



REDDAM
ELS

22ND JUNE 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents

It is always such a delight witnessing the continual development of the children's individual and uniquely wonderful personalities and imaginations. This week the children have been role-playing in the market stalls, investigating bees, exploring different mini beasts, scaring teachers with pretend snakes and not to forget our little detectives searching for birds with their homemade binoculars. We invite you to find out more specific details on your children's interests at our Parent-Teachers evenings on **Tuesday 31st July** and **Thursday 2nd August** between **16:00.pm-18:00.pm**. If you would like to make an appointment to meet with your child's teacher, an appointment sheet will be displayed next to the sign in sheets on Monday morning.

The end of Term 2 is fast approaching. The Vacation Program will be sent out next week. Please note Reddam Early Learning School follows a school calendar. This means that between terms the Early Learning School will run a Vacation Programme. The school will be open as per normal during the Vacation Programme. During this time children will have the opportunity to have a rest from normal school routines and activities and engage in a range of fun activities. The Vacation Programme is carefully planned and we offer enriching activities. Children are not required to wear their school uniform during this period.

As you are aware, the new childcare rebate system will be taking place from **2st July 2018**. The new system will replace the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a new single means and activity tested payment. To transition to the new system and ensure that you continue to receive your childcare benefits it is essential that you have taken the following steps before next Friday 29th June:

- You need to establish a myGov account if you do not already have one. This can be found on www.mygov.au. You then need to link this to your current Centrelink account. Your information does not automatically rollover to the new system so it is essential that you have completed your assessment through myGov.
- Please complete the Child Care Subsidy assessment or your Child Care Subsidy claim.
- Please be aware that under the new system ALL Child Care Rebates will be paid directly to Reddam and will not be paid to families.
- It is important that you monitor your myGov account to make sure that you are receiving your benefits. Please also be aware If you wish to receive a rebate for casual days, you need to indicate this through your myGov account, otherwise only your scheduled days will attract the benefit.

Please recognise that if you have not taken the steps above to transition to the new system Reddam will not receive your subsidy and full fees will apply. If you have any questions in this regard please contact our enrolment officer at St Leonards (in Lisa's absence) on sara.amin@reddamels.com.au.

Have a wonderful weekend with your precious children

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

Stage 1 has really loved learning about the five senses. This provocation has been appropriate and has been play based, hands-on while also being educational. We have nearly learnt about all five senses. This is our last week exploring our Sense of Sight the children have really shown such wonder and curiosity especially with the science experiences. The Light boards have been popular and games such as "Little Mouse" have had the children focused and involved.

Over the coming next two weeks we will be exploring our Sense of Taste. On the last week of term we will be inviting all our families to join in and bring in a plate of food preferably something that reflects their culture giving the children the opportunity to taste different foods.

This week we explored our surrounding environment using our homemade binoculars. We made them out of cardboard tubes and painted them. The purpose of this was to help the children focus on what they were seeing by limiting their vision a little bit. While outside we were lucky enough to find a ladybug to explore which was exciting. Sophia and Leo were brave enough to hold the ladybug in their hands.

This weeks book 'Feathers for Phoebe' had us exploring feathers, searching for birds outside and painting with feathers.

Our science experiments this week had us observing 'How things change'. We watched and observed how by adding bath bombs to the water the water bubbles up, fizzes and then dissolves creating coloured, scented water.

It was a week of Birthday Celebrations in Stage 1. Happy Birthday to Sophia L and Imogen. Everybody enjoyed the cupcakes.

Thanks everyone for a great week it was a little wet but we all survived. We hope you all enjoy your weekend.

Take Care

Leonie, Rujuta, Ella and Grace



Stage 1 - Exploring with Binoculars



Stage 1 - Feathers for Pheobe



Stage 1- Little Mouse Game



Stage 1 - Car Track Fun



Stage 1 - Bath Bomb Experiment



Happy Birthday Sophia and Imogen



Stage 2: Chicks

By Ms Nimo Gill

Sensory Creations

We have started exploring insects and bugs in much more detail now and it's very exciting when we find some bugs outside. It's already a regular game to hunt insects outside, singing the "bear hunt" book tune, we sing "We're going on a insect hunt, we're going to find a big one!". Being one of their favourite books, they are very curious to go on a hunt. We have found some exciting insects outside, we found a bug we thought was an insect but after counting it's legs, there was only six. Therefore we had a conversation at circle time comparing spiders and other insects, the children were curious to learn the spider has 8 legs and other bugs have 6 legs.

For Sensory play we explored Small World play with different bugs on a big leaf mat with different loose parts like wooden blocks, leaves, pebbles and some lavender, introducing an insects storytelling experience. The children were most captured by the ladybugs lining them up, making little homes for them in the lotus and Badum pods.

Exploring "A Colour of His Own by Leo Lionni", about a chameleon not having a colour of his own. We experimented with mixing our own colours for our very own chameleon. Allowing the children to pick the colours they wanted, they squirted the colours one by one into the bag and with the help of their teachers they sealed it. Then the fun of mixing the colours together begin, the children explored the colours by poking and dragging their fingers on the bags, slapping their hands on it and crushing the bag together. Their expression were enough to say they loved the added sensory experience of mixing the paint but not getting their hands dirty as some of them looked back their hands to see if they got any paint on their hands.

This week at the light table we explored the silkworms specimen's for the children to be able to look at closely and explore. The children made some comparisons to the butterfly life cycle we explored earlier in the term with the "Hungry Caterpillar" as they have some similarities in their life cycles. We talked about it further during circle time, comparing both the life cycles.

Have a lovely weekend !

Nimo, Tracey, Angel and Fern



Stage 2 – Insect Exploration



Stage 2 – Making our own Cameleon Colour



Stage 2/3: Caterpillar and Butterfly

Mrs Joselyn Bruzzano

Caterpillar and Butterfly by Ambelin Kwaymullina, lead our investigation into butterflies this week as our provocation progressed. The story tells of a caterpillar so frightened of the world around her that she enclosed herself in a cocoon, feeling lonely she was eventually encouraged by friends to emerge from her cocoon presenting herself as a beautiful butterfly.

Stories in the Aboriginal culture are an important educational tool, teaching children about life, with elders passing on knowledge such as how and when to find certain food, explaining spirituality, heritage, laws and about creation and how the land was formed. Through this story we looked into fears and how to positively respond to them through strength and resilience. Caterpillar is frightened of many things, we asked the children what they are frightened of and why? In the story Caterpillar is supported by her friends, we explored friendship and how our friends assist us.

Extending on this we began to look at a variety of butterflies native to Australia including the Cairns birdwing, Ulysses and the Wattle blue. Investigating the colours on their wings we posed the question, why butterflies have certain markings on their wings? Our research led us to discover that some butterflies have "wing spot" markings, to ward off prey.

After inspecting the physical attributes of the butterfly, we looked at it's lifecycle. The children were very confident in predicting which stage was the beginning stage. This sparked interest with some of the children creating butterfly painting, transforming blobs of paint on paper (our caterpillars), into lovely butterflies once our pages were pressed and opened. Towards the end of the week we used torches to reflect tracing paper butterflies onto hard surfaces. The children then drew what they saw, they also traced the butterflies using the tracing paper film.

An alternative art experience included making fabulous butterfly prints using metallic paint and butterfly wands!

Our butterfly inquiry extended to the outdoor as the children collected a range of natural objects, leaves, bark, twigs and stones. They then collaborated, working together to create butterflies using the natural resources collected.

Cooking experiences have become a weekly event as we measured ingredients and combined them to create butterfly waffles. They also offer children so many opportunities for learning including real life science with hands on basic science experiences and offering maths skills, measurement through quantities, capacity and volume. It is always delightful to watch the children taste the finished product!

Wishing you a wonderful weekend.

Joselyn, Natalie, Daryl



Stage 2/3 - Making Butterflies



Stage 2/3- Drawing What We See



Stage 2/3 – Butterfly Paintings



Stage 2/3 - Lifecycle of Butterfly



Stage 2/3 - Butterfly Waffles



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

Inspired by the World Soccer Cup 2018, the Stage 3 and 4 children are participating in many creative learning experiences as well as physically active games. Some of the creative learning experiences included painting with Ping-Pong balls, designing 'medals' for active participation in games, and creative arts, e.g. creating a story related with sports.

Physically active games: physical activity is great fun, an important part of play and learning, and essential for healthy growth and development.

Some of the physical activity benefits include:

- strong bones and muscles
- healthy heart, lungs and arteries
- improved coordination, balance, posture and flexibility
- reduced risk of becoming overweight or obese.
- physical activity is also great for helping children be happy and well
- be confident and feel like they belong
- be relaxed and sleep well
- concentrate better at school
- get along with others and make friends easily
- share, take turns and cooperate.

This week the children have participated in many games, e.g. soccer matches and playing with balloons. It is our understanding that by playing with balloons and participating in very active learning experiences the children have also developed their fine motor skills. Some studies show that the control over the whole body impacts the way the hands function. Children need a stable base from which the arms and hands can operate. The trunks need to be strong and stable to hold us up.

Children need to be able to turn and rotate their bodies to reach for objects, such as balloons, in all directions and to cross the mid-line. We, humans, need shoulder, elbow and wrist stability. All these gross motor skills help children hold and maintain grasp on objects, to be able to move objects and to get their hands in exactly the right position to manipulate and move efficiently, and thus be ready to hold the pencil and have a more proficient control when participating in pre-writing learning experiences.

Pre-mathematics and pre-writing skills

BINGO has been the game of the week! The children have first observed the numbers and letters they had in their bingo cards, listen for their numbers or letters to be called, and filled their bingo cards enthusiastically.

Have a lovely weekend

Carmen, Luan, Lucia and Heather



Stage 3 & 4 – Bingo



Stage 3 & 4 – Balloon Play



Stage 3&4 – All about Soccer



Stage 3&4 – Hockey



Congratulations

Well Done Alfred!

Over the weekend Alfred participated in his first piano performance at Parsons Mid – Year Presentation. He delivered an excellent performance of *Princess Waltz*. It is so encouraging to see our little ones excel at playing musical instruments. Keep up the good work!

Thank you to Alfred's parents for sending us these great pictures. If you would like to share your child's achievements with us— we would love to hear from you.



Earth

"To be grounded is to feel solid, strong, and well-balanced. Every yoga practice offers an opportunity to root down, creating a firm foundation from which to grow expansive, free and joyful"

This week we started exploring the topic of earth element in our yoga lesson. To benefit children from a sense of grounding I built the whole sequence of postures on the floor. As a warm up, children explored the sensations of feeling the earth by sliding their hands from side to side onto the ground. To tap their hands and feet and to lie down on their backs and slide their arms and legs to feel the ground supporting their bodies.

To begin the lesson, I spoke about the importance of healthy soil for planting. Then we went on a tree planting adventure. First, we did a breathing exercise which children had to blow out some ping pong balls. The balls represented the seeds. Next, we started through a series of yoga poses to represent the tree growth.

To complement this class, I created a felt story which there was a giant tree in the woods that loved to give some shade to the animals. During the story each presented character was followed by a performed yoga pose and a deep breath. For example, Tree – Vriksasana, Snake – Bhujangasana, Mouse – Balasana, Camel – Ustrasana.

For relaxation we all became sleeping animals under the giant tree.

It was a lovely and calming yoga experience.

Namaste



Yoga



Hi everyone,

We started our lesson today with the “helicopter game” where we all run around the court with outstretched arms (spinners). When Lauren shouts “helicopter” we stop and balance on one foot – hover just like a helicopter. We then try and alternate our feet – tricky, but our balancing skills are definitely improving.

Lauren placed beanbags all over the court and we ran around. When Hayley shouted “beanbag”, we all ran to a beanbag, stood on the beanbag and did our best to balance on the beanbag without falling off. Lauren went faster and faster and faster. We all held our own beanbag and ran after poor Lauren trying to catch her by sticking our beanbags to her legs and arms. Our poor coach! We put the beanbags on our head and walked slowly trying not to let the beanbag fall to the floor.

Lauren placed a hoop in front of us and we practiced throwing a beanbag THROUGH the hoop – Lauren kept moving further and further away from us. “Foot flicks” – ask your children. We flick the beanbag off our shoe up to the sky and try to catch it. Tricky – there are so many things to remember!

“The Pirates and the Treasure” game – Lauren placed a hoop in front of all of us – a treasure chest! We stood opposite our own hoop (“treasure chest”) and tried to throw our “treasure” (beanbag) into the hoop. We always remember that if we are standing close to the hoop, we throw gently; if we are standing far away from the hoop, we throw a little harder.

Lauren set up a cool obstacle course using hoops, beanbags, hurdles, cones and we all cheered for our friends and encouraged them while they were doing the circuit. I wish you could see the level of sportsmanship mums and dads! I am so, so proud. “Shark and Stingray” game – ask your children. Our footwork skills are most definitely improving.

We learnt how to run a relay race today, learning how to pass the “baton” (beanbag) from one member of our team to the next. We were divided into two teams and all got into a “team huddle” to decide on a name for our respective teams – “The Carrots”, “The Watermelons”, “The Super Stars” – to name but a few. We know that Lauren is not interested in which team comes first; or which team comes last. She is only interested in having lots of fun and showing cool sportsmanship – cheering for our team members and helping our mates.

Lauren set up a cool obstacle course using hoops, beanbags, hurdles, tunnel, cones and we all cheered for our friends and encouraged them while they were doing the circuit. I wish you could see the level of sportsmanship mums and dads! I am so, so proud.

Thanks champs,

Lauren

Playball

By Miss Lauren Guttman



Playball

By Miss Lauren Guttman



Playball

By Miss Lauren Guttman



It was the first time for me to try to use hide and seek in my teaching. The game is based on "Marco Polo". A student should close his/her eyes when other students hide a word flashcard somewhere. Afterwards, he/she can open eyes and look for the flashcard by the guide of other students' help. When other students speak a word quite fast, he/she know that he/she is getting close to the spot of the hided card. Because I worried that whether young kids could do it properly or maybe they would hurt themselves during looking for the cards. However, the feedbacks from the classes indicate that kids have very good class manner and they didn't run when we played the game based on my instruction. The more important thing is that they enjoyed the game so much. They were so excited to repeat the words for many times during searching the cards on the stages. The experience of the lessons implies that I can often play the game in the future lessons.

This week, we read a new book about transports. It is also a guess book. Students need to guess what it is by the shape of the paper. Then we will learn how to say "car", "boat" and "airplane" in Chinese. Meanwhile, we will review the animal book by coloring animals. Furthermore, it is good to review fruit book before we start to learn a new song about fruit.

As for the children from Chinese background, the last two weeks, we read books of a little and cute bear. They loved the book and the bear's interesting explosion. Therefore, I will read the third book for them in this week. We made a snake with soft clay after we finished the animal book. T

The children enjoyed it so much.



Music

