



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

15 June 2018

Petra's Message

By Mrs Petra Wright, Principal

Dear Parents

On Tuesday morning after the long weekend, I was so proud as I watched the children run into school with so much excitement, greeting their teachers and friends with open arms, sharing hugs and smiles.

In early childhood settings children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships. When children feel safe, secure and supported they grow in confidence to explore and learn .

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BELONGING, BEING & BECOMING—EYLF

Please may I remind all parents when dropping or collecting your child/children that you park in Reddam parking only.

The Car Park is **one way only** and there is **no exit** into Treatts Road from the car park. Please do not hesitate to contact me if you require further information.

Have a lovely weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Welcome to week 7 it has been a short week. We hope you all enjoyed your Long Weekend together with family and friends.

This week in Stage 1 we saw the investigation of our 'Sense of Sight'.

Through our Provocation Detective Sense we are looking and exploring the wonder and importance of Sight.

What do we use to see with?

Where are our eyes?

What colour can you see?

Who's eye is that?

These are some of the questions being asked this week.

This week we introduced Light Boxes to the room exploring different objects and how they change with Light.

We explored and examined using magnify glasses different eyes - animals and human eyes.

The children have been extremely interested in this sense as again with all the senses it has brought wonder and curiosity to the room.

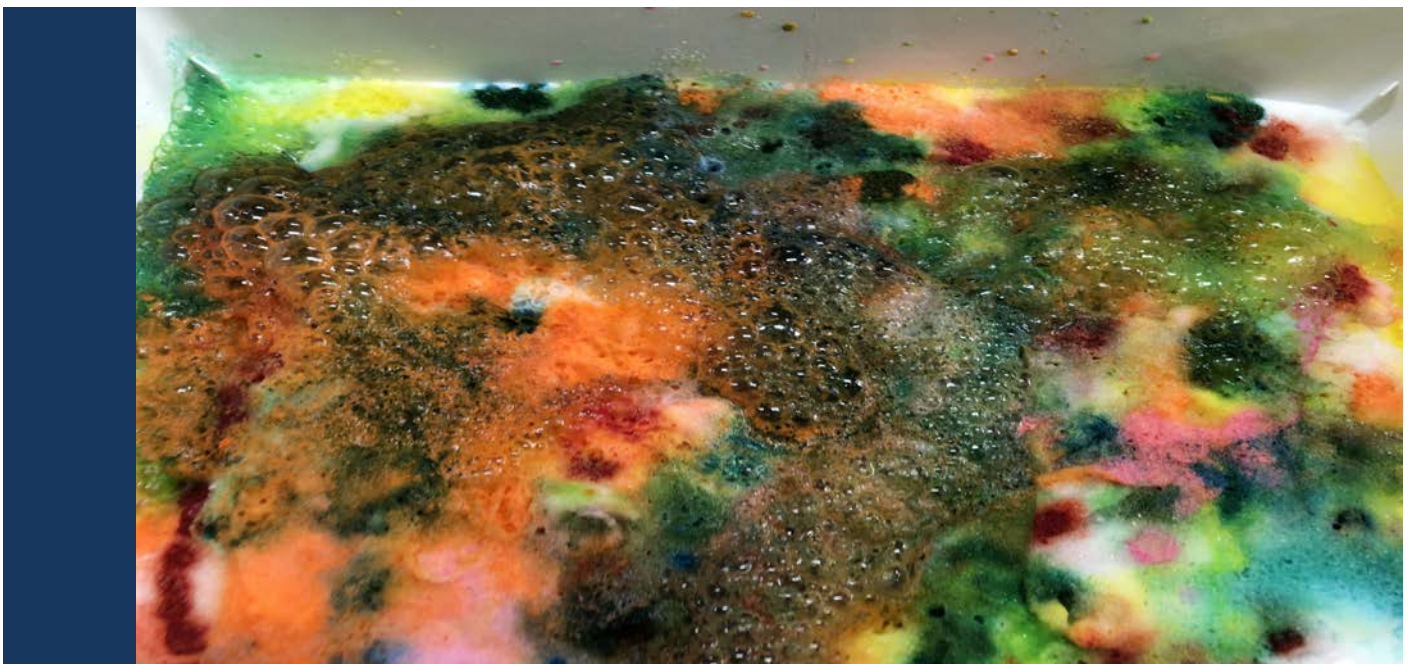
We planned for the children to be involved in a science experiments this week allowing their Sense of Sight to explode in wonder. Everyday this week we have put our scientist hats on and experimented with colour combining different paint colours with bicarb, salt and Lemon Juice to create a Rainbow Lemon Eruption. The children watched and observed as bubbles started to appear when we added the Lemon juice to the bicarb and salt, the colours mixed together to make other colours and the bubbles grew and grew. If you are interested to continue experiments at home with the children there are many that you can do that are simply but wonderful don't feel they are too young, with you assisting them you will be surprised how interested they are.

Thank you again to Maddie this week we were lucky to try Oranges from her Grandma's Garden. Maddie picked them from her tree and both Stage 1 and Stage 2 enjoyed the delicious taste.

Thank you for a lovely week Stage 1, we will continue with our Sense of Sight next week.

Enjoy your weekend.

Leonie, Rujuta, Ella and Grace



Stage 1 –Exploring our Sense of Sight



Stage 1 - Scientific Terrific' Rainbow Eruption



Stage 1 - I Spy With My Little Eye



Stage 1 - Madeleine shared Oranges from her Grandma's Garden



Stage 2: Chicks

By Ms Nimo Gill

Sea Creatures

This Week our children still haven't stop talking about sea creatures so we decided to extend their interest by introducing a wider array of sea creatures. For Sensory and fine motor skill experience, we created Small World play consisting of some blue rice and water beads in our Hidden Ocean World. Allowing the children to pick the sea creatures they wanted to catch with Handy scooper which they named digger, thus engaging them to develop their fine motor skills. They were very excited in catching different sea creatures, as they caught each creature they would ask what it was and we talked about their colours and features.

The children engaged in making their very own fish collage, using a few different colours and shapes, we inspired to the children to create their own sea creature in the sea as they were doing the collage they picked out which sea creature it was, the Shark and Octopus were very popular choices.

As we start off in exploring the children's growing interest in insects this week as they keep finding so many in our backyard. We started off our investigation by drawing some insects with pastels, we inspired the children with some colourful creatures to experiment drawing them with some vibrant pastel colours.

During circle time, we engaged in a sensory experience involving some ocean water beads. The children were able to see the beads grow overnight as they came into class next day to see the tiny beads formed into their full size. The children got to feel the water beads and as we ask them what it felt like and what did they see, we had some replies of "wet", "slippery", "balls" "squish". Some books we read this week to relate to our ocean experience were "A Tiny Turtle & Shark a Hark", we learnt many interesting facts about sharks and turtles. As we start off our insects adventure next week feel free to bring in some books on insects to share in circle time or even some bugs you have found with the children in your backyard!

Have a lovely weekend!

Nimo, Tracey, Angel and Fern



Stage 2 – Ocean Water Beads



Stage 2 – Fish Collage



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

This week we journeyed into the amazing world of insects and mini beasts sparked by the discovery of a beautiful stick insect in the school yard. We posed the question, "what the difference is between insects and mini beasts?" It was wonderful to see the children offering their interpretation of what defines an insect and mini beast. Our learning journey evolved as we further explored this topic. As we ventured into the yard, our discussions focused around identifying insects and mini beasts that could be seen.

Specifically focused on our stick insect, we investigated its body, some of the children noticing that it blended into its surroundings making it very hard to find. Stick or leaf insects use camouflage to keep themselves safe from prey. We soon discovered that other insects and mini beasts such as butterflies and beetles also used camouflage as a tool for survival by blending into their habitats.

With habitats in mind we created a small world insect and mini beast wonderland. Investigating what insects and mini beast require in their habitats we then injected these objects into our small world environment. Extending on this some of the children created their own individual insect gardens, using insects, sand, leaves, bark, stones and synthetic turf in their creations.

Our cooking experience involved making butterfly cupcakes. The children spread icing onto their cupcakes, then using small knives cut strawberries and kiwifruit and carefully arranged them onto cupcakes forming the wings of butterflies.

Art experiences included using a fly swatter to apply paint to paper and printing using a range of insects and mini beasts. Some of the children also pressed insects into salt dough to create insect and mini beast prints. Creating butterfly wings was one of the highlights of the week. The children used pastels to decorate large portions of paper, we then crimped the paper at its centre and attached it to the children's backs using coloured yarn. Transforming themselves into butterflies, the children danced around the yard.

Our STEM focus this week revolved around insects and mini beasts. Armed with a range of creatures, the children spent quite some time sorting them into colour and species. They then challenged themselves by counting all the insects that belonged to the same species.

Have a wonderful weekend.

Joselyn, Natalie and Daryl



Stage 2/3 - Insect Garden



Stage 2/3 - Stick Insects



Stage 2/3 - Art Work



Stage 2/3 - Insect Painting



Stage 2/3 - Decorating Butterflie Cakes



Stage 2/3 - Butterflies Wings



Stage 2/3 - Maths Insect Counting



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

The children in Stage Three and four are learning about Australian animals and wildlife, some pre-mathematical concepts such as measuring and social skills such as taking turns to listen and talk.

The children are learning that Australia is home to some of the most interesting wildlife in the world; from cuddly Koalas, and cute Platypuses to absolutely terrifying Dingoes.

They are learning that the animals of Australia are certainly fascinating and unique! As a matter of fact, Australia is one of the very few countries where there are marsupials and egg laying mammals!

In order to learn about the Australian Wildlife, the children have participated in some shared book reading episodes, e.g. "Koala Lou", "Wombat Stew" and "Three Kangaroo Gruff" just to mention a few, watched very interesting documentaries from National Geographic, such as one called "learn about Australian Animals and the sounds they make" and participated in art experiences such as drawing, painting and clay modelling.

Social skills

Active listening and take turns to talk have been the emphasis this week. In order to implement these two very important skills the children have use a "talking stick", and the rule is very simple, the only person that can talk is the person that has the "talking stick" in the hand.

This technique is also very useful when resolving conflict among children, e.g. avoids the use of loud voices, as no one is talking over the other person.

Dramatic play

Further developing on the interest observed during the fun fair the children organised last week, and the interest displayed on numbers and measuring; it was decided to build on their interest in measurement by setting up a market, and implement a simple measurement exploration center, in the shape of a market in the classroom.

It's been such a fun experience watching the children explore all the measurement tools by themselves and with their friends; e.g. selling and buying groceries, while giving and receiving money for their products.

This market also provided many learning opportunities not only for the children, but to the educators to experience together! E.g. the value of money.

Pre-mathematics: Comparing weight and counting money

The balance scale used on the 'market' , had not numbers, but with this activity the children gained experience in comparing the weight of objects. The children realized certain items were heavier than others and made the scale tip to one side.

Later in the week the kids made it a mission to find things that would tip the scale to one side or the other one, or make it go even.

Reading Challenge

The Stage Three and Four teacher hope that you are enjoying the Reading Challenge as much as the children are during school hours!

Please start sending the reading challenge logs filled, with the favourite book of your child to be read during shared book reading episodes.

Please remember to keep up with the reading challenge!

Have a lovely weekend

Carmen, Luan, Lucia and Heather.

Stage 3 & 4 - "Talking Stick"



Stage 3 & 4 -Cultural Experienced Learning



Stage 3 & 4 –



Stage 3 & 4 –



The 4 Elements Yoga Project/ Water

“No Water, no Life. No blue, no green – Sylvia Earle”

This week we continued with the topic of water for our yoga lesson. It was so energetic that children just loved so we are exploring a little bit more.

We continued with the physical exercises as last week. We performed the water Cycle and we went on a Diving and Surfing adventure. Children were very excited about the surfing activity.

To extend children's learning I complemented this lesson with the topic of Sounds. I explained to them that Dolphins and Whales communicate through sounds under the deep waters.

Interestingly, water is a powerful conductor of sound and energy. Sounds has the ability to create geometrical patterns in water when played and depending on the frequency you are able to see some beautiful patterns. As we know our body is 70% made up of water so imagine the quality of energy that your body experiences when you are listening to some delightful sounds.

To demonstrate that to the children I played the Tibetan Singing Bowl (see picture below) and each child had a turn to play it too. I told the children we could sound like the singing bowls by chanting aloud the sound of OM. After chanting children find it really funny and some started giggling. I enjoy encouraging children to laugh more so I laugh with them to raise up the energy in the room and it also creates extra sounds.

As part of our relaxation I filled the Singing Bowl with water and played it, so children could visualise the forming patterns. To end it we all became sleeping starfishes and listened to the sounds of crashing waves.

Namaste



Yoga



Yoga



Last week, the lessons went so well. The children were very interested in the guessing games and lego blocks which were used for reviewing colours. Through the review, I found that the children could still remember how to say red, green and black in Chinese. However, it was harder for them to recall the memories of other colours. When I taught the colors of red, green and black, I created stories of those colours and used pronunciation mnemonics to help them to remember the words. The feedback of these classes shows that these are great ways to teach children, especially pronunciation mnemonics. Therefore, I will try to create more stories in the future teaching. Meanwhile, we reviewed the colours with the children again this week.

Over the past few weeks most of stage 4 students can say "good morning, everyone ", "Today, I am happy/unhappy", "My name is " and "I am 4/5 years old" in Chinese. That is so fantastic. In the following weeks, I will continue to practice these questions with them. Meanwhile, I will encourage them to ask those questions in Chinese. As for stage 3 students, they also can answer with short responses in Mandarin. Therefore, I would like to encourage them to answer those questions by speaking a full sentence. As for specific words, this week, we continue to learn how to say the animals in Chinese. They love the 3D animal book. Meanwhile, I read a new book, named "whose wings" to them. As for the children from Chinese backgrounds, last week, we read a book about little bear Aofei. The children loved the book. So I would like to share the second book of the little bear this week.



Drama

Stage 1&2

The children went on an exploration in to the reversed double world behind the looking glass, (mirror) retaining something of the thrill of the fairy tale and to provide a strong motivation to pursue some real science.

Teacher in Role as a News reporter, explaining that some of the characters from Fairy tale land don't know what to do as an evil spell has taken away the ending of their fairytale. Lets listen to some of these characters now

TIR as Little Red Riding Hood

TIR as Snow white

The children went on an adventure and had a picnic with their teddy bears. They used their teddy bears to copy the actions that the teacher was doing. The teacher also asked each student to look into the mirror and point to a part of his or her face/body. They used their body to mirror what the teacher was doing too.

Q&A teacher led discussion about stories that start with "Once Upon a Time" and how they think they should end. Discuss how we should end Little Red Riding Hood's story, Snow white or the other one they suggested.

Stage 3&4

Mirror teacher emotions (happy, sad, scared, surprised, excited, confused)

The younger children did this and used their hands to be windows, closing their hands and covering their face and then opening them and showing the emotion

Using a dice (and the numbers on the dice) and emotion pictures the children took it in turns to role the dice and show the emotion relating to the number they had thrown (1=Happy 2=sad 3=confused etc. etc.) OR you could say an emotion/line from the fairytale and depending on the number they do it 1 = no effort at all 6 = over the top. THIS IS THEN MELODRAMA

Once Upon a Time bag (with the younger ones) – The children took it in turns to take a picture/object out of the bag and tell a story, continuing on from what the person before had said.

As the last picture was taken out of the bag, the children discussed possible endings. The children then act out the story they had created.

The children discussed Mirrors, where we see them, why we have them etc.

The children used their imagination to go through the mirror. Once they had gone through the mirror they saw characters from Snow white and a hidden apple. They discussed if they should eat the apple as it looked delicious.

They also discussed foods that are delicious and sound delicious

Acted out Mirror, Mirror on the wall scene, working in pairs, one child stood behind the mirror and the other in front. The one who was behind the mirror had to think of someone who they thought was beautiful?

The children worked in pairs, one the leader and the other the follower, mirroring one another.

Used the mirror to reflect the sunlight and the children ran to the space where the sun was shining

Mirror Canon

Drama

