REDDAM EARLY LEARNING SCHOOL
LINDFIELD NEWSLETTER

25TH MAY 2018

Petra's Message

By Mrs Petra Wright, Principal

Dear Families,

At Reddam we are constantly asking ourselves how we can nurture and support children's creative thinking? In the Atelier we provide a variety of materials and tools that challenge children to experiment and discover ways of expression in a visual form. A large range of activities, materials and tools are being introduced daily to your children. This allows the children to think in divergent ways about the possibilities for combinations and creations.

In tage 4 the children have recently been working with clay. Clay and play dough is a natural and invaluable way to kindle the children's artistic expression as well as a soothing calming activity. As soon as a child is given clay they begin to mold and shape it, it works on their sensory development, motor skills, self-expression, discipline and pride. It is also a magical point of discussion. Clay/play dough can be squished, poked, rolled and twisted; it's wet, soft and heavy. It allows for mistakes to be made, fingers to magically fix and shape and create.

Lisa Bates will be going on leave for a few weeks as of Friday 25th May. Claire Ross will be helping out in Lisa's absence. Please can you continue to email any queries to Lisa on lisa.bates@reddamels.com.au or call us on 02 9415 8099 and either Claire or myself will get back to you.

Have a wonderful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Welcome to Week 4 - The Nest and Fledgling children have been very busy. This week we continued exploring different sounds in our environment as part of our Provocation 'Detective Sense'.

Each day we have been taking the children to the neighbouring park which we call 'Our Outdoor Classroom' where they have been able to explore, identify and just be with the natural environment. The children have really taken to these excursions. It's been wonderful for the children to move freely from one learning space to another throughout the park, created by the Teachers.

We created an Art Space for them to paint in the park while listening and hearing different sounds around them. They took their time with painting, nothing was rushed, they really fell into the relaxed state of nature.

The Teachers helped the children identify the chirping of birds, the sound of the wind, the sound that leaves make when we jump on them, as well as city sounds such as trains, traffic and construction noises.

This week we created a Mud Kitchen in the Stage 1 and Stage 2 garden. This has been popular among the children where they have been using the pots and pans to fill and pour using the sticks, leaves and dirt. It's fantastic to see them using these resources for their imaginary play.

Sadly this week we farewell Alison our Student Teacher. It's been so lovely having her with us and she has done such a great job in her Uni Prac. We want to thank her so much for the beautiful energy she bought to our class. We will miss her.

Thanks for a great week everyone enjoy your weekend.
Leonie, Rujuta, Ella, Grace and Alison

Stage 1 - Cooking in our Outdoor Classroom

Stage 1 - Exploring our Outdoor Classroom

Stage 1 - Exploring our Outdoor Classroom

Stage 1 - Visit to the Park

Stage 1 - Creating Sounds with Homemade Drums

Stage 2: Chicks

By Ms Nimo Gill

This week our provocation is heading now, deep into the sea with "The Rainbow Fish". The children first looked at the patterns of different fish in the book following what we talked about the different sea creatures in the sea as we introduced them to the children with a song, allowing the children to link the names of the creatures to the different figures as they sang the song. We introduced blue play dough with some loose parts like colourful and shiny caps and seashells to allow the children to explore the blue colour and seashells as part of the ocean and caps as the Rainbow fish. The children explored many ways of interpreting this experience and enjoyed making beautiful fish, some explored making fish food.

Our provocation is leading with the children's interest to explore sea creatures, the first sea creature we explored this week is the Octopus. The children were curious about the long tentacles of the Octopus, we used a balloon to imagine painting with the tentacles. During circle time we talked about how many tentacles there were and looked closely at what shape and colour they were. We read "The seahorse" and "The Rainbow Fish" exploring and learning about the different sea creatures in the book, linking them to songs we sung "A Sailor Went To Sea".

The light table was set up with materials inspiring children to create an underwater world to tell their own story about the sea creatures like the "The Tiddler". Inspiring the children to share their own version of the story, capturing the "Whale, Great White Shark, Tuna Fish and Octopus" as we explore these sea creatures this week. Asking the children questions about their colour, features like their fins, gills and other interesting facts we can learn about the these sea creatures.

Have a lovely weekend!

Nimo, Tracey, Angel and Fern

Stage 2 – Exploring Sea Creatures

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Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

Following the children's natural curiosity, this week we investigated the world of Mushrooms. We looked at how spores create mushrooms, we discovered that mushrooms are a fungus which unlike plants, do not require sunlight to grow. Fungi start life as tiny spores, when spores land on the ground or on logs, they send out tiny tubes called hypha. Hypha break down food and absorb nutrients from rotting plants and animals.

A trip to the local park was our starting point, magnifying glasses at the ready we inspected a couple of small mushrooms. This sparked a discussion around dangerous mushrooms and edible varieties. If we find mushrooms in our garden it is always best to speak to an adult. We then headed back to class to learn about the different parts of a mushroom, identifying the cap, gills, stalk or stem, ring and volva. Looking at a variety of mushrooms including the oyster mushroom, shiitake and button mushroom, we identified differences and similarities in colour shape and size.

During our art experiences the children were able to take a closer look at the gills and stem of the mushrooms as they stamped mushrooms dipped in white paint onto black paper. This produced amazing mushroom marks, encouraging the process of creating rather than the outcome.

Launching into discussions around how we can cook and eat mushrooms led to us deciding to make mushroom pizzas. This gave the children the perfect opportunity to cut their ingredients and assemble their own mushroom pizzas. Cooking experiences teaches children about healthy eating habits, they develop their fine motor skills, follow step by step instructions, builds on their concentration, offers them hands on experiences with basic science and gives them a sense of achievement, making their own food. The best part was tasting our mushroom pizzas.

Throughout the week the children explored a small world fairy land with toadstools and magical fairies. Inspired by our fairy land the children sculpted their interpretation of toadstools and fairies using salt dough.

Joselyn and Natalie

Stage 2/3 - Investigating & Painting with Mushrooms

Stage 2/3-Fairy & Toadstool Small World Play

Stage 2/3 - Making Pizza

Stage 2/3 - Mushroom Prints

Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

This week the Stage 3 and 4 classroom presents a different indoor learning environment that has provoked not only active learning, e.g. participating in pre-scientific experiments, but also social and emotional development, e.g. role-playing in the "Hospital" area.

The Stage 3 and 4 classroom children would like to thank Leah, Maddie's mum, who spent some time with the Maddie and her friends in the classroom, happily singing, and reading a book, during group time, for everybody.

Visits to the Park

The very active children who attend the Stage 3 and 4 classrooms this week, enjoyed daily visits to the park next door.

The children practiced many skills, e.g. turn taking; everybody had to wait to have a turn at the swing. Pre-mathematics: the children collected sticks of different sizes, and used them to measure their height, and decide who was the tallest child in the group. Communication: everybody listened and express their ideas about possible games that could be played in the park, such as finding treasures, and running games, and dramatic games, the children collected sticks, dry leaves and pebbles to make a "new house" for a small tree they found.

The Reading Challenge

Reading is a big part of the children's day at Reddam ELS. At present they are reading a minimum of three different books a day, that belong to the public library, plus the books that are used to teach an specific subject, such as "What Makes a Rainbow", and "The Rainbow Snake" to teach about colours; "W is for World" to learn the initial sound of the colours, and "The Bucket Filler" to learn about how words and actions can affect the way we feel.

We are really looking forward to learn how many books the children are reading everyday!

Stage 3 & 4 - Writing Our Names in Sand

Stage 3 & 4 - Dramatic Play

Yoga

By Miss Tatiana Fernandes

Air, Water, Fire, Earth

The 4 Elements Yoga Project

In Yoga PRANA is the word used for the vital energy force which is our breath. To extend children's learning we continued on the exploration of the air element. Similar to last week the children learned the vitality of air in our lives for breathing. Children were encouraged to do breathing exercise which they had to imagine they were filling up balloons and place their hands on the chest and stomach to notice the sensations in their body. We also repeated the previous breathing exercise of blowing out the pinwheel.

To continue on the air element exploration, I set up a section with pictures which children learned more facts about butterflies. Eg. butterflies taste from the feet and not from the mouth then we did a series of movements with legs and feet to represent the hungry butterfly.

To complement this I explained once more 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 caterpillar, sitting up knees touching chest to represent the cocoon and bodakonasana (soles of feet together knee wide to the side) to represent butterfly.

To conclude the children were asked to lie down on the mat then I guided an imagery meditation and the children were encouraged to imagine that they were flying butterflies in any colour they wished. I spoke spontaneously about a beautiful place in the clouds and I spoke words of positive emotions, feelings and manners.

Next week out theme will be the Element Water

Namaste
Tati Fernandes

Playball

By Miss Lauren Guttman

We started our lesson today with the "Shark and the Stingray" game. This is the best game to foster footwork skills and spatial awareness.

"Helicopters" – we all pretended we were helicopters flying with outstretched arms. When Lauren blew her whistle, we stood on one foot and did our best to "hover" (balance) on one foot. We then tried to hover on our left foot and our right foot and then faster and faster and faster.....

We played the "crab and the claw" game – every time we play this game, we just laugh and laugh. Lauren goes faster and faster and faster....ask your children!

Lauren placed catching cups on the court in the shape of a circle. We walked around the outside of the circle and every time Lauren blew her whistle, we put one foot on a catching cup and balanced. Then Lauren blew her whistle faster and faster and we alternated feet – balancing on our right foot, then our left foot.....right, left, right, left.

We placed a little ball in our catching cup, flipped it up **gently** to the sky and tried our best to catch it again in our catching cups without it falling to the ground. Lauren taught us that we need to remember to position our catching cup **under** the ball.

We also caught 'mice' today - ask your children!

Lauren then rolled lots and lots of "mice" across the court and we had to try and catch them before they got to the other side. SUCH FUN!

Mandarin

By Miss Sherry Zhu

Last week, we started to learn how to say "I am 3/4/5 years old" in Chinese. First, I asked them their ages in English. Followed by learning the routine question, we coloured the birthday cake with candles. Students were excited to share their ideas about their favourite birthday cakes, so based on this, we discussed the colours and fruit.

As for the new song of Pulling the Radish, I created a story to assist the children in understanding the lyrics. When they listened to the music, their reaction showed that they basically understood the meaning of the song. Therefore, I will prepare pictures in advance for this week so they can continue to learn the song.

I was so glad to see that the children enjoyed the book "David, No". Many of the children have already grasped how to say "David, no!" in Chinese. They were also able to use it n our lessons. That was so amazing.

Their interest in learning in this way implies that children love to access books which tell the stories about their daily lives. Therefore, I will continue to look for those books and share with them.

This week, we will read two new books. One is "I want to Take a Shower". The other one is "Animals in the Forest". Through these books, we can learn a sentence and four new words, including tiger, snake, monkey and parrot.

Music

By Miss Gabby Bloom

This week, the children sang hello, and were introduced to a new percussion instrument, the 'woodblock'. Their introduction to this instrument continues on from learning about castanets last week, and they learnt that these rhythmic instruments come from the same family. The children in each class had a turn tapping the woodblock to the beat of a classical piece, allowing them to use the beat keeping skills developed each week when they tap their knees, heads, stamp their feet or clap their hands.

The children joined in singing the 'I hear thunder' song, keeping the beat with their castanet, bells or shaker. 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.

This week's lesson revolved around bugs and insects (as well as a few extra songs separate to this theme), so the children learnt songs about fireflies buzzing, butterflies gliding, spiders crawling, as well as bees buzzing and ants marching. They learnt the Insect song, which uses the well-known melody of 'The Wheels on the Bus' to describe the fireflies, bees, ants, and crickets move, and the sounds they make. The children also learnt a song called 'Can you move with me?' in which they wiggle like a worm, flutter like a butterfly, crawl like a beetle, slither like a snake, and buzz like a bee. This song requires the children to express themselves through movement, and listen to the action that is being sung in the song. Using movement whilst singing allows the children to have fun whilst developing their listening and memory skills.

The children leant a song called 'Oki Toki Onga', which their teacher played to them on the rainbow Glockenspiel, and then sang whilst playing to show how we can use multiple skills in music. The children then had another turn on the Glockenspiel, which they were very excited about, after being introduced to this instrument last week.

The younger children learnt the rhyme 'Little Miss Muffet', which has actions for the spider scary Miss Muffet away, tying into the insect theme, and helping assist in language development for the younger children.

The children listened and joined in, where they could, 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'.

As always the children sang goodbye and were given a stamp at the end of class.

Gabby

Dancearama Music Teacher

Dance

By Miss Tess Connolly

This week I began the classes with a variety of stretching exercises. I do this to ensure that the children 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 children 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.