



REDDAM
ELS

18TH MAY 2018

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Petra's Message

By Mrs Petra Wright, Principal

Dear Families,

As I walk through the school each morning and spend time in the classrooms it is delightful to watch how engaged the children are with the provocations set out for them. We certainly do have some very talented artists at our school.

*"The Essence of Creativity is figuring out how to use what you already know
in order to go beyond what you already think."
Jerome Bruner*

At Reddam our philosophy and practice emphasises children's creativity, expression and relational learning. Putting emphasis not only on learning content but on the learning process itself.

We follow Early Years Learning Framework, Belonging, Being and Becoming, ensuring the emotional and social wellbeing of each child is met through Listening to, tuning into and supporting the development of children's big ideas, curiosities and theories. Supporting and construction of empathic and collaborative relationships between children and between children and adults with a strong curricular approach that ensures the development of language, literacy, mathematics, logic, scientific observation, prediction and experimentation, creative invention and expression in a playful and inquiring way. This is truly evident in the pictures below.

Mother's Day Comes to Lindfield

The Lindfield Chamber of Commerce's annual Mother's Day Arts Competition has once again been a huge success, with students from East Lindfield Community Preschool, Holy Family Catholic P.S, Lindfield Public School, Cromehurst School and Reddam Early Learning School, Lindfield partaking.

Lindfield shops have generously donated prizes towards the winners of the art competition with prizes going to First Place from students in a Pre-school to Year K category, a Year's 1-2 Category and a Year's 3-5 Category. We are delighted to announce Alfred in Stage 4 came third in the Prep-Year K category.

A huge congratulations Alfred, we are so proud of you!

Have a beautiful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Detective Sense!

Welcome to 'The week of Sound!'

What sounds can you hear?

This week while exploring our Provocation 'Detective Sense' we have been looking at and identifying different sounds. Sounds that we hear inside, sounds that we hear outside, different sounds that animals make, transportation sounds and instrumental sounds.

The children have been so engaged in this weeks 'Sense of Sound'. We have taken them out into the park to hear different sounds around them and they have been able to identify planes and trains that often go past at the school.

Animal noises seem to be the favourite. Viggo shows such excitement when hearing the roar of the lion. Leo also shares this same excitement when hearing most of the animal sounds telling us what they are when he hears them.

Through art this week we have been stamping and painting while listening to music for inspiration. James played the didgeridoo for us during one of our music sessions. What an amazing sound it made - the children were mesmerised.

We also heard the sounds of "Happy Birthday!" as we celebrated Alice's 2nd Birthday (thank you for the delicious cupcakes). This week we also welcomed a new friend, Cassia. We are so happy to have Cassia in our class.

Thank you for a great week we hope you all enjoy your weekend.

Kind regards

Leonie, Rujuta, Ella, Grace and Alison (Student Teacher)



Stage 1 - Painting to Music



Stage 1 - Exploring Musical Instruments



Stage 1 - Nature Walk to Explore Various Sounds



Happy Birthday



Happy Birthday Alice!

Stage 2: Chicks

By Ms Nimo Gill

As we are exploring the journey of "The Very Hungry Caterpillar", the children were curious about the different things the caterpillar eats in his journey and also another means to encourage our children to eat fruit and be more curious about fruits. The week we went on an adventure to eat like the hungry caterpillar, during circle time we gathered round and started with what day it was. Looking through the book the children look for the day and what fruit the caterpillar ate that specific day.

With this activity, we wanted to provoke the children to think about the fruit's colour outside and inside. For Monday we started with "A" for Apple and the children looked at every colour on the apple, from the brown stem to little bit of green skin to the red skin. Then we looked on the inside, the children were filled with excitement like they had never seen the inside of an apple before. As each day went by we discussed the fruit for the next day and went on a journey of exploration. Their curiosity took no bounds as they asked questions about their fruits during their teatime.

Our experiences this week also explored different areas of the caterpillars' life. We brought the story of "The Very Hungry Caterpillar" to life using story props like the fruit and sensory play materials. It encouraged the children to explore the different elements in the sensory tray; it was a perfect way to introduce early drama and storytelling skills, too. For the art atelier, collage materials were set up to inspire the children to make their own caterpillar. The children were intrigued by the experience and related to the story books' character as inspiration to make their very own caterpillar collage. The children are having an amazing time exploring the different concepts of this story, in this following week we will be finishing off with this book and introducing a new book to do with sea creatures as our children's current favourite songs are "Slippery Fish" and "Baby Shark".

We would love it if the children could bring in their favourite book to share with their friends as a way to connect the school and home bond.

Have a lovely weekend!

Nimo, Tracey, Angel and Fern



Stage 2 – Exploring Fruit



Stage 2 – The Very Hungry Caterpillar



Stage 2 – Butterfly Paintings



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

"A Seed is Sleepy," by Dianna Hutts Aston and Sylvia Long is our literacy focus this term, marrying in well with our exploration of seeds and plants. The book presents a large variety of information about seeds and how they grow, in an exciting and poetic manner which seems to have truly resonated with the children. It explores seeds including flower seeds, fruit seeds, and vegetable seeds such as pumpkin seeds and beans

Throughout the week we continued to tend to our germinating seeds from the previous week and we found that most had grown significantly, up to 2cm in height. After only one week we noticed that our beans have developed stalks, and some have grown leaves. Having decided that our beans should be potted to enable further growth, we keenly accepted the task. The children will continue the duty of tending to their crop of beans in a hope that we may eventually plant the beans into the ground creating a vegetable garden which will deliver crop for us to harvest.

Inspired by nature, seeds and seed pods, the children created sculptures using clay and things found in nature. Some of the natural objects such as sticks and stones were used as tools to prod and poke into the clay. Other objects such as seed pods, pine needles and pine cones were used to decorate the clay, or stamp into the clay leaving imprints. Working with clay benefits children's mathematical skills developing an understanding of 3-dimensional shapes, encourages creativity, fosters hand-eye coordination and improves muscle dexterity.

On a different note, we created a dramatic play area titled The Doctor's Surgery. We discovered many doctors, nurses and patients in our room. As patients arrived, doctors would present themselves, ask for the patient's symptoms, then treat them. Stethoscopes, bandages, and play syringes were tools widely used with children engaging co-operative behaviour, turn taking and role playing. Towards the end of the week we noticed that many of our home corner dolls became ill and had to be treated in our Doctors Surgery!

Joselyn and Natalie



Stage 2/3 - Planting Beans & Peas



Stage 2/3 - Natural Inspired Clay Art



Stage 2/3 - Noticing Changes in our Seeds



Stage 2/3 - Doctor's Surgery



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

This week the Stage Three and Four children have participated in group and individual learning experiences to promote the development of several skills, such as social, emotional, language, pre-mathematics and cognitive.

Social-Emotional

The children have participated in group discussions about "soft voices and gentle hands" and positive ways to express emotions.

During these discussions the children have been observed thinking critically, for example listening other children ideas and providing effective strategies to deal with conflictive situations. Some of the suggestions included using our voices in a firm but quiet manner to say, for example: "Stop, I don't like it when you take my toys away from me!"

In order to support the use of soft voices and gentle hands the children have participated in various shared book reading episodes, listening to books such as "No hitting Henry", "Tiny Tantrum" and "A Series of Books about Feelings".

Art

The children have been invited to participate in craft experiences that involved expressing feelings and emotions e.g. making faces that express emotions, such as happy, sad or angry faces.

In order to teach the children how to draw, a drawing book has been placed in the art area. This book provides step-by-step instructions to draw several types of figures, such as sea creatures, dinosaurs and cars. The children have responded to this stimuli amazingly, enjoying not only the process of learning how to draw, and therefore express themselves the way they want it.

Language and Listening Skills

In order to promote receptive and expressive language the children have participated in several learning experiences such as shared book reading episodes. The Reading Challenge has already started for the Stage 3 and 4 children who are listening to a minimum of three books from the library a day being read during group time. The Stage 3 and 4 children are very aware of the reading challenge, as books and reading has become a great part of the learning environment.

Enjoy reading and participating in this amazing challenge, as at the end of the day, every child and every family is going to get all the benefits of reading and enjoying quality time together.

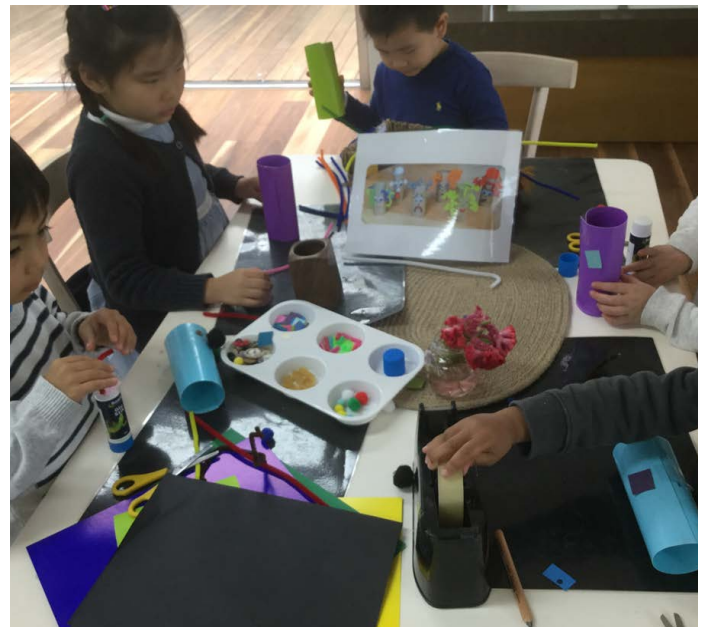
Another way that has been used to promote listening skills have been promoting group games that include following instructions, such as "The Gorilla" and "Sandy Boy and Sandy Girl".

Pre-Mathematics

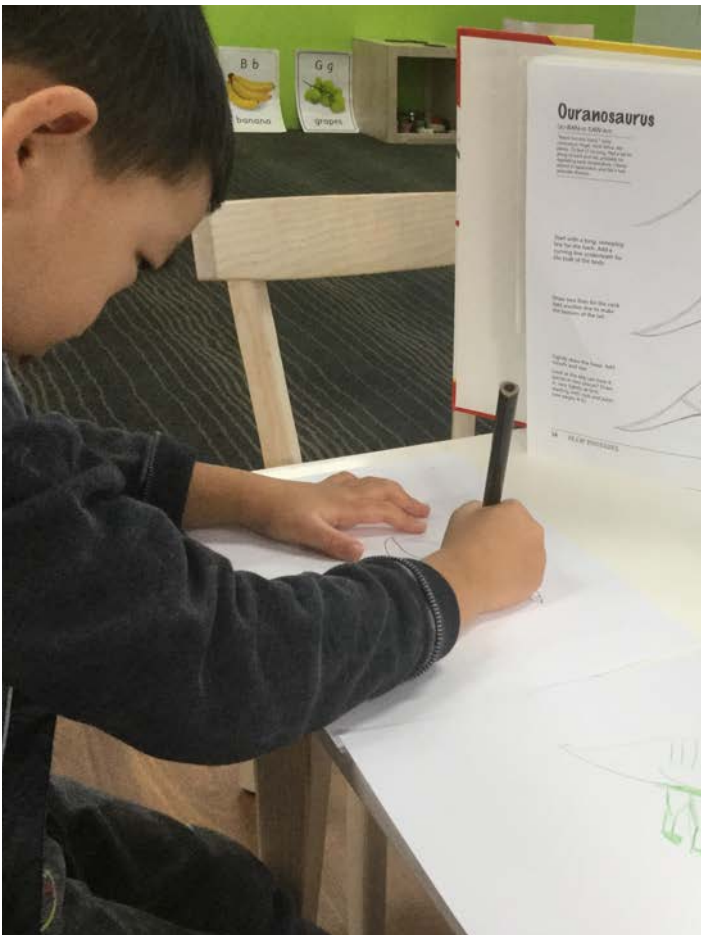
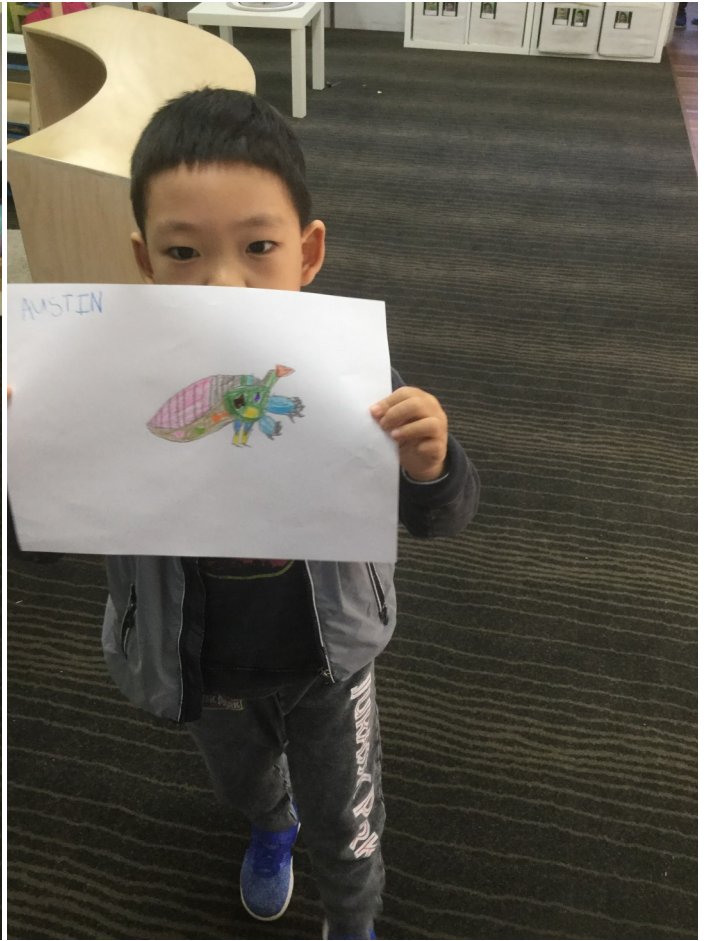
The children's transition routine includes a song called "Five Current Buns in a Bakery Shop". It is believed that this particular song is specifically designed to promote one-to-one correspondence.



Stage 3 & 4 - Art



Stage 3 & 4 - Art



Water, Fire, Earth, Air

The Four Elements is the next project for our Yoga lessons.

This week we started with the element of Air. The children learnt about the vitality of air in our lives. We simply need air to breathe so children were encouraged to do breathing exercise in which they had to inhale deeply then exhale to blow out a pinwheel. Next, we stood up on our mats and we did yoga poses related to things and animals that floats or flies into the air, such as airplanes, balloons, birds, bees, butterflies, etc.

To complement this activity I set up a section with cards, pictures and toys where children learnt some facts about butterflies. I explained the process of the butterfly metamorphoses. Then we did a series of yoga postures such as child's pose representing the egg, cobra pose representing a caterpillar, bodakonasana (soles of feet together knee wide to the side) to represent a butterfly.

To conclude I extended with some story and music. I created my own story and song called "The blue butterfly and the sad caterpillar" and I played along with the Ukulele (Hawaiian 4 strings instrument). The children were fully engaged into the experience by clapping hands and singing along. Then we ended by becoming sleeping butterflies for relaxation. It was such lovely experience!

Namaste
Tati Fernandes



This week we reviewed how to say "I love you, mum/dad/grandpa/grandma" in Chinese.

We are continuing with learning the question "How old are you?" and learning the song, Pulling out the Big Radish".

We will continue to read the book and learn to how to say "David, you can not do it!" in Chinese during the next two weeks by reading the book of "David, no!"

The children in Stage 3 and 4 learnt another sentence - "I found it" - by playing picture puzzle. In the future, we can use the sentence to play hide and seek.



This week, the children were introduced to some new instruments, including castanets and the rainbow glockenspiel.

They waved hello, then tapped the beat before learning how the castanets are played, and how they can be used to keep the beat. The children joined in singing the 'I hear thunder' song, keeping the beat with their castanet and learning different variations of how to hold these instruments. This activity allows the children to learn about different instruments and how they can be used, as well as the difference between a percussive and melodic instrument. Playing the castanets also develops fine motor skills, as it requires them to learn a new physical skill of holding the instrument, and making it sound. The second half of this song requires the children to listen to the instruction to put their castanet on the ground, and use hand actions to show the sun coming out, and the change in the weather. The use of variation shows the children how music tells a story, and how the setting of a song can change to tell this story.

Continuing on in the theme of colour from last week, the teacher showed the children the rainbow glockenspiel, and how it is set up, how to use the mallets, and how each of the 8 notes sound different to one another, when they are struck by the mallet. The children each had a turn of the glockenspiel, allowing them to feel what it's like to play a musical instrument, as well as building on their confidence in 'having a go' in a class context. They joined in with The Rainbow song, whilst the teacher pointed to each colour on the glockenspiel. This activity is especially useful for the youngest group, as they begin to learn about colour.

The children joined in with the nursery rhymes they learnt last week, including the rhyme about a slow snail (which climbs up one arm) and the fast mouse which runs quickly up their other arm. They also listened to the rhyme about a mouse that lives in their palm, and whenever somebody comes, it quickly scurries away. The children pretended to be mice, saying 'squeak squeak squeak!' They also repeated the 'Two red apples' rhyme, using the shakers as apples, holding them up high in the air, before they drop to the ground to eat them. This rhyme requires the children to listen to the story in the rhyme, and when it is their turn, hold the 'apples' up high and let them drop to the ground when it is time in the rhyme.

The children listened to the song 'My Aunt came back' which was started with the older classes last week, and they helped the teacher identify each of the images being held up, including wooden shoes, a pair of shears, a rocking chair, a hula hoop and a monkey 'from the city zoo'. The children were asked what a monkey's favourite treat is, with many of them yelling 'bananas!' The children then said the 1 banana, 2 banana, 3 banana, 4 rhyme, using their fingers to count, using their listening and memory skills to say the rhyme learnt last week.

The older children extended on the above activities, learning the rhyme 'Little Boy Blue' as well as being the teacher's echo in the song 'My Aunt Came Back' which is an extra skill that the younger children will begin to develop. They also listened to their teacher play familiar songs on glockenspiel such as 'twinkle twinkle' and 'I'm a little teapot' and were asked to identify these songs, before singing along with the glockenspiel.

At the end of the classes, the children were asked if they could remember the name of the new instruments they used, and waved goodbye, followed by a stamp. Over the next few weeks, they will learn more about new instruments, new rhymes and add to their song repertoire

Gabby
Dancearama Music Teacher

Dance

