



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
— ELS —

3RD AUGUST 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents,

It was wonderful to see so many parents attend parent teachers evening this week. I am a firm believer that a genuine commitment to work co-operatively with parents should be a feature of any high-quality ELS and should impact on every aspect of practice.

As practitioners, we build up expertise in how young children learn and how each child operates within our school. But it is the parent who knows their child best, and unless there is a sharing of information between practitioners and parents, a child's learning needs will be neither fully understood nor, ultimately, met.

The staff values your knowledge which helps them with a better understanding of your child. Planning together for children's learning results in a more holistic approach, an enhanced curriculum and continuity for the children.

Photographs

A kind reminder that our photo week is coming up on **13th—17th August**. In order for your child to participate, they must be registered. You can register via this link: bookings.photofinishphotography.com.au. Please note the **due date for registrations is this Wednesday 8th August**. For more information, please refer to the email sent to you, or visit the photo display stand in the foyer.

Father's Day Breakfast

An invitation will be sent to you shortly, but please save the date for the Father's Day Breakfast on Friday 31st August 2018 from 8am to 9am. We look forward to seeing all the special men in our children's lives for a morning of activities.

Have a wonderful week with your precious children.

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

Welcome to Term 3!

A quick thank you to everyone for creating such a fun and enjoyable holiday program. Stage 1 enjoyed all the different activities that was on offer. We also hope that the families that went away for a well deserved break had a lovely time together relaxing and enjoying time with each other.

This term Stage 1 Provocation will focus around Storytelling - 'Once Upon a Time'.

Our Stage 1 children love stories and what a perfect way to encourage the importance of reading books and telling stories than by making it our Provocation for this term.

Storytelling has so many benefits of learning. A big advantage of storytelling is enhancing their vocabulary - introducing new words. Studies have proven that infancy is the period when they absorb most of their words that they will use later in their lives. It also enhances and encourages listening skills.

This week we have been focusing on 'The Three Little Pigs'

The children have been listening each morning to the story during morning circle time and through art they have re-created their houses of straw, stick and brick.

Through stories children can learn different concepts, sciences and meaning which we too will be focusing on. Next week we will be looking at 'Who Sank the Boat'. This is a great story and the children will be able to join in with activities which will prompt curiosity to learn the concept of floating and sinking.

If your child has a favourite book please bring it in to share and we will try and recreate it through our storytelling.

Thanks for a great week have a great weekend.

Leonie, Rujuta, Ella and Grace



Stage 1- Collecting Sticks to Build Our Houses



Stage 1- Building our House out of Sticks



Stage 1- Making our House out of Straw



Stage 2: Chicks

By Ms Nimo Gill

This term our Provocation is focusing on "What's Out There in Nature?", as our children have been very curious about collecting things around the yard, talking about the Kookaburra and Myna birds we have visiting us daily, observing some bees we have seen and found in the yard. To further explore the children's interest we started off with their major interests in birds by exploring and learning about the types of birds we have seen. To attract birds we have started making some stands with bird food to attract different types of birds to have a chance to bird watch. The children came in the next day excited to see if the birds had eaten some food overnight.

For our Sensory Learning Station, it was an invitation to build a bird nest; setting up an invitation to build a bird nest is an easy way to get the children to explore the different elements. It's got it all: art, craft, sensory exploration, loose parts and imaginative play. The children used pie trays as a base with play dough and started to build their nest with some yarn and loose parts. The children placed some eggs in their nest after they were done and used their imaginative play to see the birds hatch little chicks.

To follow up on their interests of hatching eggs, we did an experiment with two eggs, submerging them in water to be able to see how eggs hatch. The children were able to see the hatching process of the eggs cracking and able to see the pink flamingo slowly come out. The children then led the experience saying we should bath the baby Flamingos to clean them, so they could join the rest of our birds.

For our Creative Learning Station, Making our very own crest of a bird using feathers, some loose materials and paper plates the children will extend their learning about birds by learning the prominent parts of the bird like the crest or crown as some species of birds have on their head, the birds different types of wings, some having short tails and long tails and their different kind of feet.

For our Investigation Learning Station, exploring different species of birds through different pictures and playing a matching bird card game. The children will be able to explore different species birds, their different colours and features.

In our Art Atelier we did some Feather Painting with different types of feathers exploring the different prints the different types of feather made. This week with books we are exploring books relating to Birds and Bugs extending the children interests, reading "Feathers for Phoebe" and "Super Bug."

For our Light Table Learning Station, Look closely what do you see?
Children explored looking at a different Ankle x-rays in link with our doctors corner set up as part of exploring our children interest in their pretend play. The children were really involved in the process, wearing the stethoscope carrying their doctor bags around and checking to see if anyone was sick need medical attention.



Stage 2



Stage 2



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

The Sparrows and Finches have commenced the new term having a focus on books and stories with our Provocation: "Tell me a story." This was born from an active interest shown in books and stories. During our final week of vacation care, we read a story titled 'The Cloudspotter' by Tom McLaughlin, there was so much enthusiasm for this story that it became our book of the week this week.

Our circle time discussions soon directed us to investigate clouds, investigating the ten different types of clouds and attempted to say their names, cumulus and cirrus to name but two. Creating rain clouds in a jar allowed the children to explore the concept of how clouds make rain. Armed with small jars filled with shaving foam and water the children were invited to inject blue food colour into their jars. The children were intrigued as the colour made its way through the foam and blended with the water.

Throughout the week we search the skies for clouds and created our own stories based on the shapes we saw. Some of the children spotted dragons, horses and a train! Some of the children seemed intrigued by the appearance of clouds, "why are they so fluffy?" When asked to describe what they look like, the clouds were likened to ice cream and marshmallows. And with this our home corner area was transformed into an ice cream parlour offering the fluffiest vanilla ice cream in town!

Later in the week we created marshmallow clouds by cutting marshmallows in half and spreading icing atop with sprinkles. Encouraging children to cut and decorate their own creations empowers them as they begin to feel a sense of achievement and pride in their accomplishments.

Throughout the week our art experiences included open ended collage art offering the children a range of blue, grey, white and black resources to create with. We also painted using large sponges dipped in white and grey swirls of paint.

From, Joselyn, Daryl and Natalie



Stage 2/3 - Investigation into Lightning



Stage 2/3 – Ice Cream Parlour



Stage 2/3 – Clouds in a Jar



Stage 2/3 - Marshmallow Clouds



Stage 3: Kookaburras

By Ms Lauren Hall

A very warm welcome to Term 3!

This term the Kookaburras continue to explore the provocation of "Being." The Early Years Learning Framework (EYLF) describes "being" as, *"recognising the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present."*

Our focus this week has been exploring what it means to "be" different types of learners and what processes and skills are involved. The children began learning how to be...

Artists – the children explored stamping and printing techniques, and the process of how to achieve various effects and patterns. They used bubble wrap, sponges, crepe paper and cardboard rolls to make circles. During these art experiences the children enjoyed mixing colours which is leading to an interest in how colours can change.

Mathematicians – the children engaged in a fishing game as they took turns manipulating fishing rods to catch fish and identify numbers 1-20. The children extended on their understanding of one-to-one correspondence using shell counters to represent each number.

Construction workers and engineers - the children used the process of trial and error to construct buildings using a variety of small blocks and popsicle sticks. They explored how to balance the blocks on top of each other and how to make their structures sturdy.

Scientists and investigators - there was lots of rich conversations as the children conducted fizzy experiments using bicarbonate soda and coloured vinegar to mix together and discuss the reactions they made. The children have also chosen to investigate dinosaurs and insects using small world play and fact books to enhance their knowledge and understanding.

Performers (singing, dancing and movement) – we've learnt new songs and actions including "Puff the Magic Dragon," "Magic Train Ride," "The Swing-a-long Shape Song," and various counting songs using our fingers.

Authors – there has been an increasing interest in bookmaking as the children are learning to construct their own paper books and express their ideas through illustrations. Miss Lauren has been scribing the children's thoughts and ideas into their books while also encouraging the children to practise their pre-writing skills as well.

After a busy first week the children are already demonstrating their enthusiasm and curiosity as they engage in each learning experience. They are developing their confidence when using new processes and skills, allowing them to work independently as they concentrate on their own learning.

The children will continue to investigate their interest in mixing colours, and insects, which will be incorporated into each learning area of our program.

Where will our interests take us this term?



Stage 3 - Bubble Wrap Printing & Experiment



Stage 3 - Circle Painting and Book Making



Stage 4: Rosellas

By Ms Carmen Jarratt

This week is the first week back from holidays, and we are very happy to welcome back all the children, in particular the ones that had long, long holidays overseas, like Simon, Alfred, and Markus, we hope that everybody enjoyed the holidays very much. We are also very happy to welcome our new class member Ethan and his family to our learning community.

The Rosellas, 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

There is a new art area, where the children can participate in craft experiences that involved expressing their inner worlds, and ideas..

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, and playing with puppets, representing their own puppet shows.

Pre-mathematics

There have been several pre-mathematics experiences, that promoted several skills, e.g. number recognition and rote counting.

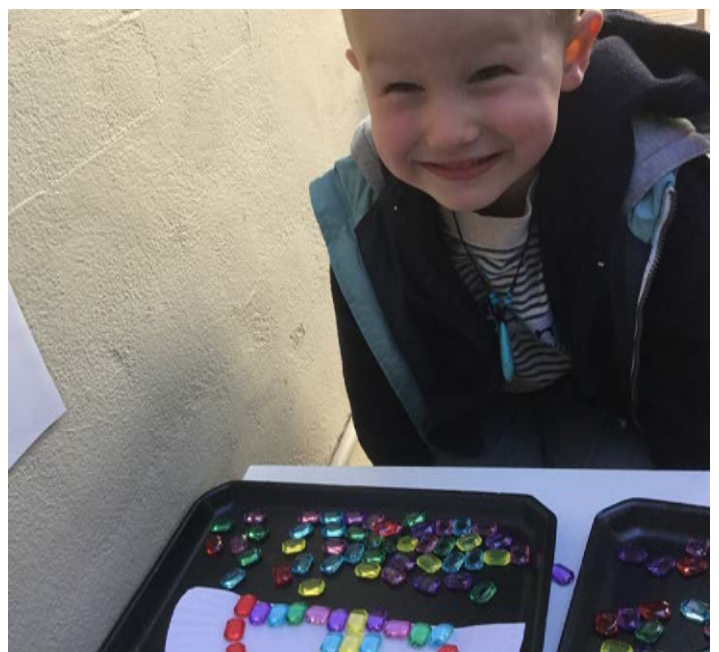
Pre-literacy skills

The children have started to learn how to read and write some letters of the alphabet, using lower and upper case, as well as recognising their own name and attempting to write it.

We would like to thank all the parents that took the time to visit the school to have a parent-teacher interview, we hope we could answer your questions and hope we fill your expectations.



Stage 4



"The Elemental Force of Fire.

The flames of creativity and passion. Dancing source of heat, light and life"

From a spiritual perspective Fire represents our passions, compulsions, creativity and motivation. It is our inner light as well as a living symbol of the divine fire that burns in every soul.

This week Dynamism and Imagination was the essential ingredients for our fiery yoga class.

To begin I presented to the children some explanations about the fire as an important element in our lives.

As a warm up I invited children to rub their hands fast to build up some heat. Next to place their hands-on face to feel the warmth. Then they were encouraged to repeat the action three more times and to imagine a bright yellow light warming up firstly their faces secondly the heart, then ending with the whole body. Children were encouraged to performed this series with their eyes closed.

To continue we performed the traditional Sun Salutation through body movement and singing.

Next, we did the Volcano yoga series. Starting with a breathing exercise by sitting on knees and taking few deep breaths to represent the sleeping volcano. Next the volcano explodes in lava through jumping up and down.

To complement, children went on an imaginary story where a Warrior meets a Dragon and both goes on a journey of wonder to discover a fantastic world of shaped clouds, feather trees and singing starts. The whole story was performed by a yoga asana (posture) such as Warrior I, Warrior II, Dragon pose, Lizard pose, Mountain pose, etc.

To conclude, as relaxation children were invited to sit in silence and colour a picture where all the four elements meet.

It was such fun experience. See you next week.

Love and Light

Tati



When I studied Educational Physiology at University, I read lots of physiological studies about bilingualism. A lot of research has found that speaking two or more languages is a great asset to the cognitive process. The studies also show that bilingual children can also concentrate longer in the class compared to their monolingual peers.

As it is a new term, Mandarin changed to a different day of the week and it gave me a chance to witness an unexpected result from Stage 1 children. Originally, I thought the children in Stage 1 could only understand the rhythm of the songs, but not the words themselves. However, I was quite wrong!

When I had the lesson in Stage 2, a child who learnt Mandarin with me in Stage 1 demonstrated that she could speak the words I taught her in Stage 1. She could also speak much more clearly than her peers who did not learn with me in Stage 1. Furthermore, she could concentrate during the whole class with high enthusiasm. Her response encouraged me to do more in teaching Mandarin.

This week we will continue to review fruit and animals. We will colour the fruit by repeating colours and the sentence in Mandarin: *I want red/blue/black*. Afterwards, we will start to learn a new song, named "Two Tigers" for children in Stages 1, 2 & 3, and the song of "Making Friends" for Stage 4.



Music & Movement



Rhythm, Dance, singing, actions, instruments and... sleeping?

This week we are building on what we started with last week. We focussed on animals of all types but with a particular interest in bears.

We are working on rhythm exercises and the progress the kids are making is amazing. For the younger children we have used clapping and the older children have used wood blocks.

One highlight has been having fun with "The Go to Sleep Song". I play some nice major 7's softly on the guitar and the kids pretend to sleep while I sing sleeping lyrics. Then I suddenly get really loud and the kids all jump up and we say "Good Morning". We repeat that 3 or 4 times and by the end all the kids are having a great time.

Other songs have included classics like "Twinkle Twinkle" and some new songs that I've written such as "What Noise does a Dog Make?" and "Tap your Sticks".

I'm loving getting to know your children and seeing them so excited by music.

Steve Morrison

