



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

24TH AUGUST 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents,

Thank you to all the parents who made an effort in dressing the children up for Book Week. Every day entering into the ELS felt like I stepped into a Fairy-tale with all the wonderful characters surrounding me, Captain Underpants, Witches on brooms, Pirates about to walk the plank, Unicorns, Princesses, Lightning McQueen, Jungle animals and so the list goes on, not to mention the teachers' beautiful costumes. The children could not wait to share their books with the Teachers and peers alike.

In early years, literacy includes a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, reading and writing. It is wonderful to see that we incorporate all of these at Reddam ELS Lindfield.

A Few Gentle Reminders

We are starting to collect a range of clothing that is not labelled. Please can you label all items of clothing, especially hats. The staff cannot be held responsible for an item of clothing that is lost and has no name on it.

If you do not have a Reddam hat or bag, please contact our Uniform Shop Manager Jen Kelly on 9300 8200 or via email uniformshop@reddamhouse.com.au between 9:30am - 2:30pm.

We operate from 8:00am-6:00pm, Please note if you do arrive **before 8:00am**, you are welcome to wait in the outdoor playground. We remind all parents that our school programme starts at 9:00am. Please support the children's wellbeing and the programme by arriving on time. It is important to drop off and pick up your child on time. Late "drop offs" and "pick-ups" can cause anxiety for the children and disrupt group time.

Every child will have a different response when parting from his or her parent/carer. We have found that generally all children benefit from a quick and loving farewell and will assist you in this transition.

We are looking forward to our Father's Day Breakfast, Stay and Play next Friday 31st August at 8.00am.

Have a beautiful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

It has been a busy week for Stage 1 creatively as they started their Art Project "The Land that Once was Dinosaurs". With their love for Dinosaurs, we thought we would create a land of imagination through painting, molding and plastering. The children have started to create a land with a volcano that we will even see erupt over the next week or so!

The children have also been curiously watching real crickets that have been placed in their new habitat. We have been listening to their sound, watching them jump and have been feeding them.

Thank you to the children that dressed up for Book Week - it was such a lovely theme this year 'Finding your Treasure' which is so open to everyone sharing what's special to them.

'Weaving our way' with our fallen branches around the yard and the neighbouring park, we have collected them up and started to create a weaving teepee for the children to explore and create with. Please feel free to join your child in the backyard if you enjoy weaving.

Staff Change

Sadly our beautiful Rujuta will be leaving us at the end of September as she and her family go back to India. Rujuta has been at Reddam since the Lindfield campus first opened and she will be greatly missed. We have a new team member joining us in September who is excited to get to know the children and families, alike. We look forward to welcoming her to Stage 1.

Thanks for a lovely week, everyone and enjoy your weekend.

Leonie, Rujuta, Ella and Grace



Stage 1 – Creating the 'Land Before Time'



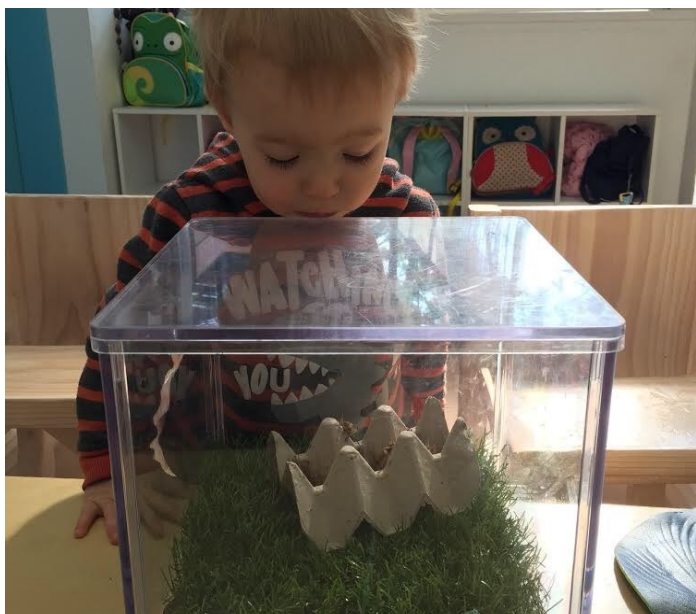
Stage 1 – Mirror, Mirror, on the Wall



Stage 1 – Weaving our Way



Stage 1 – The Sound of Crickets



Stage 1 – Look Who Can Stand by Herself Now!



Stage 2: Chicks

By Ms Nimo Gill

This term as we continue our provocation focusing on what's out there in nature, our children have been very curious about dinosaurs. To further explore the children's interest we introduced small world dinosaur play for the children. The children were able to explore different kinds of dinosaur species, learning their different names. The children were inspired to create an environment with loose parts like felt water puddles, rocks, little people and different sizes of dinosaurs. The children were intrigued by the experience asking their different names, and further extending their experience we compared the dinosaurs to our "Discover Dinosaur Encyclopedia". The children noticed their big teeth, small hands and huge feet, we compared the size of their teeth to items we saw in our classroom.

For our sensory learning experience, the children were exploring a dinosaur dig with moon sand to see the different kinds of impressions the different species made. The children used their imagination and creativity to explore their pretend play in their dinosaur world. We then introduced to the children their own dinosaur eggs to hatch in an art experience. To allow the hatching of the egg, the children first investigated the egg by knocking it with a little hammer, breaking a bit of the eggs off. The children then painted them with coloured vinegar to remove the remainder of the egg, revealing the little dinosaur hidden within. Children were intrigued by the reaction of the vinegar to the eggs, using words like "bubbles and Ssssss sound". The children made the observation how the coloured vinegar melted the egg quickly.

For our creative learning experience the children used salt dough to make their own dinosaur fossils. Using a rolling pin they rolled out the dough and cut out round shapes, then choosing their favourite dinosaur they made its imprint. Our children imprinted different parts of the dinosaur like its body, face and feet.

In our Atelier we did some dinosaur spray painting, by arranging some dinosaurs on the paper the children then use their fine motor skills to spray the paper. The outcome revealed the beautiful shapes and sizes of the different dinosaurs we are observing this week. The children were in awe by the different design they created with the different colours.

For Book Week, our children came dressed colourfully in various different characters of the books they treasured. It was a wonderful experience they shared and the children were introduced to many new and fascinating books. The children's dress ups were creative and allowed the children to engage in imaginative role play with other children as they were retelling their treasured stories through their play.

Have a wonderful weekend.
Nimo, Angel, Heather and Michelle



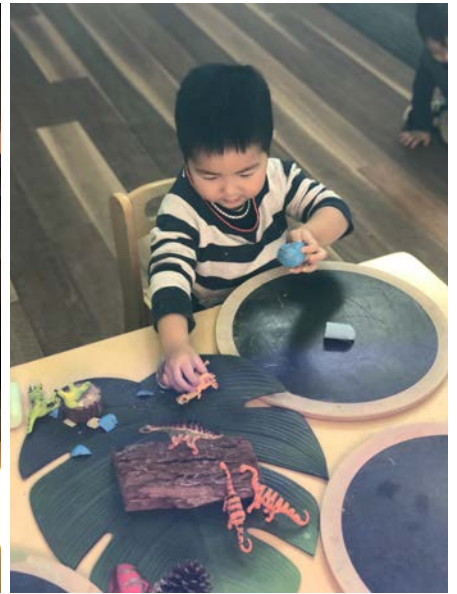
Stage 2 - Making Dinosaur Fossils



Stage 2 - Exploring Dinosaurs



Stage 2 - Exploring Dinosaurs



Stage 2 - Book Week



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

Children are instinctively curious about nature and the natural environment so, with this in mind our book this week was titled 'If You Find a Rock' by Peggy Christian. Nature investigations extend children's thinking and promote observation and exploration.

We have been inviting the children to experiment with rocks and stones, creating towers and structures. During a loose part experience the Sparrows and Finches balanced stones onto one another creating tall structures. In doing this the children developed their understanding of cause and effect and used trial and error to discover that the flatter the stones the more stable they were and the higher the tower. We extended on this experience with play dough being used as mortar to help anchor the stones in place. Using this method, we soon discovered that we could build walls and bridges with our stones.

Using stones, we developed our numeracy skills number recognition and counting stones using one to one correspondence. We also sorted our stones by size, shape and colour. During circle time we weighed stones predicting which would be heavier and lighter. Outdoors we continued our investigations learning which stones sink and which float, discovering that pumice, a volcanic stone, floats due to its density and tiny air pockets within.

Inspired by our book of the week we ventured out into our garden for a planting experience, using our rocks and stones to create a fairy and gnome themed garden. Our garden included succulents, wild orchids and a range of edible plants with mint and parsley in the mix. The children decorated the garden using a range of rocks and stones that they had painted!

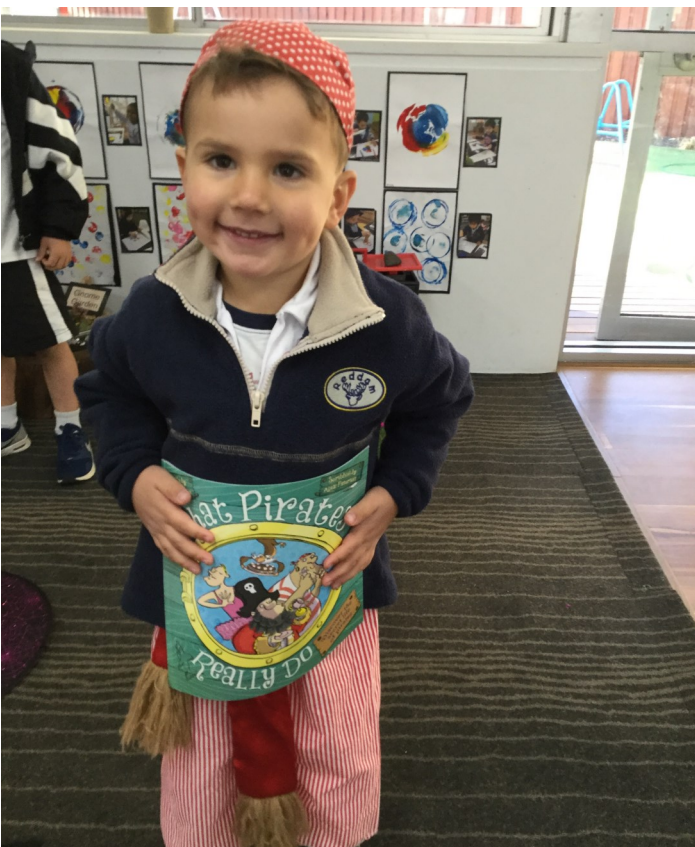
Our art experiences evolved throughout the week. We placed a range of stones, water, paint, chalk and crayons onto the table for open ended creativity. Some of the children chose to paint onto rocks, some painted by dipping stones into paint and then applying it to their paper. Rolling stones dipped into paint across paper was another way to create art. We also saw children water painting onto stones and decorating stones by drawing onto them using chalk and crayons. Way to go Sparrows and Finches! Process art allows freedom of expression and opens endless possibilities to create.

This week we celebrated CBCA Book Week with the Sparrows and Finches coming to school each day dressed as characters from their favourite books. We saw Little Red Riding Hood, Spiderman, witches, fairies and many other characters from books. It was so exciting to see the children sharing their precious books with their class and telling their peers about their favourite characters and stories. As part of the Book Week theme Find Your Treasure, we created our own treasure using salt dough and sparkly gems. We also went on a nature treasure hunt collecting special treasures and decorated them in class. What a fantastic fun filled week!

Joselyn and Natalie



Stage 2/3 - Book Week



Stage 2/3 - Gardening Experience



Stage 2/3 - Stone Puzzles



Stage 2/3 - Pre-Maths Using Stones



Stage 2/3 – Art with Rocks



Stage 2/3 – Balancing Stone Structures



Stage 2/3 – Creating Stone Structures



Stage 3: Kookaburras

By Ms Lauren Hall

This week the children have engaged in rich and meaningful inquiries about flowers and established the first of many gardening projects. Gardening can have a great effect on the development of various skills and the promotion of a healthy body for children of all ages.

Eating healthy: By getting involved in gardening, the children have a chance to take care of their own vegetables and fruits, and learn how to incorporate them into healthy cooking experiences.

Improving motor skills: As the children bend, stretch, dig, weed, lift, plant and water, they use plenty of muscles in both the upper and lower parts of their bodies. Therefore, their motor skills and coordination will be improved.

Developing STEM skills: Gardening teaches children how to analyse the situation. We can ask the children simple questions to encourage them to figure out the best solution. For example, "*Where is the sunniest spot to place our galidoli bulbs?*" In addition, observing a plant's life-cycle or the insects living around the plants can intrigue and engage the children.

Enhancing cognitive abilities and social skills: Gardening experiences can lead to a significant improvement in social interactions, group working skills and cognitive abilities. The children learn to pay attention, to listen and to follow directions to achieve the best results. As the children spend time watching the growth of plants, they also learn how to be patient and dedicated.

Relieving stress: Half the pleasure of gardening is to commune with nature, green plants, fresh air and gentle sunlight. Children will find the peace of mind by themselves, which can be a spiritual medicine after a busy day. For example, in terms of a psychological aspect, flowers are proven to produce positive emotions that can make people feel happier.

As an outdoor activity, gardening is interesting, healthy and educational.

Reference: *Health benefits of gardening for children*. The Spoke, Early Childhood Australia. Clayton. R. (2017)

During our bee and honey-making investigation the children have become increasingly interested in flowers. Our storybooks *The Beeman* and *Willbee the Bumble Bee* supported this interest as the children learned that worker bees collect the nectar or pollen from the middle of flowers, while pollinating them, and return it to the hive for the house bees to turn into honeycomb. This week the children have learned about a variety of yellow flowers including sunflowers, daffodils and dandelions. We've investigated each flower's life-cycle and discovered that the seeds are the key to repopulating them. We read a storybook about *Christopher Nibble the guinea pig* and learned that dandelions lose their petals and transform into a fuzzy ball of seeds. The seeds are then blown away by the wind and land on the grass to create new dandelion flowers. By the end of the week the children demonstrated their knowledge and understanding of how each flower grew using the life-cycle picture cards at our investigation station.

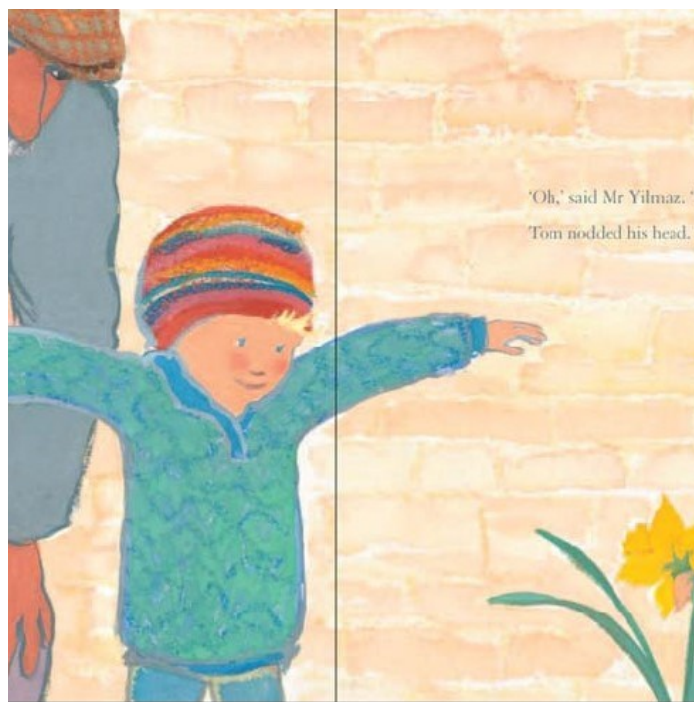
Continuing on with the children's interest in yellow flowers we read a book called *That's not a daffodil*, and learned that this flower grows from a bulb that looks similar to an onion. The children participated in a gardening experience where they planted yellow gladiola bulbs in terracotta pots and have shown a lot of commitment to caring for them each day. The children have taken turns to water the bulbs and even though it's still early days, they are observing the pots closely to see if they can see any stems poking out of the soil. The children have also used magnifying glasses to study and observe a variety of yellow flowers in our classroom too. In the atelier flowers and gardens have inspired the children's artwork as they practise painting sunflowers and make collages with coloured paper.

The children continue with their interest in bees and this week the children wanted to know more about honeycomb before it's put in the extractor machine and spun to make honey. The children studied a jar of honey with a big piece of honeycomb in it and we tasted it later in the week while they engaged in a honey tea-tasting experience. The children wondered if the bee eggs were still inside each 6-sided cell? Miss Lauren explained that it was very likely that all the eggs had hatched before the honey was collected.

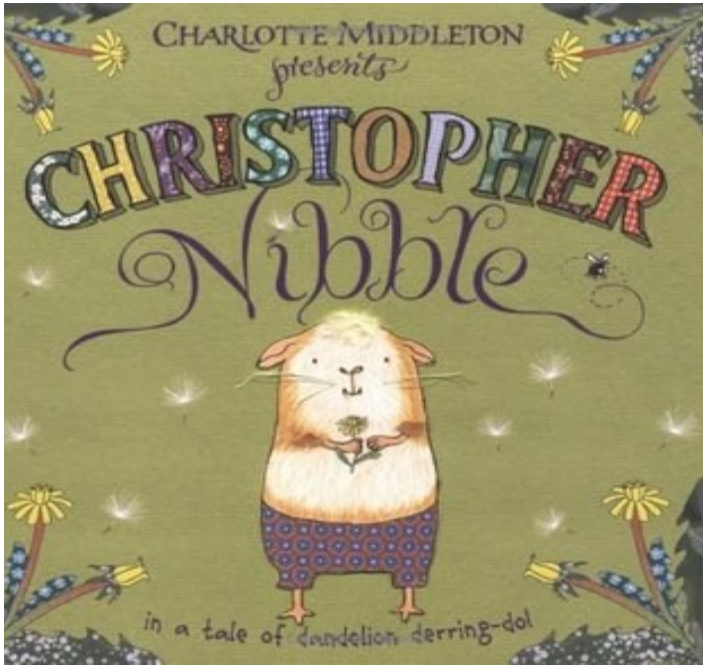
Our interest in flowers has also sparked a lot of discussion and questions about seeds. Next week we shall investigate a variety of herb and vegetable seeds and use them to establish more gardening projects around our playground. Hopefully with a lot of TLC, big things will grow from our tiny seeds.

If our families have any gardening resources they can donate to our projects, it would be greatly appreciated.

Stage 3 - Gardening Experience



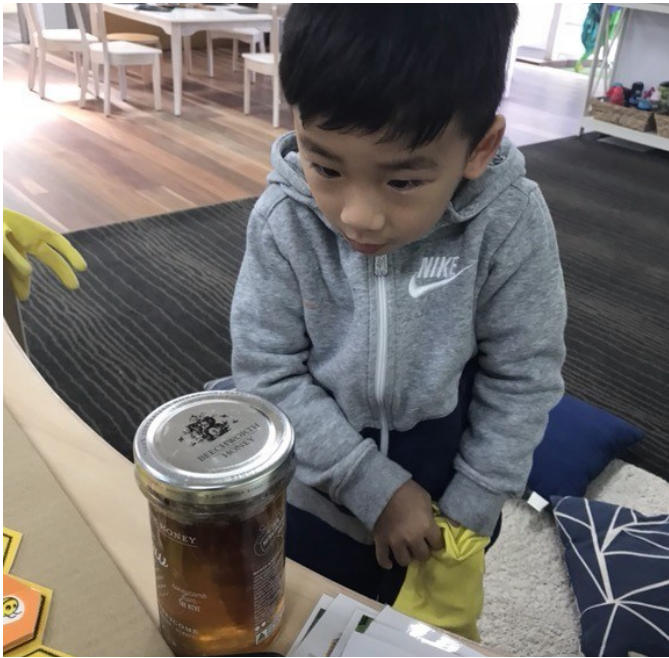
Stage 3 - Learning About Dandelions



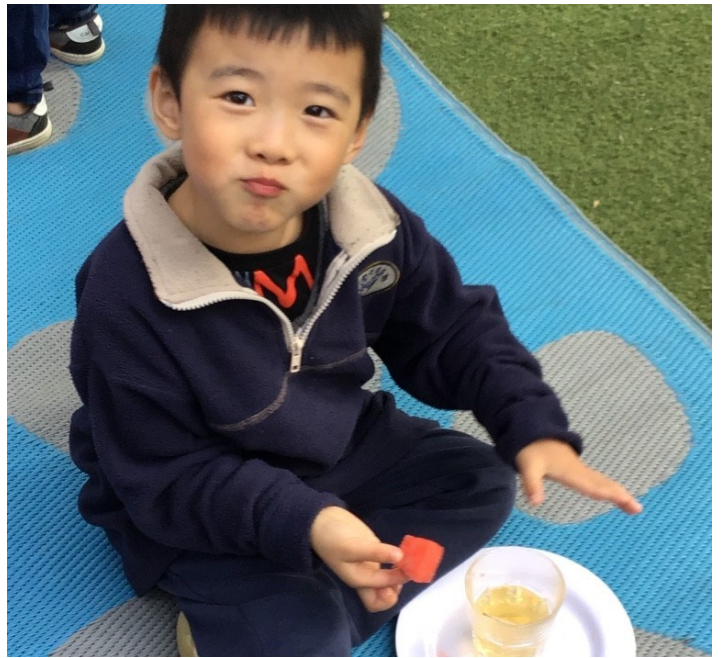
Stage 3 – Constructing Flower Garden Pictures



Stage 3 - Exploring Honeycomb



Stage 3 - Using Honeycomb to Flavour Our Tea



Stage 4: Rosellas

By Ms Carmen Jarratt

Book Week

The Rosellas have participated in many learning experiences that promoted love for books and reading! The children have dressed-up as their favourite book character and participated in shared book reading episodes during which they have performed the role of the 'story teller' talking, in front of their peers, about their favourite book and reflecting about what they liked or not like in their special books.

It is believed that early literacy activities, such as reading are associated with a long list of benefits, that include development of vocabulary, the ability to see things from various perspectives, empower children to communicate in a variety of ways, learn to explore new ways of gaining information and provide children with skills that are crucial for later success in school.

Reading helps children understand matters such as culture, gender and disability; it also help children cope with feelings, as they may identify with a fictional character or behaviours present in a relevant book.

Writing

The Rosellas are preparing a special present, for a special person in their lives, in the classroom we are positively reinforcing children's early writing attempts by encouraging to 'write a book'; The children are using symbols to represent what represent four different things they like about their dads, or special person, e.g. drawing and writing words they ask us, teachers, to write so that they can reproduce. Great efforts and magnificent pieces of art have been observed.

Sensory play

Sand and water play to encourage learning

Sand and water are a familiar play for children, they encourage free, open explorations and promote all areas of development, e.g. social, emotional, cognitive, physical and language.

It is believed that sand and provide for a variety of opportunities to develop skills in pre-mathematics and pre-science, e.g. the concept of empty/full, heavy/light and texture.

Math and Science

This week the children are learning fundamental mathematical concepts such as comparing, and classifying.

Have a lovely weekend.



Stage 4 - Playing Cards to Identify Numbers



Stage 4 - Book Week



Stage 4 - Book Week Dress Up



Stage 4 - Sensory Play: Water



"The colour of winter is the imagination"

This week we continued on the exploration of winter theme for our yoga classes.

To reinforce children's learning we engaged in the winter theme once again to benefit children on drawing their knowledge of winter weather and activities to demonstrate and develop their skills in breathing, movement, posture and relaxation.

Classes began with the sun salutation series of movements and songs which we called The Sun Dance. Children are becoming more familiar with this exercise and they demonstrate excitement by continuously asking to do it again. Parents can try it at home it's a lot of fun.

Stretch up high, reach for the sky – (Hands above head)
Bend down low, tickle your toes – (Bend forward/Utanāsana)
Jump back quick, straight as a stick – (Plank pose)
Down go the elevator – (low body down to the ground)
Hiss like a snake, siii, siii, siii – (Cobra pose)
Bark like a dog, wof, wof, wof – (Down dog pose)
Jump like a frog onto the leaf – (Squat)
Stand up high like a mountain – (Mountain pose)

To continue the children were then engaged in a discussion about winter and participated in warm up breathing exercise designed to promote breath awareness, which involved the children blowing out cotton balls that represented snowflakes. Children were guided to practise fast and slow breaths.

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.'

We ended our class with the relaxing listening game, which children were encourage to sit quietly and listen to the sounds of the music played (Sounds of Nature).



Playball

By Miss Lauren Guttman

Hi everyone!

We started our lesson today playing the Playball version of "dodge-ball". We all ran around the court and Lauren tried to catch us with a beanbag. If Lauren catches us, we know that we don't 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 ran around the court balancing a beanbag on our bat – always remembering to keep the bat nice and flat so that the beanbag doesn't fall off.

We flicked our beanbag high up to the sky with our bat. We all have pretty amazing body strength and muscle tone because you will not believe how high some of those beanbags flew up to the sky.

Lauren gave us each a ball and we "boofed" (our very own Playball word) the ball away with the bat. We also did little "boofs" with our bat, and when Lauren blew her whistle, we "trapped" (stopped) the ball with our bat, always remembering that we do it nice and gently. Lauren went faster and faster and faster so we really had to listen carefully.

We had an opportunity to hit our ball off a ball holder and Lauren even encouraged us to try and bounce the ball with our bat – always remembering to wait for the ball to "pop up".

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

Such a fun lesson champs!

Lauren



After two weeks' practice, Stage 4 students can say "I am from Australia" much more fluently. In that case, we can involve questions about the topic in the following weeks. For example, "My mum comes from Australia". Also "My father comes from England" etc. As for Stage 3, through several weeks' excises, they could speak their ages in Chinese in a confident way. Based on that, we will start to learn how to say family members in Chinese.

This week, it is time to have a culture lesson. I would like to introduce dragons to the children. Lots of children are familiar with it, so it should be a good topic for me to engage them to discuss and express their ideas.

The Chinese dragon (simplified Chinese: 龙; traditional Chinese: 龍; pinyin: lóng) is the highest-ranking animal in the Chinese animal hierarchy. Meanwhile, "Many traditional Chinese customs revolve around dragons. During various holidays, including the Spring Festival and Lantern Festival, villagers will construct an approximately sixteen-foot-long dragon from grass, cloth, bamboo strips, and paper, which they will parade through the city as part of a dragon dance." (Wikipedia, 2018). Furthermore, there are so many stories and legends around the dragon. One of the most famous stories is Yegong Hao Long. I would like to share the story with the children.

After we share ideas of dragons, we will make a dragon with different colour paper.

