



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

17TH AUGUST 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents,

Another magical week we have had with the weather. The children have made the most of their outdoor environment.

In the Atelier the art easels have been busy with our little creative artists. In stage 1 the children have been exploring with their hands, Stage 2 have been slippery snake painting, Stage 3 focused their attention on primary colour mixing through both creative experiences and science experiments, and Stage 4 continued working on their writing skills and finished off the most beautiful portraits of their special men in their life for the Lindfield Chamber of Commerce's Father's Day Competition.

The atelier is a magical space, filled with materials and tools that fuel creativity and imagination. It is a space where the child can explore colour, shape, texture and form. A place where emotions, ideas and interests can be expressed. It is also a place where scientific and mathematical concepts are explored. Literacy and storytelling is there too, as narrative becomes a focus of the child's work. The atelier opens the doors to creative discovery, allowing the child to discover for them what imagination can form. It is also a social and collaborative space where, through communication and co-operation, large projects can take shape.

During the first five years of life, most children are more interested in the process of creation than in the product. At this time, the focus of art should be on participation and enjoyment of interesting experiences. This means there may not be products to display or take home. For example, a painting may go through many beautiful transformations as the child continues to add colour until the large paper is covered with a mass of brown paint. This is appropriate for this age group. The creation process is far more important and essential at this stage of development than the product the child creates.

Next week we will be celebrating **Book Week**. We invite all children to come to school dressed as their favourite book character and are encouraged to bring a book to share for the teachers to read in group time.

Each year across Australia, the CBCA brings children and books together to celebrate CBCA Book Week. During this time, schools, libraries, booksellers, authors, illustrators and children celebrate Australian children's literature through book character parades and imaginative displays.

Have a lovely weekend with your precious children.

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

It's been a busy week with our photos being taken this week. It's not an easy task for the photographers to get one year olds to all do the same thing at once, but they captured them altogether and the children did a wonderful job.

This week we have been looking at the colour yellow. With the beautiful Wattle around at the moment, the children have been exploring the texture, the smell and its colour. Through art, the children have mixed yellow with blue to revisit last weeks colour of green, being able to mix and make a new colour. We have been looking at the colour yellow in our environment, through song "We all Live in a Yellow Submarine" and through exploring our colour book. The children have also been creating a Fathers Day painting which is prompting them to say Dadda, Dad and Pappa.

Through sensory play, the children have been exploring the concept of filling and pouring with our rice tubs. They also have been curious to observe what happens to our frozen paint as it melts away on the paper.

This week we also celebrated Maxwell's 2nd Birthday. We hope you have had a great Birthday Week Maxi. Thanks for bringing all your friends a cupcake.

We hope you have all had a great week. Enjoy your weekend together.

Take care,

Leonie, Rujuta, Ella and Grace



Stage 1– Hello Yellow



Stage 1 – Sensory Play



Stage 1 – Birthday Cake & Games



Stage 2: Chicks

By Ms Nimo Gill

For our Sensory experience, the children were invited to explore snakes in red, green and yellow rice by digging up the snakes from rice and matching the colours of the snake to the rice. The children explored the different textures and engaged in imaginative play.

In their imaginative play they scooped the rice into jar as food for the snakes dipping the snake heads inside for them to eat, swishing the snakes around the rice as how a snake would slither. During circle time we talked about the different ways the snakes move and using a wooden snake the children were able to mimic the movement of the snake.

For our Creative Learning experience, the children explored Painting with slippery snakes, the children explored dipping the snakes of different shapes and lengths in paint to explore the different imprints they make, the children extend their painting by painting with the snakes tails and tongues.

For our Investigation Learning experience, the invitation was for the children to investigate real snake skin, they were introduced the concept of how the snakes shed their skin. Even the layer on the eyes shed, the children felt the skin gently so as not to tear it. They were very curious about the learning about the snake as we compared the Python and Cobra. We notice the difference in its head, colour and children were surprise to find out some snakes fly!

For our Small World Play, the children explored a small world jungle play with different kinds of snakes to explore from. They explored the different way the snakes move in the trees and on the ground, the different texture of their skin, their different colours and shapes. We also explored the different places they live.

Next week we will be exploring Dinosaurs as it's all the children can talk about, the children will explore the time the Dinosaurs came from, how they are extinct and the different types of Dinosaurs there are!



Stage 2 - Exploring Snakes



Stage 2 - Exploring Snakes



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

'Mix it Up' by Herve Tullet saw the Sparrows and Finches continue their creative journey this week. We focused our attention predominantly on primary colour mixing through both creative experiences and science experiments. Creative experiences are beneficial in developing intellectual and cognitive skills, especially problem solving, imagination and critical thinking. Creative experimentation allows children to explore different options and develop solutions for themselves.

We commenced the week with an introduction to primary and secondary colours through a range of colour mixing experiences. Offering the children blue, red and yellow paint, with this, the Sparrows and Finches created orange, purple, brown and green paint. Armed with their newly created palette of colours, they paint onto porcelain tiles. It was fantastic to see some of the children colour mixing directly onto their tiles. So impressed with the surface of the porcelain tiles, we offered mirrors as an alternative to paint on. The children noticed their reflections as they continued to experiment with colour. On the atelier the children were free to experiment using spray bottles filled with primary colours. Mid-week we extended our experimentation to include coloured shaving foam mixing and by the end of the week we saw the children mixing coloured sand.

Scientific exploration helps to promote observation, nurtures intellectual curiosity, helps to extend children's thinking and encourages them to ask questions. "Why don't the colours mix?" was asked during our colour experiment with Skittles. We tipped milk into the centre of our bowl until it just covered our Skittles and then we watched as colour dissolved from the candy and moved towards the centre of the bowl. We noticed that the colours did not mix and soon learned that in science this is called 'stratification,' the arrangement of something into different groups. The children learned that milk creates barriers amongst the colours of the candy forming a rainbow of colours.

Following on from our Skittles experiment on Wednesday, we try the same experiment using warm water as opposed to milk to compare results. We found that the colours dissolved at a much faster rate using this method and we achieved more intensity in colour. It was lovely to see the children so immersed in this experiment.

During circle time we continued our scientific experimentation, this time using liquid colours within jars. We found that we could create secondary colours by immersing different primary colours into jars. We placed a small jar of yellow liquid into a blue jar of liquid and noticed that once immersed, the yellow jar of liquid instantly changed to green. The children seemed very impressed, so we repeated the process with a jar of red liquid. We found that this jar changed to a deep purple when immersed in blue. It was a very exciting way to explore primary and secondary colour mixing!



Stage 2/3 - Mirror Painting



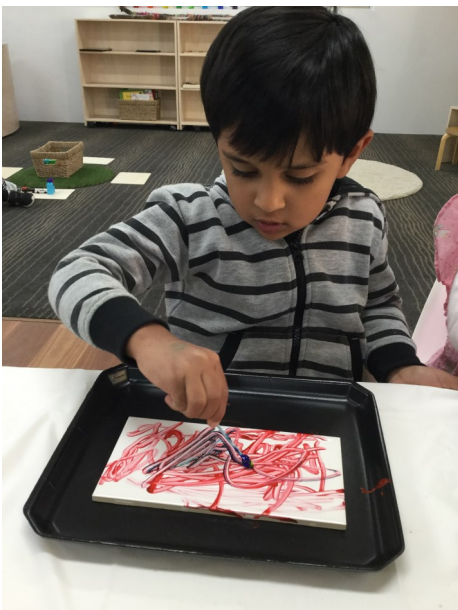
Stage 2/3 – Foam & Sand Colour Mixing



Stage 2/3 – Spray Art & Liquid Colour Mixing



Stage 2/3 – Painting on Tiles



Stage 2/3 – Science Colour Experiments



Stage 3: Kookaburras

By Ms Lauren Hall

It's so inspiring to see the children engage in such rich and meaningful conversations as they explore, hypothesise, question, investigate, research, make discoveries, and extend on their interests while participating in inquiry-based learning experiences within our classroom.

Young children love to ask questions. Questions are a powerful tool to promote children's thinking and learning. They exercise their sense of agency and develop valuable and complex problem-solving skills. When children are able to pose questions and investigate the answers, they feel in charge of their own learning. Inquiry-based approaches to learning harness this spirit of investigation, creating an interesting, engaging and meaningful experiences using the children's interests and questions as a starting point for effective learning.

Reference: NQS PLP Newsletter No. 45: Inquiry-based learning. Touhill, L. (2012)

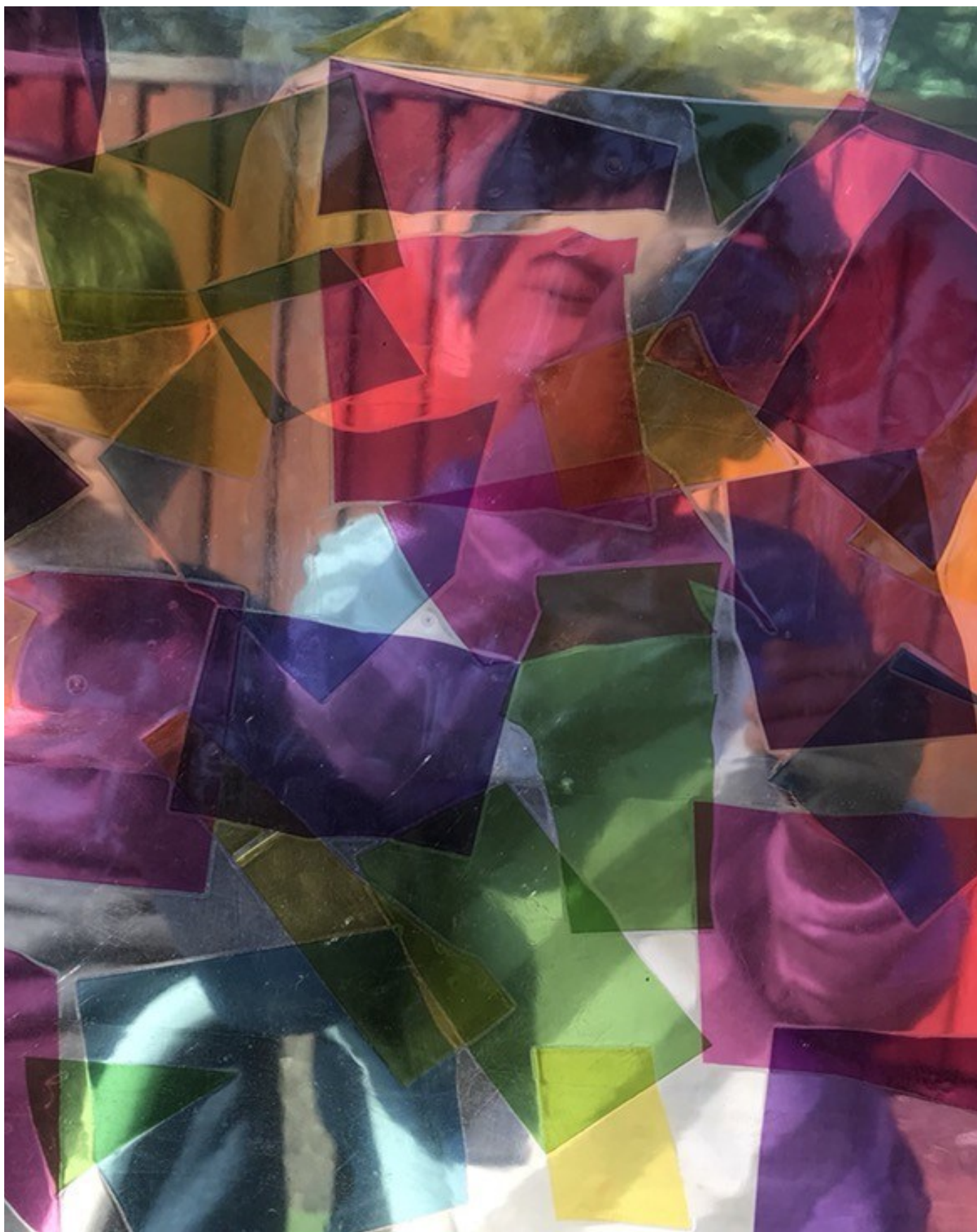
The children continued to follow their interest in colour and effects. The children took their laminated cellophane sun catchers outside to hold up to the sun to look through and also discovered that they cast a colourful shadow on the ground. We thought of other things we could look through and decided to make colourful telescopes. The children used cardboard rolls and stuck blue, yellow, red and green cellophane over the ends and placed mini torches inside. There were lots of rich conversations between the children as they conducted their own investigations while shining the torches on the white surfaces around our classroom and through many of the transparent items around our light table to extend on their knowledge and understanding of *light*. Colour was also incorporated into our craft experience where the children made rainbow parrots inspired by the story book *Feathers for Phoebe*. The children used coloured cellophane, tissue, crepe paper and feathers to design their bird's crest, wings, chest and tail feathers. Each bird looked unique, which related to the story's message about how we should just be ourselves and let our personalities shine.

Last week the children conducted a flower experiment and this lead to a conversation about how bees make honey. Our story book *The Beeman* explained the lengthy process of how honey is made by the hard-working bees. The children were most interested to learn that there were drone, worker and house bees all with important jobs to do, and the one and only queen bee, who mated with the male bees laid eggs in each honeycomb cell. At the bee exploration table the children role-played "beekeepers," putting on the yellow gloves to prevent themselves from getting stung by the bees as they manipulated the honeycomb frame. The children also learned about the life-cycle of a bee and incorporated this information into their imaginative play. In the atelier the children expressed their ideas and knowledge about bees through their artworks, making honeycomb paintings using bubble wrap printing and cutting out yellow bees from paper. At the science station the children used eye droppers to explore how oil and water separated as they role-played "honey makers" and jarred their own honey. The most exciting part of our bee investigation was making the honey and apple muffins using the recipe from our storybook. There was lots of enthusiasm around the cooking table as the children measured, poured and stirred the ingredients together to make a delicious double batch of muffins to eat with their afternoon tea.

During our bee investigation there has been lots of interest in how flowers grow. Next week we will explore this further by planting our own flowers, which will encourage the children to observe and respond to the changes they see over the coming weeks.

What a busy week of investigating in our classroom!

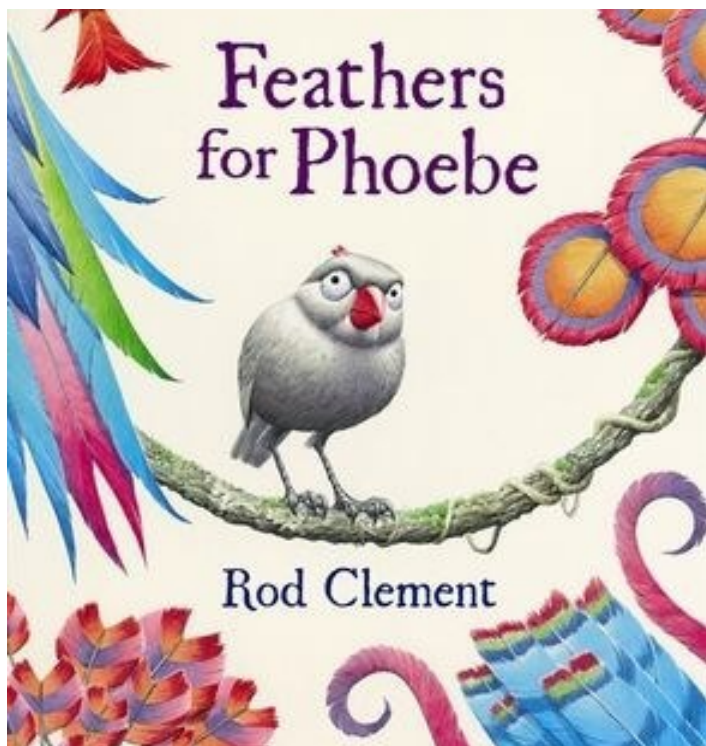
Stage 3 - Exploring colour and light using cellophane telescopes, torches and sun catchers



Stage 3



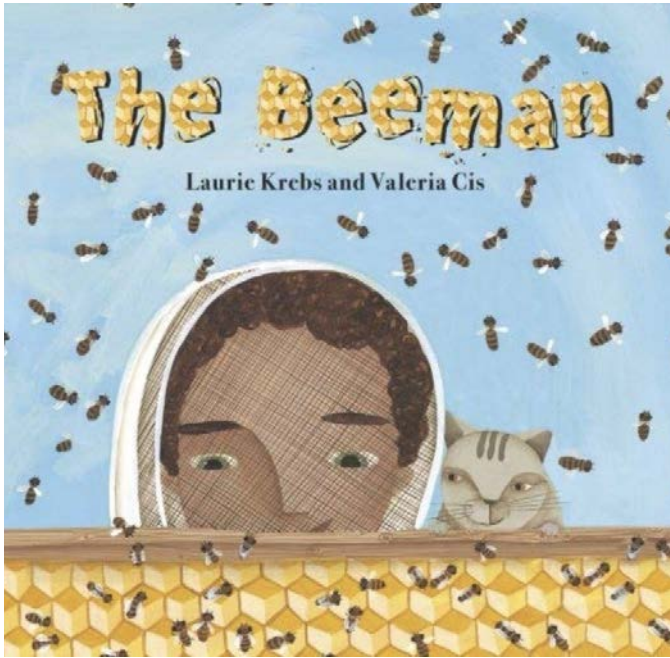
Stage 3 - Constucting rainbow birds



Stage 3– Exploring how water and oil separate



Stage 3 - "The Beeman"



Stage 3 - Making healthy muffins



Stage 4: Rosellas

By Ms Carmen Jarratt

This week the children are learning about families, how important our families are and how much they can influence our lives. Parents and family form a child's first relationships; it is within a family that children learn about positive habits, discipline, and behaviours that will help them to live a great life in the future. It is important to recognise that, family comes in all shapes and sizes, as stated in a famous anonymous quote:

"Family is not always blood, it is the people in your life who want you in theirs; the ones who accept you for who you are, the ones who would do anything to see you smile, and who love you no matter what"

Some of the books we have used this week include: "The great big book of families", "The family book" by Tod Parr and "Who is in your family?"

Social and emotional

During group times the children have participated in shared book reading episodes and discussions related to body safety. E.g. we have:

- Explained to the children the difference between healthy and unhealthy secrets: "Secrets are bad, but surprises are great"
- Used age-appropriate wording. We do discuss body safety without discussing sexuality.
- Taught the Rosellas that no one should touch them in any area that is covered by the underwear, and that they should never touch anyone else in these areas or see pictures or movies that show those areas.
- We asked the Rosellas to name five people they could talk to if someone was touching them in an unsafe way: talk to e.g. mum, dad or an adult they trust
- Taught the Rosellas proper names for body parts so that if they disclose inappropriate touching, it will be clear what they are talking about.

Some of the books we have used include: "I like myself" by Karen Beaumont, "My body belongs to me" by Dagmar Geisler, "Amazing you: Getting smart about your private parts" by Dr. Gail Salts and "My underpants rule" by Kate and Rod Power.

Art and craft

Further developing the concept of family, the children made small figurines they decorated according to the family member they were representing.

Special celebration

The Rosellas are getting ready to celebrate Fathers day, creating beautiful surprises for the special person that represents the father figure in their lives.

Have a lovely weekend



Stage 4 - Drawing our family



Stage 4 - Visual Arts



Stage 4 - Collaboration



Yoga

By Miss Tatiana Fernandez

Children were very engaged in their winter themed yoga classes this week, drawing on their knowledge of winter weather and activities to demonstrate and develop their skills in breathing, movement, posture and relaxation.

Classes began with a series of sun salutation movements and breathing exercises which we called Sun Dance. The children find these familiar activities enjoyable and they are very skilled and attentive when asked to count, breathe and respond. The children are adept at the four different types of breathing we practise – slow, fast, loud and quiet breathing - and it was lovely to see their winter sun dances!

The children were then engaged in a discussion about winter and participated in warm up exercises designed to promote body awareness, which involved the children taping and patting their arms and legs to create snow people, better known by them as snow man with the carrot nose.

The main part of the session drew on the children's ideas about winter sports, such as ice skating, snowboarding and skiing, to develop fluid movements and practise a series of traditional yoga poses such as 'warrior 2' 'chair pose' and 'dancer's pose.'

The session finished with a meditation game, where the children responded to musical cues and demonstrated their physical and mental abilities to listen closely and sit still with eyes closed for a couple of minutes.

Winter yoga was a great success. Next week's classes will reinforce the movements and poses learned this week, enjoying the last of winter before we move forward to the next themed yoga.

Wishing you a peaceful weekend!



Playball—Throwing and Listening skills

Lauren placed a number of pieces of equipment around the court and we had to **LISTEN** where to run to..... we were running in circles! Such fun!

We collected crazy cockroaches (little plastic balls) and then we practiced our **throwing skills** by pushing our little plastic balls up to the sky using our knees as a starting point.

Lauren taught us how to play the "shark and the stingray" game. The sharks and the stingrays cross over the ocean without "boofing" into each other. Lauren then went faster and faster and we were running around in circles. Crazy!!

We all found our own hoop and Lauren instructed us what to do with the hoop – jump into the hoop, jump out of the hoop, jump over the hoop, walk around the hoop, etc.

We all had a turn to spin the hoop, wait for the hoop to fall onto the ground and jump in. Wait, wait, wait and jump!

Doughnuts! We all asked to catch doughnuts – definitely one of our best games!

Lauren placed some hurdles on the court and we did some throwing **OVER** the hurdles in front of us. Then, we did some **ROLLING UNDER** the hurdles.

Lauren held up a hoop and we threw our balls **THROUGH** the hoop.

Lauren set up an obstacle course for us with hurdles, beanbags, tunnel and hoops and we tried to cross the circuit from one piece of equipment to another, always remembering to cheer for our little friends. YAY!! That's how good sports behave!

Hot balls..... we ran around the court and Lauren rolled "hot balls" towards our feet. We need to really use footwork skills and try our best to dodge the balls.

Lauren divided us into two relay teams, using a beanbag as a baton. She set up hurdles for both teams and we had races jumping over the hurdles like real big kids!! Lauren always tells us "it's not important who wins, it's just awesome to have some fun and be a true sport".

Creep crawly.....ask your children!



We started to learn how to say "I am Australian" in Chinese. Although it is a short sentence, the pronunciation of "Australian" is a little bit hard. Therefore, it is not so easy for children to speak that sentence smoothly in a lesson.

Based on that, I would like to help the children to practice more in the future lessons. Meanwhile, I will design some games to attract children's interest to practice the sentence. In Stage 3, we have started to practice how to say their name in Chinese. They could say the sentence in Chinese. With more practice, I believe that they can speak that sentence fluently.

Last week, we started to read a new book, named "The Little Princess's Dress". It is about colours and whether a person likes a dress or not. Children love the book and happily volunteered to help the little princess to choose a beautiful dress. It was a good opportunity for me to involve children to express their comments in Chinese. Therefore, I encouraged them to express their ideas with simple Chinese words, such as "like", "not like" and "just so so". The children commented on each dress with high enthusiasm. In that case, we will finish the book this week. It can offer more chances for the children to speak those related words and sentences.

As for music, we started to learn how to sing "Two Tigers". We will continue to learn it this week.

As for students from Chinese background, we read a book, named "I Want the Moon". They loved the book. Meanwhile, it implies that they love to listen to stories. In that case, this week, I will prepare a new book for them, named: "David, You Did It!"



Music & Movement

