



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

10TH AUGUST 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents,

At Reddam we believe one of the most important parts of a child's development is to support every child in their social and emotional wellbeing in preparation for Kindergarten.

Social and emotional learning is about learning how to manage feelings, manage friendships and solve problems. These are essential life skills that support wellbeing. Social and emotional skills promote children's ability to cope with difficulties. Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them.

Social and emotional learning provides practical skills that all children can learn and apply to everyday situations. Learning skills such as self-awareness, effective communication and conflict resolution can also help to promote the development of positive mental health strategies in children. In this way teaching children social and emotional skills helps to promote resilience throughout the child's journey.

Children learn social and emotional skills most effectively when they are also reinforced at home, because it emphasises teaching children the skills for positive relationships. It is also a key strategy for schools in their efforts to reduce bullying and improve caring, respect and responsibility at school. When children are taught specific strategies for recognising and responding to emotions, thinking through challenging situations and communicating effectively, they are less likely to act out frustrations at school and elsewhere.

Research has shown that children's learning is influenced by a range of social and emotional factors. How well children do at school is affected by things such as:

- How confident children feel about their abilities
- How effectively they are able to manage their own behaviour
- How well they can concentrate and organise themselves
- How effectively they can solve problems
- How positively they are able to get on with teaching staff and with peers
- How effectively they take into account others' needs
- How well they can understand and accept responsibilities.

The weather is said to be lovely over the weekend so why not practice these skills by organising a family treasure hunt in the park?

Have a wonderful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

Welcome to Week 3.

This week it's been lovely to see so much language emerging from our children in Stage 1 especially the younger ones who, until recently, have been very quiet, verbally. They all appear to be becoming more confident and coming into themselves and finding their independence.

Our Provocation has taken a turn to include these questions, one of which is extremely popular: "What is that?"

Everything we have been learning about or exploring we are hearing these little voices curious to learn more by asking "What is that?"

So our Provocation has been tweaked and is now based around "What is that?" allowing our storytelling to still continue but allowing more spontaneous learning to also occur based around questions the children are asking .

They are curious, asking "What is that?" about colour, noise, what we're making, insects and everything in between!

We are excited to add this concept to our Provocation.

This week we have also been looking at the colour green through sensory play. The children have been busy exploring green spaghetti, filling and pouring using green rice and playing with insects.

We added the sound of the insects, which was hidden under a leaf on the table, so they could listen to different noises of the insects and match the appropriate insect to the noises. Again the question was being asked throughout the activity "What is that?"

The story, "Who Sank the Boat?" was popular with Stage 1, who enjoyed being able to hop into the boat and role play with the teachers during the story. With Green being our colour of the week, we also explored the book, "Where is the Green Sheep?"

Thanks for a great week everyone we hope you have a lovely weekend.

Leonie, Rujuta, Ella, Grace and Michelle



Stage 1– Exploring Outside



Stage 1– Green Sensory Play with Insects



Stage 1 – Exploring our New Kitchen



Stage 2: Chicks

By Ms Nimo Gill

As we carry on our provocation on "What's out There in Nature?", we have been exploring bees and what they provide for nature. We talked and incorporated bees in different ways in our experiences this week, like pollination, flowers, hives, honey and honeycomb.

In sensory Learning this week the children were invited to explore the Bee Sensory Tray as a pollination station, introducing to the children how pollination works. The children learnt how the bees transport the nectar and pollen from the flower to the hive. The children used pipettes; working their fine motors skills to transfer the nectar from one glass jar to another. The children explored the experience with much curiosity and even used the pipettes to transfer some nectar into the pasta shells using them as bees to transfer nectar in their imaginative pretend play.

The children explored honeycomb bubble wrap imprinting with different colours of paint. Using a rolling sponge they rolled some paint on to the bubble wrap spreading it around. Lifting the bubble wrap, they turned it over with the guidance of their educator and pressed the bubble wrap down, popping a few bubbles and making a beautiful honeycomb imprint.

For our Investigation Learning the children were invited to build a honeycomb with hexagon shapes, exploring some shape building inspired by beehives and also our bee pollen transfer counting activity, using tweezers to pinch pompoms and transfer them in a tray sorter. We practiced some counting, and strengthening our fine motor skills with pretend pollen!

This week we also explored the book relating to bugs extending on the children interests, reading "Super Bug" and learning about different fact about bees. We talked about the different body parts of a bee, following up by drawing our own interpretation of a bee. In our Atelier we did some black and yellow bee dot painting.

As our children have always loved the trains and building tracks we followed up on their interest with reading "Thomas Travels to Australia!" The children looked at the different states in Australia that Thomas travelled to and we talk about where we lived. The children recognised some prominent Australian icons like the Opera House, Harbour Bridge, Australian Flag and some Australian animals.



Stage 2 - Bee Sensory Tray



Stage 2 - Honeycomb Bubble Wrap



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

Our story of the week, which was titled 'The Dot,' by Peter Reynolds inspired us to explore our creativity and encouraged us to simply give things a go. Motivation is the drive behind doing something and often, negative experiences can hinder children from trying. As teachers, a great deal of thought is put into experiences and room setup. If an activity is too challenging for a child they may become discouraged and lose motivation and if an experience is too basic and there is no challenge, children lose interest too quickly. The prospect of success builds motivation, while positive encouragement to persevere can also help to build confidence and resilience.

With this in mind we became creative with dots and just gave things a go! The children splashed paint onto plates, swirled them onto paper and discovered that they could create the most majestic and colourful large dots. They then created small dots using a range of tools dipped into ink and paint. We discovered that there are also dots in nature. Inspired by the native wattle flower, we made dot art using a range of ink dabbers. In an alternative experience the children used liquid droppers to decorate cotton rounds with food colour, the children watched as the colours were absorbed by the cotton rounds.

Intrigued by the concept of absorption, we experimented a little turning our focus to science. Using coffee filters placed into jars the children added red, green and blue food colour. The coffee filters instantly began to absorb the colours and by the end of the day we found that we had created three large dots, one red, one green and the other blue in colour.

A loose parts experience invited the children to fill cardboard rolls with marbles, bottle caps, sparkly beads, wooden buttons and stones. Stepping back to admire our creation, the children discovered that they had created small dots within one large round dot encompassing them!

Our focus on dots expanded as we injected pre-maths concepts into our program, the children sorted coloured dots to coloured pop sticks. In doing this we learned how to classify objects by colour. Counting the coloured dots, we also developed one to one correspondence. Another experience saw the children counting glass and wooden dots found in sensory tubs of dry oats.

During music and movement, a disco light created the perfect opportunity to follow coloured dots on the walls, floors and ceiling of our room as the children danced to the music.

Towards the end of the week we made dotty cookies, using chocolate beanies as the dots. The best part is tasting the finished product.

From, Joselyn, Daryl and Natalie



Stage 2/3 - Dot Cookies & Identifying Dots



Stage 2/3 – Science Focus



Stage 2/3 – Art Experiences



Stage 2/3 – Pre-Maths Focus



Stage 2/3 – Loose Parts



Stage 3: Kookaburras

By Ms Lauren Hall

I would firstly like to thank the preschoolers and their families for welcoming me so warmly into the classroom. It is a privilege to educate and care for your amazing children as I look forward to learning alongside them every day.

As the children continue to engage with our provocation of "Being" they have demonstrated a variety of dispositions and discovered new processes and skills to use across all learning areas. The children have been so enthusiastic, initiating and engaging in investigations, interactions and play. They've been curious and asked questions to hypothesise and solve problems, allowing them to understand the purpose of each learning experience. Already I have witnessed the children become more confident learners as they are learning to be more flexible during their play, initiate conversations, try new ideas and use new and unfamiliar resources.

Dispositions such as curiosity and flexibility, and processes of learning such as problem solving, are essential to learning, particularly in a complex and rapidly changing world. Effective and successful lifelong learning for children involves:

Curiosity – interest in the world and the capacity to analyse and to see things from different perspectives.

Meaning-making – creating new meanings by connecting new experiences and learning to what we already know.

Creativity – imagination, playfulness, trying and evaluating new ideas.

Metacognitive awareness – being aware of one's own learning strategies and feelings (this helps us to reflect on our own learning and to transfer learning from one context to another).

Learning relationships – being connected to a community of learners and learning from relationships and interactions.

Resilience – the capacity to persist at a task, to see failure as an opportunity to learn and to cope with changing circumstances and conditions.

Growth orientation – an understanding that learning takes time.

Reference: *The Early Years Learning Framework: Building confident learners*. Arthur. L. (2010)

Through our art experiences the children have become interested in how they can mix primary colours to make secondary colours, and make various effects and patterns. Bubble painting was very popular where the children use bubble wands to blow coloured bubble mixture onto their paper. The children explored watercolours and used straws to blow the colours in all sorts of directions to make colourful "coral reef" inspired pictures. Cardboard scraping was also lots of fun, using the edge of cardboard to move the paint vertically and horizontally to create rainbow effects. The children's favourite book of the week was *The Rainbow Fish* by Marcus Pfister and the children were invited to construct their own fish using the bubble wrap printing technique from the week before and adding colourful scales. It is so encouraging to watch the children become increasingly confident in their artistic abilities and explore their creativity.

Colour has also been incorporated into our STEM (Science, Technology, Engineering and Maths) experiences too. The children have explored how to create shapes and effective patterns using the light table. They made sun catchers by laminating coloured cellophane to construct rainbow worlds on the light table with a variety of transparent materials. Colour was added to our shaving foam construction experience where the children made pretend cupcakes and created a "rainbow city" using wooden blocks. To extend on this the children engaged in pretend cooking play where they manipulated a variety of kitchen utensils to mix and stir, enhancing their fine-motor skills and imaginations. The children learned about water absorption too where they used pipettes to drop coloured water onto napkins and watch the water expand. There were so many pretty patterns made and the children decided to turn their napkins into flowers to make a hanging installation for our classroom. The concept of water absorption was also evident in our flower experiment as the children hypothesised whether the flowers would change colour if we added food colouring to their drinking water. We discovered that the red and blue food colouring was the most successful.

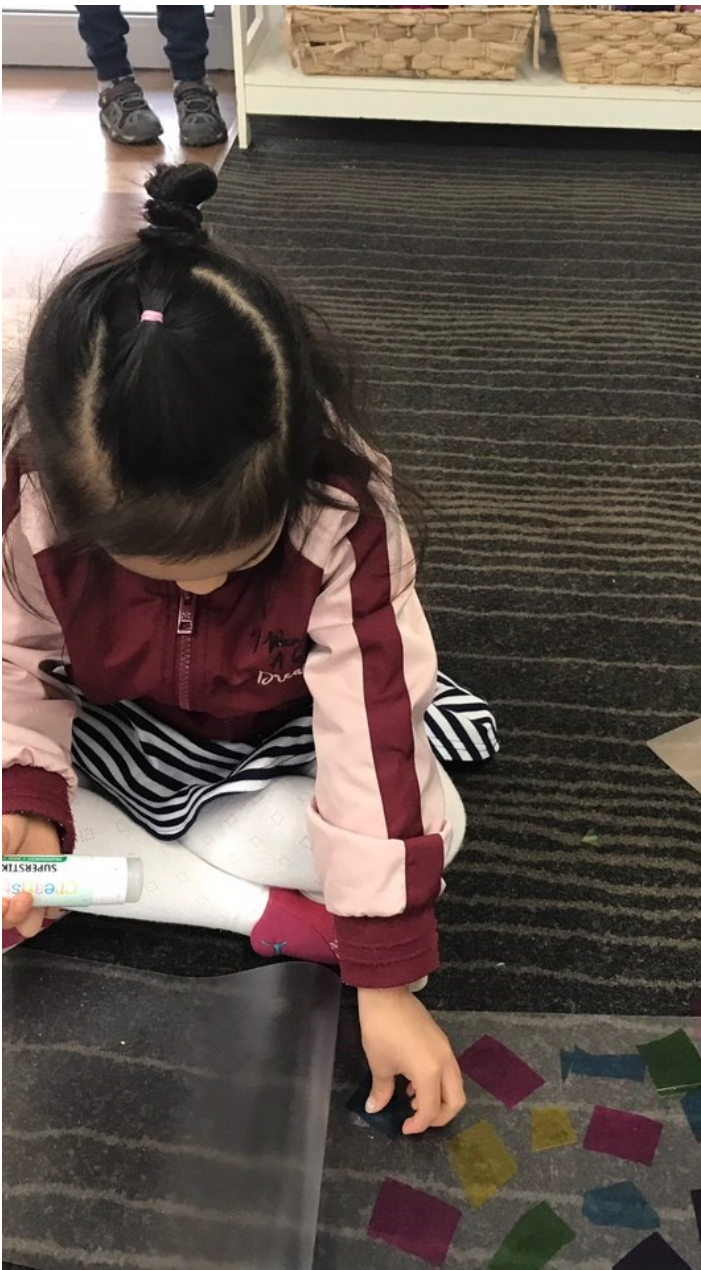
The most popular song of the week has been *Rainbow Butterflies*, where the children used butterfly props to fly around them while using their beautiful singing voices. Other songs have included *Three Little Men in a Flying Saucer*, *Waltzing Matilda*, *The Lion Sleeps Tonight*, and *Puff the Magic Dragon*. The children enjoy singing with the use of props, picture books and puppets to engage their interest and visual stimulation.

What a busy week we've had learning together in our classroom. Where will the children's interests take us next week?

Stage 3 - Shaving Foam Manipulation



Stage 3 - Making Sun Catchers for the Light Table



Stage 3 - Scraping Paint with Cardboard



Stage 3 - Constructing Rainbow Fish



Stage 3 - Rainbow Water Absorption



Stage 3 - Shaving Foam Fun



Stage 3 - Rainbow Bubble Painting



Stage 4: Rosellas

By Ms Carmen Jarratt

The Rosellas would like to welcome Winnie and her family to the classroom, and our learning community we are looking forward working in partnership with Winnie's family, as we strongly believe that positive learning is most likely to be achieved when we, the early childhood educators, work in partnership with our children's families.

This week the children have participated on several learning experiences that have promoted several skills, such as social emotional, communication and gross and fine motor skills.

Social and Emotional Development

Teachers have important roles in the development of children's behaviour in general, but we do believe that children resource their own learning through conversations, and exploration of books that talk about positive behaviours, emotions and ways to express them in a positive manner.

During group times, the children have participated in several shared book reading episodes, listening, reflecting and expressing their own ideas about strategies that could be used to solve problems, in particular choosing ways to respond to difficult situations, delimiting own personal space by an imaginary bubble.

Thinking critically about own emotions and conflictive situations, has produced some strategies everybody has started to effectively use. For example, the children decided that it was better to say: "Stop it, I don't like it" or "This is my space, please don't invade my bubble" than express the same emotion hitting or crying.

Some of the books that have been used to promote positive behaviours include:

"The mad Family: Anger management for Children" by Lynne Namka, Ed. D., and "Anger Management" by Howard B. Wigglebottom and "Keep your hands to yourself"

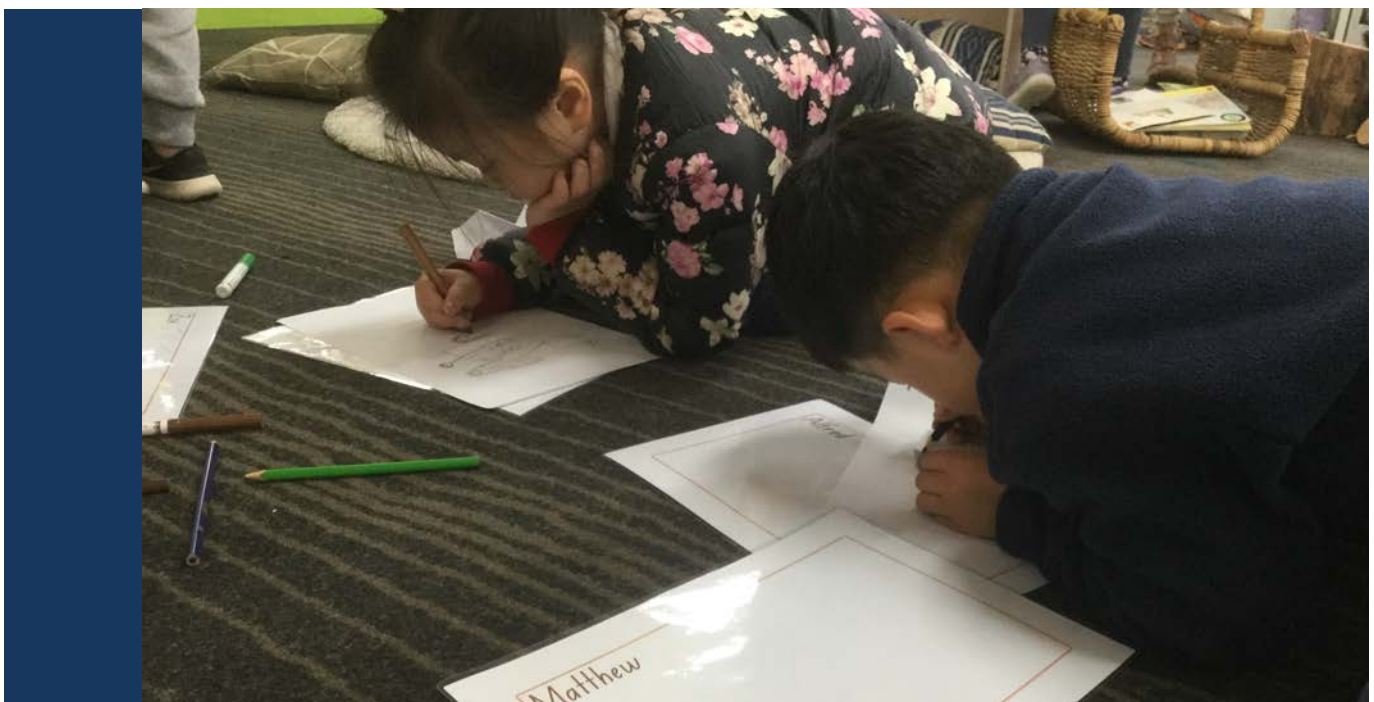
Pre-Writing Skills

The Rosellas are showing great interest in learning how to write the letters of the alphabet, and their own names. In order to extend this interest we are teaching them how to write lower and upper case letters and the initial sound of the letters.

At home, the children can practice writing letters in mashed potatoes, sugar, flour or even shaving cream. Spread whatever substance you use on a table, in a shoebox lid or on a plate. Have your child use his pointer finger to draw letters and even write small words. It is important, however to remember to move from top to bottom and left to right.

Pre-Mathematics Skills

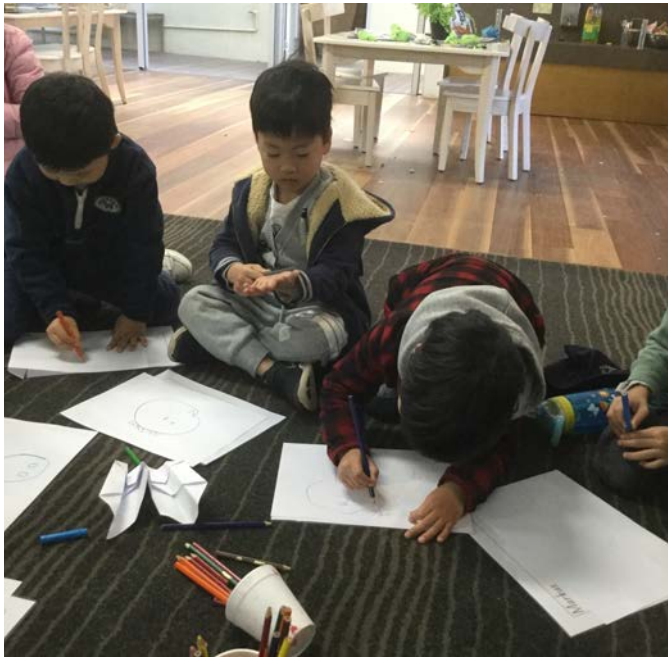
In the Rosellas classroom we do believe that learning numbers does not have to be done on worksheets; not at all, we are learning about numbers, recognizing them, counting and one-to-one correspondence in a natural way, just playing!



Stage 4 - Pre-Literacy Skills & Fine Motor Skills



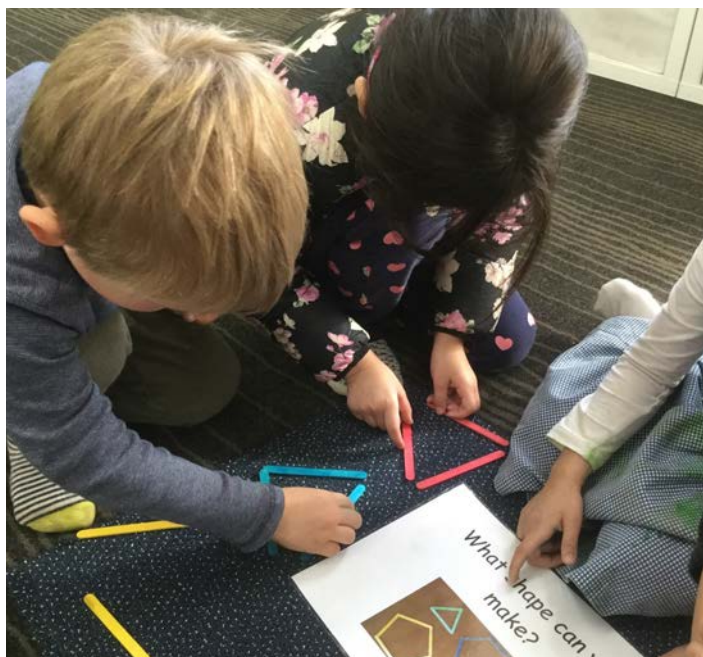
Stage 4 - Practising our Fine Motor Skills



Stage 4 - Practising our Fine Motor Skills



Stage 4 - Pre-Mathematics



"Fire it is seen as the force burning inside us, giving us an iron willpower to go for our goals"

The Four Elements Yoga Project comes to the end. Fire, our last topic repeats this week again to reinforce children's learning.

To begin I described how fire is an important element in nature, then we discussed things that related to it. We started warming up through an energetic dance to build up some energy and body heat. Next, we performed the traditional Surya Namaskar or Sun Salutation through body movement and singing.

Moving on, we performed the Volcano yoga series. Starting with a breathing exercise by sitting on knees and taking few deep breaths to represent the sleeping volcano. Next, we jumped up and down to represent the volcano erupting in lava.

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

For relaxation, I introduced to children the meditation game, which they were invited to sit quietly and close their eyes for two minutes. The quietest child would win the game. At the end I praised them all and said they all won it.

It is such beautiful thing to see those little souls doing yoga.

The following yoga project will be Seasons – Winter.

Love and Light

Tati



Playball

By Miss Lauren Guttman

We warmed up today with "**funny runs**" – Lauren placed cones on one side of the court and we stood on the opposite side. We did "funny runs" to the cones.....run around the cone with hands on our knees; hop on one foot; gallop; skip and the list goes on....

Lauren then placed the cones in a straight line and we **zig-zagged** the cones; going in and out, in and out – wonderful activity for **crossing the midline**.

The cones were then placed in the shape of a circle. We marched around the circle; at one point, we even danced around the circle. When Lauren blew her whistle, we balanced our foot on the cone, remembering to keep our arms stretched out so as to help us **balance**. We know that if we fall, "we pick ourselves up, brush ourselves off and give it another go".

We played the "shadow game". We were all Lauren's "shadows" and we copied everything she did – she was certainly doing some crazy actions!

BASKETBALL

We practiced **bouncing** Mr Ball – we know that we have to wait for Mr Ball to pop up!

We practiced doing **chest passes** and then Lauren lined us up and we had the opportunity to chest pass to her.

We did "**bunny ears**" **pushing** up to the sky starting on our heads and then Lauren held up a hoop (nice and high) and we tried to **PUSH** the ball with all our strength into the hoop.

You are not going to believe this.....Lauren strapped a basketball hoop to her back and ran around the court. We ran after Lauren trying to throw foam balls into this crazy basketball hoop. We were laughing and laughing.

Lauren rolled foam balls across the court and we had to try and catch them before they reached the opposite end of the court....footwork skills guys....keep moving!
We ran around the court and Lauren tried to catch us with her crazy basketball net. We all know that we don't get cross or upset if we get caught., as it's only a game!

What a fun lesson.



Drama

By Ms Laura Hudson

A small suitcase was this week's stimulus.

A number of items were hidden in the suitcase. The children discussed if they would take the items on holiday with them (Stage 2)

Teacher in Role as Miss Smarty pants, a very disorganized lady who was going on her holiday but didn't pack the right things in her suitcase.

The children discussed airplanes and other modes of transport as well as the meaning of the colours on the traffic lights

The children learnt how to cross the road safely

The children were given a ticket with a colour on. They then had to match the colour to the coloured seat when they got on the bus

The Bus stopped at the Airport whereby the children took it in turns to fly the planes (paper planes) this was a great activity not only for their spatial thinking but their fine motor skills too

Miss Smarty Pants (teacher in role) falls asleep and dreams of being on her holiday. The children act out the dream sequence.

Picture Postcard (Tableaux) of: The beach; the airport; the Zoo (Stage 1 and 2)

The children created a story using the pictures in Miss Smarty Pants passport, using a number of key drama techniques along the way including thought tracking, still image.



Last lesson, we reviewed and learnt about fruit. According to Chinese tradition, two people do not share a whole pear. If people do that, it predicts that they will separate in the future. The pronunciation of pear in Chinese is very close to the pronunciation of leave.

I also created a story for the children to remember how to say grapes in Chinese. Therefore, lots of children can now say some types fruit in Chinese. Afterward the lesson, we coloured the fruit that we learnt about. Many kids showed excellent fine motor skills and they could detail the fruit well. In future lessons, we will continue to review those words.

Most children in Stage 4 could speak words related their feelings, names and ages in Chinese, quite smoothly. This week, we will start to learn a new routine question for Stage 4. It is "Which country do you come from?". For Stage 3, we will start to learn how to say "my name is..." in Chinese.

Speaking of new words, since lots of children are quite familiar with the names of fruit, we will start to learn how to say animals in Chinese by playing a guessing game. Furthermore, we will sing the song "Two Tigers". In addition to those activities, and children in Stage 4 will start to learn a new song, named "Where is my friend?".

For children in Stage 1 and 2, I would like to teach them how to say names of family members, using Peppa Pig puppets.

For students from Chinese background, they were quite happy to listen to stories, so I would like to read a new book for them with a game related to the story.



Music & Movement

