



Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents

Each year in July the National Aborigines and Islanders Day Observance Committee (NAIDOC) organises a weeklong celebration of Aboriginal and Torres Strait Islander history, culture and achievements. What better way to participate in the celebration by including a performance of groups of Aboriginal Dancers and Didgeridoos? This year's theme is **Because of her, we can!**, which emphasises the invaluable contribution that Aboriginal and Torres Strait Islander women make to our communities, families, and our rich history.

Local community celebrations during NAIDOC Week are encouraged and often organised by communities, government agencies, local councils, schools and workplace. In our Vacation Programme starting next week we have many activities planned in honour of NAIDOC week. Please feel free to contribute to the programme.

As you are aware, the new childcare rebate system will be taking place from **2nd 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.

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- 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 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 on lisa.bates@reddamels.com.au

As our Vacation Programme commences on Monday 2nd July, children are not required to wear their school uniform during the Vacation period but are welcome to come dressed as their favourite book character in week 2 of the programme. As we are experiencing colder weather of late please may I ask you to dress your child appropriately.

If you are going away on vacation we wish you safe travels, if you are staying at Reddam for vacation we look forward to having lots of fun together.

Have a beautiful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

What a wonderful nine weeks we have had this term in our learning. Our little detective's have been very busy exploring the wonders of the Five Senses.

The first two weeks we explored "Our Sense of Touch" with lots of hands on experiences learning about different textures and what they felt like. The children have really grown in confidence through this term showing the ability to get involved and try new things.

Weeks three to four were spent exploring "Our Sense of Sound" which found us going on lots of nature walks to the park. Our classroom moved to the park so we could really enjoy the sounds around us. Music was implemented into the program through art allowing the children to express themselves while listening to the different sounds.

Week five to six, we explored "Our Sense of Smell". The class was immersed in lots of different smells. We painted with spices and Tie Dyed with Teas, oils were burned and the children explored different types of noses from humans and animals.

During week seven and eight "Our Sense of Sight" was awakened to different colours on the Light Board. We were curious with our colored water beads adding them also to the light box. With the beautiful winter sun, we have been lucky enough to explore different shadows in our class which has continued into week nine. Thank you to the families for sharing with us their vivid experiences. Vivid came at the perfect time for exploring our Sense of Sight.

In week nine, "Our Sense of Taste" was explored. The children love to put things in their mouth so this was the perfect week for them. We had Sensory Play with potato and sweet potato and we explored stewed apples and pears.

The children sampled salty, sweet and sour foods. The expressions on their faces when tasting the lemon was priceless, some loved it while others definitely could identify the sour taste. We learnt that popcorn comes from the corn cob and they watched the process.

Next week we will start our Holiday program but we will also finish up another week of "Our Sense of Taste". If you would like to share with us a plate of something your child loves to eat we would all love to taste test it (remembering no eggs or nuts).

Thanks everyone for a great term. It's been a lovely Provocation to explore.

Have a great weekend and for those families heading away enjoy your holidays.

Leonie, Rujuta, Ella and Grace.



Stage 1 - Row, Row, Row your Boat



Stage 1 - Salty, Sour and Sweet– Facial Expressions!



Stage 1- Sensory Play with Mashed Potato



Stage 1 - Where does popcorn come from?



Stage 1 - Exploring outside



Stage 1 - Building with Blocks



Stage 1 - Shadow Play



Stage 2: Chicks

By Ms Nimo Gill

Ooey Goeey mud play with insects buried to discover, what can we find? The children were very intrigued by the texture of the mud mixture which some of the children helped to make. Sticking their hands in, they were very curious about the sticky and slimy texture. They used a scoop to capture some insects and as they went along they discovered the different insects hidden in the mud.

We had some playdough to inspire the children to make spiders. They were intrigued by the imprints the spider left in the playdough when they pressed them in. We talked about the different shapes of the spiders to see how we could make one from playdough, counting one big round body, a little smaller round head and 8 long legs!

The Ladybird has been one of our favourite insects so we decided to get creative and use some potatoes to make a beautiful ladybird potato-stamping experiences. The children used the potato with red paint as a stamp for the body of the ladybug and then stamped in some black dots for the spots. We followed up our experience with reading "The Bad Tempered Ladybird by Eric Carle", linking our experience to our learning.

We investigated the insect's body shapes through some black on white pictures, inspiring the children to do some insect Nature Art. By getting back to nature and hunting for some sticks, leaves and gum nuts, we naturally made some insect art using what we found in our backyard.

This week on the light table we allowed the children to observe and explore the Frog specimen's linking it to our provocation and learning about the different stages of the life cycle. The children were curious about the stage when the tadpole grows his legs into a frog!

Exploring different books relating to insects and bugs, this week we read "The Very Quiet Cricket by Eric Carle" and "The Very Busy Spider by Eric Carle". We have been dancing to the Spanish song about cockroaches called "La Cucaracha" and the children have been learning to say Cockroach in Spanish. The children really enjoyed the cockroach song as it is a very up beat song.

Have a lovely weekend !
Nimo, Tracey, Angel and Fern



Stage 2 – Ladybird Potato Printing



Stage 2 – Building Insects from Nature



Stage 2 – Insect Sensory Mud Bin



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

This week we continued to investigate mini beasts and insects, specifically focusing on bees. It seemed a natural transition from last week's topic, butterflies with some of the children commenting on the pollen that butterflies are attracted to in flowers. We posed the question, "which other insects are attracted to pollen?" The answer was simple, "bees," and so began our new investigation.

We started the week looking into the lifecycle of the bee, we then looked at the process of how bees make honey. Our inquiry into bees soon drew our attention to the hierarchy within a hive, the queen bee, drones and worker bees and the important roles that each type of bee plays.

We took a closer look at how bees collect pollen from flowers and then transfer it to cells in bee hives to create honey. To mimic this, we set up a transfer station where the children engaged their fine motor skills as well as hand eye co-ordination using water droppers to collect yellow liquid then squeeze it into a series of smaller cups. Offering children opportunities to develop, increased concentration and focused attention through calm, relaxed and unpressured spaces and experiences encourages children to remain with activities that challenge their skills. If an activity is too difficult or basic either cognitively, linguistically or at fine or gross motor skill levels, it may impact on a child's willingness to participate. Our role as teachers is to create an environment which supports the children's skill levels whilst gently challenging them to grow.

Art experiences this week included creating yellow, gold and black bee inspired collages, painting using a potato masher. Focusing on creativity as well as hand-eye co-ordination and fine motor development the children created their own yarn bees. Using wooden pegs and coloured yarn the children wound their yarn around the pegs, we then attached hessian wings. This experience soon became a popular experience with the children naming their yarn bees before taking them home and revisiting the experience.

'Did you take the B from my ook?' by Beck and Matt Stanton married in well with our topic of bees by encouraging us to explore all things commencing with the letter 'B.' Erupting into fits of laughter the children were encouraged to think outside the square in a desperate attempt to recover the letter 'B' in our book.

Towards the end of the week our STEM focus saw us experimenting with a range of ways to create Kinetic sand. We discovered that the simplest and most successful method was to combine baby oil, plain flour and corn starch. Kinetic sand is an example of a dilatant substance that increases its viscosity under stress. We found that the substance could be moulded into shapes which hold their form for long periods of time.

Wishing you a wonderful term break!

Joselyn, Natalie and Daryl



Stage 2/3 - Lifecycle of a Bee



Stage 2/3 – Liquid Transfer



Stage 2/3– Creative Experiences



Stage 2/3 - Making Bees using yarn and pegs



Stage 2/3 - Making Kinetic Sand



Stage 3 & 4: Kookaburras & Rosellas

By Mrs Carmen Jarratt

This is the last week of the term, where has the time gone?

During this term the children in the Stage Three and Four have learnt many things, e.g. how to count, how to identify the initial sound of the letter of their names, and what makes a rainbow, just to mention a few. The teaching staff placed great emphasis in supporting the children's social and emotional development.

The children are learning social and emotional skills through a wide network of relationships, including imitating educators and imitating positive behaviour in their peers. We are focusing on books that model and explicitly talk about emotions and ways to express them positively, and extended conversations during group times.

Among the positive behaviours that have been promoted there are; self-confidence, ability to cope with conflict and solving problems without the use of physical force. It is important to be aware that children's social and emotional skills are developing all the time and the skills may develop differently for different children. We believe that children will benefit only if we model their positive behaviours and provide them with play-based learning opportunities where they can practice positive social skills such as effective communication, develop positive friendships and social values.

Soccer

Soccer has been extensively discussed and played. It promotes locomotors activity, which promotes movement, i.e. from one spot to an other, and encourages running, walking and kicking. Developing these skills help the children's ability to do more complex skills in the future such as playing with a team.

Project

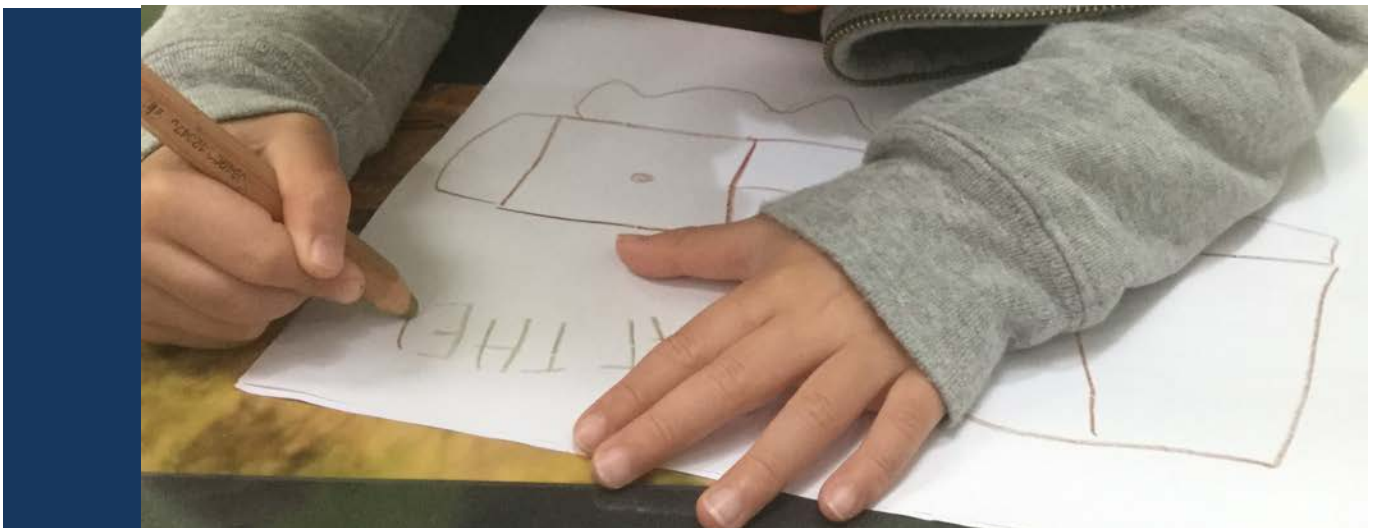
Miss Petra, our Principal and the children have started a project. The project is just in its initial phase and is on display so please take the time to observe how it is developing and taking shape.

Reading Challenge

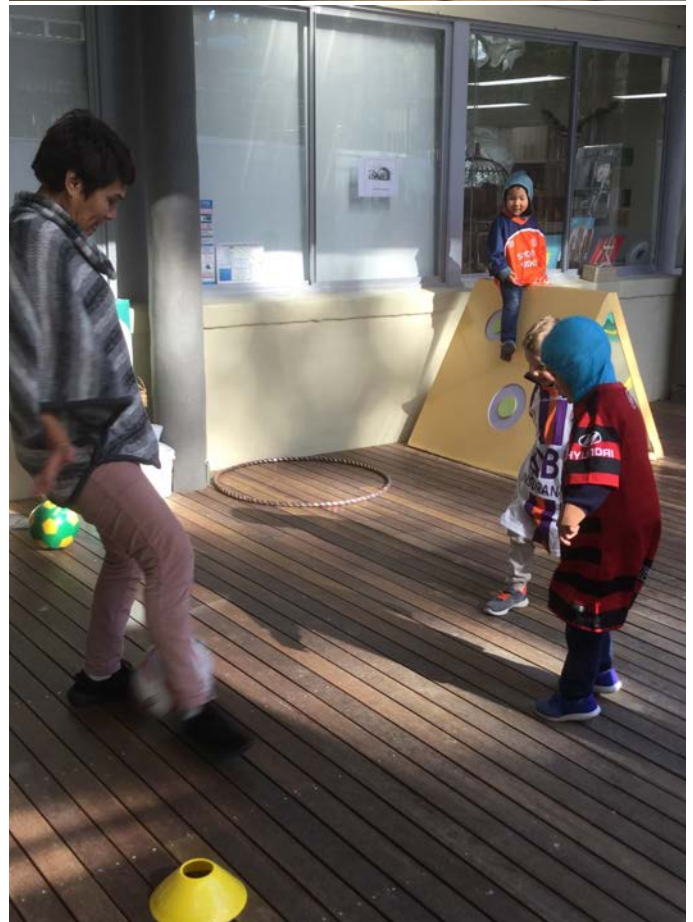
Alfred and Matthew were the first readers to complete the challenge. We are eagerly waiting to hear from the rest of our beloved readers, as we know how much they enjoy reading. This is evident to us when the children actively participate in shared book reading episodes.

Enjoy the School break,

The Stage 3 & 4 Team



Stage 3 & 4 – Soccer



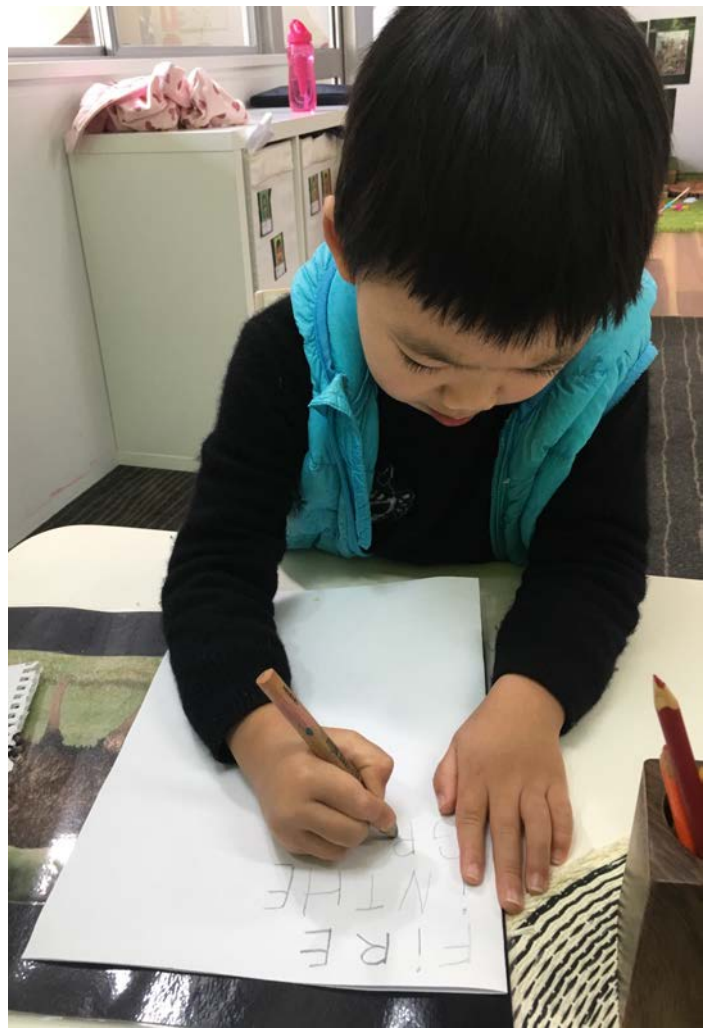
Stage 3 & 4 – Working as a Team



Stage 3&4 – Shared Book Reading



Stage 3&4 – Writing Stories



Stage 3&4 –



Playball

By Miss Lauren Guttman

Hi everyone,

We started our lesson today playing the Playball version of "dodge-ball". We ran around the court and Lauren tried to catch us with a beanbag. If Lauren catches us, we learn not to get cross or upset – it's only a game!

We concentrated on tennis – we love tennis and were so excited to see that Lauren brought tennis bats with her to Playball today.

We played the "pancake" game where we walked around the court balancing a "pancake" (beanbag) on a "pan" (bat) and when Lauren blows her whistle, we let the pancake fall to the floor.

We "boofed" (our own Playball word) our pancakes as high as we could up to the sky. Some of us definitely had a nice hearty breakfast this morning!

Lauren gave us each a ball and we "boofed" the ball away with our bat.

We then took our "Playball dog" (gently hitting the ball with the bat) for a walk and when Lauren blew her whistle we needed our little "Playball dog" to have a rest and patted the ball with our bat so that it stopped.

We had an opportunity to hit our ball off a ball holder, always remembering to look next to us and behind us to check our friends are a safe distance away. Lauren always tells us that we should check to see where we are in relation to our friends when we are on a court or a sports field.

Lauren stood with her legs apart and we all had a turn to roll the ball through Lauren's legs using our bats.

We crossed the "Playball river" on "lily pads" (beanbags) and cheered so nicely for our fellow teammates.

Thanks special friends.

Lauren



Playball

By Miss Lauren Guttman



Playball

By Miss Lauren Guttman



It is the last week of Term 2. According to the learning and teaching methodology, it is time to review what the students have accessed in this term and it is a good time for the kids to have the chance to recognize and strengthen their working memory.

First of all, the main topic of this term is "Age". We have learnt how to say "How old are you?" in Chinese. Then we reviewed the numbers in Chinese followed by a game related to numbers. Afterwards, we asked each other about ages.

Secondly, we learnt the five different animals; tiger, monkey, snake, bird and crocodile. This week, we reviewed animals followed by coloring the animals. Moreover, I have prepared a picture puzzle in advance. Students can try to find out how many types of animals there are in the picture and can choose their favorite color to color them.

Thirdly, we have read the book about transport since week 7. I think the kids found it difficult to remember how to say the vehicles in Chinese so we read the book again this week, guessing and speaking. Furthermore, we shared ideas about the vehicles.

As for Stage 4, they also learnt how to ask and answer "What is your name?" and "I am ____" and "I found ____" in Chinese. They performed a role play about Q&A followed by playing picture puzzle games.

As for the students from Chinese background, we read a book, named "Carl is angry" in Chinese. After we finished the story, the students discussed what should we do when our friends are unhappy.



The music lessons began with a good morning song, and the children were given shakers or castanets to keep the beat to a classical piece of music, helping to continue the development of their beat-keeping skills. The children in some classes also stood up to dance to the classical music as it was very upbeat, and they loved holding an instrument to shake or click while dancing.

The children learnt a rhyme about the rain falling softly, and used their shakers to make the sound of rain on the beat. They alternated between loud and soft shaking to imitate the rain.

The children heard rhymes and learnt the actions for the different animals, including a rhyme about a little frog, another about walking through the jungle and seeing monkeys, snakes and lions (imitating the sounds they make). Using actions allows the children to be expressive, while learning about nature and developing their memory and language.

Since some of the younger groups are learning about insects such as bees and snails, the groups re-did their bee and snail rhymes from Term 1, as well as listening to the book, 'Over in the Meadow' which was sung by their teacher, with the children helping to count the baby animals. This story was sung for some pages and read for others, to teach the children the differences between their singing and speaking voices.

The children learnt a song about their 'hats' (made from different coloured scarves) and counted the corners of their scarves. This short, fun song helps with counting, talking about colours, as well as developing listening and singing skills. The classes sang the Little Bo Peep rhyme, where they wave their scarf as a tail in front of them, hide their scarf behind them, and bring it back for the end of the song.

The children also had a turn of the Tick Tock woodblock, which is a woodblock with two pitches - a great percussion instrument for the children to try!

The lessons finished with a goodbye song and a hi 5.





