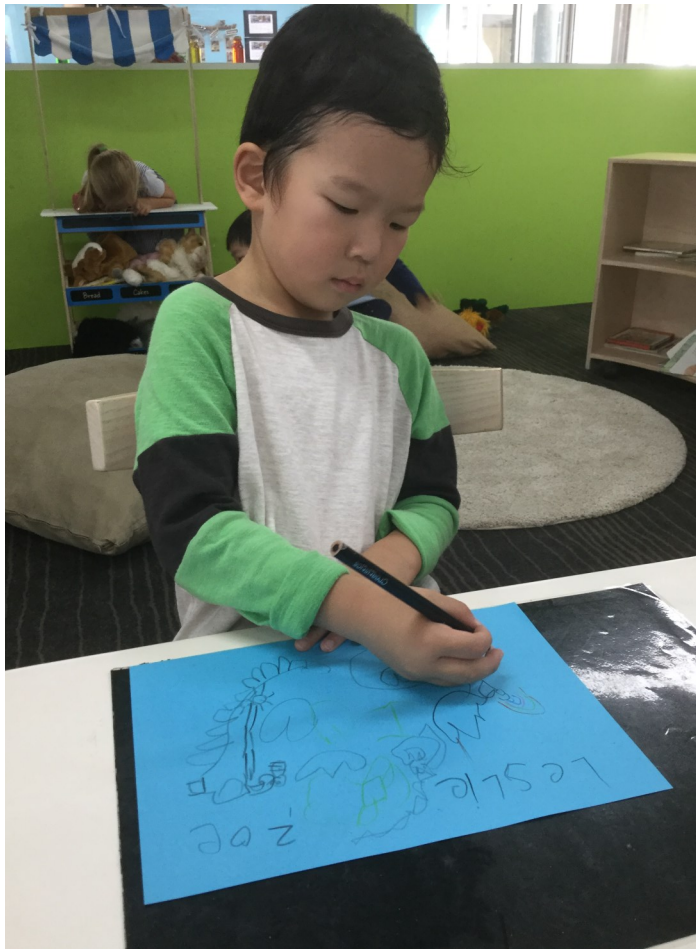
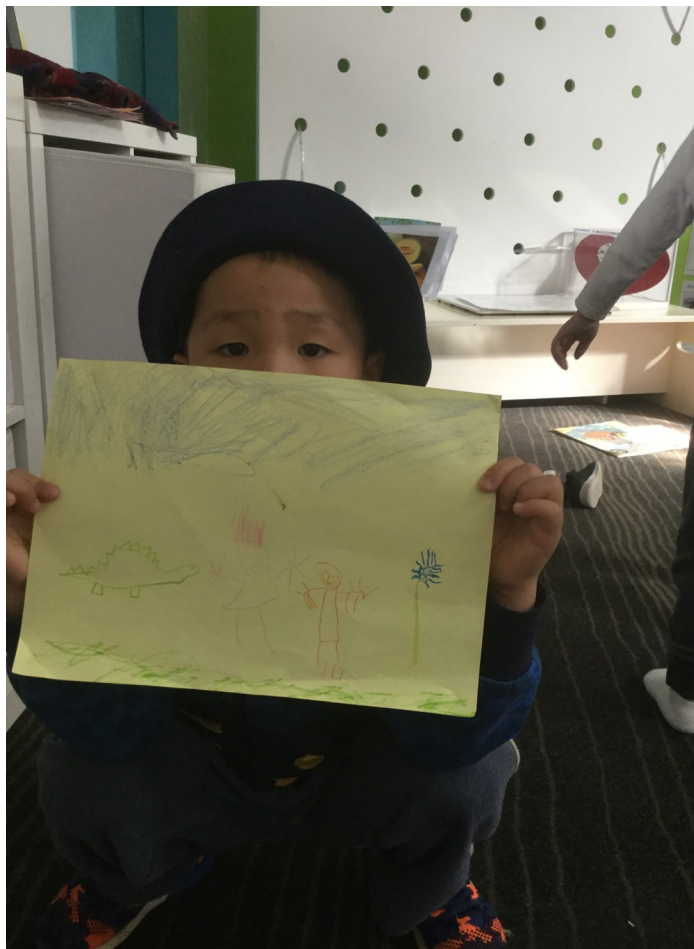
Carmen and Luan



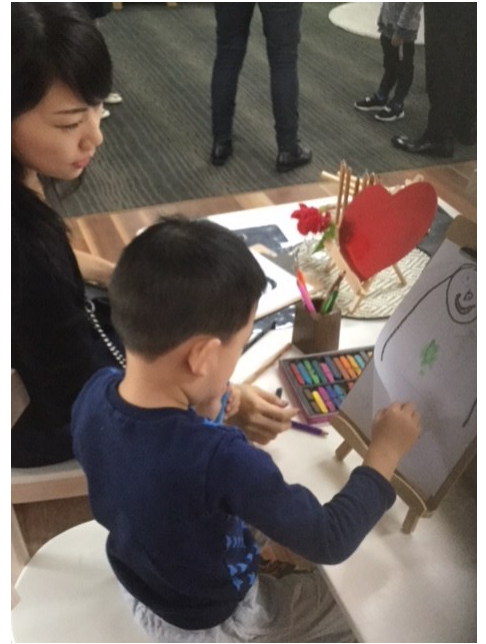
Stage 3 & 4 - Numeracy & Language



Stage 3 & 4 - Making Mother's Day Cards



Mother's Day Stay & Play Morning Tea



Mother's Day Stay & Play Morning Tea



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Mother's Day Stay & Play Morning Tea



Mother's Day Stay & Play Morning Tea



Mother's Day Stay & Play Morning Tea



Hello, my name is Tati and it's so exciting to introduce myself as the new yoga teacher at Reddam. Yoga is my passion and it is so lovely to be able to share my gift with the children.

To begin our classes this term, I introduced the children to the traditional Yoga Sun Salutation. In a playful way children learnt that in Yoga we are grateful to the sun for bringing the shining light to our lives. We also did a fixed series of movements along to the song "Dance for the Sun" by Kira Willey. You can find this lovely yoga playlist on Spotify.

I started the term with an introduction to the season of Autumn. The children were encouraged to join in on an exploration of different texture and shapes of dry leaves. I moved along the class and explained to them the transition process of this season such as how the leaves start falling down from trees, we then explored yoga poses and songs throughout the story.

To conclude, the children experienced relaxation and meditation through the sound of birds. They were encouraged to lie down and close their eyes while I passed around with a peacock feather. Children are great at relaxation and it's so beautiful to see the joy they get from Yoga.

Namaste
Tati



The first lesson went very well. We shared our holiday activities and interesting stories. Although I did not see them for two weeks during Vacation Care, I observed that the children's language skills have improved, even in Chinese. When we reviewed the words and songs, lots of students could speak or sing clearly.

It implies that a short-term memory conversion to long-term memory requires the passage of time, which allows it to become resistant to interference from competing stimuli. Therefore, I suggest that it is good to set routine questions and focus on learning a song in each term. This term, I will set a new routine question of "how old are you?". As for the song, we will learn "Pulling out the Big Radish".

We will learn how to say "David, you can not do it!" and "I love you" in Chinese during the next two weeks by reading a book, named *David, You Can Not*. In the story, David plays with his food, makes a lot of noise with the kitchen equipment or plays baseball in the living room so his mum always says "David, you can not!". However, when David feels sad for breaking a vase, his mum gives him a hug and says that she loves David. As we read the story, we will role-play the situation and discuss our own stories.

In Stage 4, we will also learn another sentence by playing picture puzzle. The sentence is "I found it". In the future, we can use the sentence to play hide and seek. For Chinese background students, we will also read a Chinese story book for them and they can assist their non-Chinese speaking classmates with the story. They will also start to learn how to write "人" and "大".



This week, in music, the lesson began with 'If you're happy and you know it', before starting a lesson based around the theme of colour. The children said 'Hooray' when we sang about what colour they were wearing, requiring them to listen to the colour being called, and respond with 'Hooray'. This activity allows the children to engage with their teacher, as well as warm up their listening ears and voices. The children also tapped the beat, which is a constant, one minute activity each week which allows them to feel the beat, and establish a strong learning foundation in music.

The children listened to their teacher sing 'I hear Thunder', which is a song in two parts sung to the tune of Frere Jaques, about hearing thunder in the sky, followed by blue sky appearing. This song requires the children to listen to the story told through the song, shaking their shakers to make the rain and thunder for the first section, then placing their shaker on the ground, and doing actions to signify the blue sky.

Following on from the rain song, the children listened then sang (as many of them know it) 'Sing a Rainbow', with the younger children listening to the song, and we talked about the colours of the rainbow, assisted by the wooden rainbow prop.

Another part of the colour themed lesson was about different fruit, and the colour of strawberries, apples, pears and oranges, with some classes singing and dancing to the Wiggles' 'Fruit Salad' and rhymes about fruit, such as the children were taught the Apple Tree Rhyme. In this rhyme, in turns, each child holds two red shakers, and say the rhyme about two red apples that are shook, and fall from the tree. The children loved this rhyme, and many learnt it quickly, and helped the teacher say the rhyme as they took it in turns, sharing the shakers with their classmates. The children learnt the 5 banana rhyme, as well as 'Worm wiggled into an Apple'.

The children also learnt a rhyme about a snail in its shell, which uses a puppet to climb up the child's arm slowly, and on the other arm, use the puppet as a 'mouse' running quickly. This activity teaches the children about tempo, fast and slow, and the way it feels different within the body, and how the words are said slowly or quickly.

Additional activities in the older children's classes included the Echo song 'My Aunt Came Back', in which the teacher holds up images in succession, including wooden shoes, a rocking chair, a hula hoop and a monkey. The children first listened to their teacher sing the song, then were asked to be the Echo. The use of 'echo' is important as the students learn to mimic their teacher, improving their listening, and hearing how their teacher uses their singing voice, and how this is different to their singing voice. Next week the children will sing this song again, and eventually each child will begin the echo, with the child next to them responding. The use of images also helps to create a visual story for the children, whilst developing their listening and singing skills. The older children also learnt more rhymes, including a rhyme about a brown wiggly worm, and another about a little mouse, which starts in their hand, and runs up their arm to tickle! They also said the 'I spied a spider' rhyme as a variation to the previous rhyme.

Each class finished with 'If you're happy and you know it, wave goodbye' and a Hi-5. Next week the children will extend on their lessons, and introducing different instruments will be included into each lesson.

Playball

By Miss Lauren

It is so exciting to be together again!

We started our lesson today with the “forwards/backwards” game. Ask your children! When Lauren blows her whistle once, we walk forwards; when Lauren blows her whistle twice, we walk backwards, but.....Lauren goes faster and faster and faster until we are moving like crazy and it looks like we are dancing!

We warmed up with the “Playball crane” game where we sat upright with our hands behind our back and a ball between our feet. Every time Lauren blew her whistle, we lifted the ball up to the sky – our tummy muscles got such a workout!

Guess what Lauren brought to Playball today.....AFL balls – can you believe it!!

We bounced the balls noticing that they bounce all over the place. We threw the balls gently to the sky and tried our best to catch the ball. We placed the balls above our heads and learnt how to do “overhead” passes. We worked with a partner and stood opposite our “friend” and practiced throwing and catching our AFL ball. We know that if we are standing **close** to our partner, we throw the ball **gently**; if we are standing **far** from our partner, we throw the ball a little **harder**

We placed the ball on a ball holder and gave the ball a big kick. These AFL balls are certainly very different to the usual balls we play with at Playball.

We did “throw-ins” and drop kicks and then Lauren positioned us in a circle and she stood in the middle of the circle. She threw the AFL ball to each of us so we had to stay focussed and concentrate at all times. We then stayed in our circle and passed the ball from one friend to another – going faster and faster and faster.

We all stood in the middle of the court while Lauren and another Playballer stood on opposite ends of the court and threw the ball to each other while we tried really hard to jump as high as we could to retrieve the ball. We know that we will not be able to catch the ball if we are “scarecrows” – we have to have energy and move!!

We placed our AFL ball on a “flip and catch” and stepped on it....the ball “boofed” right up to the sky. We had such a good laugh!

