



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

31st August 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents,

It was wonderful to see such a great turn out this morning at our Father's Day Breakfast. Thank you to all our Daddies, Papas and special people in our children's lives, for coming along and taking part in the activities that the teachers thoughtfully put on in the classroom, not to mention a bit of dancing to ABBA. The children were very excited in preparation for this special day.

Lindfield Chamber of Commerce kindly invited Reddam ELS Lindfield to participate in the Father's Day Art Competition. The competition was open to all the local schools; children from pre-school till the end of primary school. A local artist judged the competition and a first, second and third prize was awarded to students from each category.

I am delighted to announce that Reddam ELS Lindfield came 1st, 2nd and 3rd place in the pre-school category. A big congratulation goes to Vivienne Silver (1st place) Ethan Magers (2nd place) and Fiona Zou (3rd place). We are so proud of you! Together with the Chamber of Commerce we believe this is an important part of our community program. Generous businesses in Lindfield donated fabulous prizes to the competition winners.

Please have a look at the beautiful art works that are being displayed all around Lindfield in the shop windows; they will be displayed until the end of next week.

Outcome 1: Children have a strong sense of identity. - *Belonging, being and becoming* are integral parts of identity. Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of *belonging*. Relationships are the foundations for the construction of identity – 'who I am', 'how I belong' and 'what is my influence?' In early childhood settings children develop a sense of *belonging* when they feel accepted, develop attachments and trust those that care for them. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships. When children feel safe, secure and supported they grow in confidence to explore and learn.

EYLF Belonging, Being and Becoming

Have a lovely Father's Day with your precious children.

Father's Day Art Competition in the Community



Congratulations to our Art Competition Winners!



Father's Day Breakfast Stay and Play



Father's Day Breakfast Stay and Play



Father's Day Breakfast Stay and Play



Father's Day Breakfast Stay and Play



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Father's Day Breakfast Stay and Play



Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

Welcome to a special week celebrating our Dads. The children have been busily creating gorgeous little gifts for their dads. We hope everybody has a lovely Sunday together celebrating this weekend.

Week 6 in Stage 1 saw us focusing on building friendships with one another during morning group where the children lovingly held hands with each other, showing kindness and gentleness. We sang songs, holding hands and creating a sense of belonging in a caring space.

Our dinosaur land has not only been a place for them to play and explore this week but has prompted a burst of language. New words we have heard from the children have been volcano, dinosaur, rocks, and sounds being made representing the dinosaurs roars indicating early stages of imagination.

Our outside space has come alive with natural and used resources being explored. The children have been busy exploring and playing in and around the materials which is creating curiosity.

We look forward to welcoming two new families next week Henry and Arthur into our class. It's been lovely having Henry join us this week in his orientation.

With our cold snap this week we postponed our water play but will endeavour to see if we can do it next week.

Thank you everyone for a lovely week enjoy your weekend and we will see you next week.
Kind regards

Leonie, Rujuta, Ella and Grace.



Stage 1 – Exploring Outside



Stage 1 – Dinosaur Play: Exploring Shadows



Stage 1 – Construction



Stage 1 – Who Sank the Boat?



Stage 1 – Building Friendships



Stage 2: Chicks

By Ms Nimo Gill

This week the children explored the different types of items they can create with rocks. During our circle time, we explored different experiments, from seeing whether rocks sink or float to making our very own Geodes. The children weighed a variety of rocks to see which ones were heavier than the others, comparing the weight in their hands then on the scales. The children had immense fun looking at the different shapes, sizes and colours of the stones and rocks we had.

In the atelier, an invitation was set up for the children to paint with rocks and explore different marks and prints the rocks make, the children had a tray of rocks with paint in it and they tipped the tray side to side, moving the rocks around creating their mark on the paper. The children extended their play by dipping the rock in more paint and painting with the rocks in a stamping motion.

Our children were invited to explore rocks using magnifying glasses, they investigated the different types of rocks, like stones, crystals and Geodes. To extend their play, play dough was added to the experience to challenge their thinking to what they could make with rock and play dough. The children created different structures, some pressed the rocks down to see their impressions and some explored their creative side by engaging their imaginative play.

Our children also created different designs with stones and rocks of different shades and colour on the light box. Arranging them in different ways, and following the pattern to inspire them, the children created some straight lines, some wavy lines and made some circles with the rocks.

For literacy this week, our planned experiences linked to the story book "If You Find a Rock". The children were introduced to different types of rocks, the different things they represent and the different things one could do with them. Being inspired from the book we went on a rock hunt, singing the tune of "Going on a Bear Hunt". The children used our sandpit buckets to find different types of rocks to collect, even digging up some! They decided they wanted to paint the rocks to extend their experience, taking out the paints they chose the colour they wanted their rocks.



Stage 2 - What Can You See?



Stage 2 - We're Going on a Rock Hunt!



Stage 2 - Rocks Can Paint



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

Our literacy focus for the week was titled 'What Pirates Really Do' by Melanie Joyce. After introducing the story during circle time, the children's focus soon became ships and boats in connection with pirates sailing the seven seas. When asked how boats sail, we saw this as an excellent opportunity to investigate. Armed with a series of structural images of wooden boats and ships to further inspire our little engineers, the children set out to create their own versions. Using a range of reclaimed foam tubes, some elastic, twine pop sticks, twigs and tape, experimentation became our goal. A great array of boats were built, all looking very different in design to one another. It was then time to test our creations in water. The children observed that all of their boats floated pretty well, with the most buoyant being the boats constructed predominantly from foam. Later in the week we challenged the children to improve on their already amazing boat designs. Again, we tested our boats and discussed our findings. Throughout the week we continued our discussions around what floats and sinks tested a variety of objects in our environment and discussing the outcome. Experiences that allow children to experiment, investigate, use trial and error and problem solve help to develop cognitive, physical and emotional skills.

Our creative experiences were also inspired by pirates and continuing with last week's theme of 'treasure' we created salt dough 'treasures.' The children manipulated their dough then pressed jewels, gems and anything that sparkles into their dough. We also created our own sparkly jewellery treasures by threading glittery gold and silver pasta to create necklaces. We also painted using a range of glitter and shimmer paint.

Injecting sparkly treasures into our loose parts area sparked a great deal of interest with the children hunting through the objects to create amazing Mandalas on the synthetic turf platform. Some of our loose parts were likened to precious gems triggering a discussion about precious and semi-precious gems. Using magnifying glasses, we took a closer look at citron, amethyst, sapphires, peridot, opal and pyrite and investigated how crystals and gemstones are formed. Gem stones are crystals, they form under conditions within the earth's crust when magma moves around and cools. We discovered that each type of gem is unique with distinctive properties.

From Joselyn and Natalie



Stage 2/3 - Making Treasures Using Threading



Stage 2/3 - Loose Parts Treasures



Stage 2/3 – Creating Salt Dough Treasures



Stage 2/3 – Sinking & Floating: Making Boats



Stage 3: Kookaburras

By Ms Lauren Hall

The Kookaburras warmly welcome our new friends Natalie, Veronica, Joshua B, Lucas L, Maxwell, Angus and Zach to our classroom. We hope you enjoy learning with us.

The children's interest in gardening has taken off and together we are learning so much about how flowers grow.

Sometimes, in responding to children's interests, ideas and questions, you just don't know where you are going to end up. From an initial idea, learning can travel in so many directions, gathering its own momentum as it goes. For children, such open-ended learning is important because of the way it affirms and values their ideas and choices. It is an exciting way to enrich and inspire children's learning and involvement. Open-ended inquiry-based approaches to learning provide opportunities for rich, unexpected and valuable learning outcomes, that might not otherwise occur.

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

This week the Kookaburras took an increasing interest in seeds. We started by continuing with our "yellow flower project" as Miss Lauren finally found some daffodil bulbs for the children to plant to accompany our story book *That's not a daffodil*. The children took turns to scoop the soil into the pots, place the bulbs in and water them. Both our daffodil and gladiola bulbs are doing exceptionally well as the shoots have started poking through the soil. We also planted some dwarf sunflowers and marigold seeds.

We played a fun seed matching game with beetroot, corn, watermelon, sunflower, cucumber, marigold and spinach seeds. The children studied the seeds in each bottle and tried to match them to the corresponding seed packet. There were a few seeds that stumped the children, such as the dried, pink corn kernels and the star-shaped beetroot seeds. The marigold seeds were the most interesting because the children were convinced that they were pieces of hay. "How can a flower grow from this seed?" the children pondered? Our next seed project was learning about the life-cycle of a bean plant and its germination process. We read *Jack and the Beanstalk* before placing cotton balls and dried beans into cups. The children hope to grow tall bean shoots and wonder whose will be the tallest?

The children have been expressing their ideas about flowers through their art and craft experiences. Using recycled materials, the children have started constructing a mystical garden land, gluing and sticking different shapes to cardboard and popsicle sticks. It was wonderful to see the children work collaboratively and realise their designs. The children also took inspiration from Hawaiian leis, threading straws and flower shapes to make their own necklaces to enhance their fine-motor skills and understanding of patterning. In the atelier our provocation pictures revolved around Vincent van Gogh's famous iris paintings. We discussed how irises grow very similar to daffodils as they also grow from a bulb. It's been lovely to see the children create their own interpretations using blue, purple and green from the colour palette this week.



Stage 3 - Growing Beanstalks



Stage 3 – Investigating Different Types of Seeds



Stage 3 - Exploring Different Types of Flowers



Stage 3 - Flower Art Experiences



Stage 3 - Our Very Own Van Goghs!



Stage 3 - Planting Daffodil Bulbs



Stage 4: Rosellas

By Ms Carmen Jarratt

The Rosellas have experienced a week full of learning, playing and, more than anything, anticipation. Oisín asked a Teacher: "How many more sleeps for Father's Day?" Sophie announced proudly: "My dad and I are coming to the Party this week, but just only for a while, and then we are going home!" While Eason kindly asked: "Can you eat chocolate? We are preparing chocolate for Father's Day!"

The amazing presents the Rosellas have prepared for their dads, or Father figures, are ready, and delivered, if you have not collected yours, please ask a Teacher in the classroom. These presents are unique pieces of art, full of evidence of the real bond that exist in the special relationships between fathers/father figures and children. Aarze created her book to give to her father and drew a picture of herself and her dad, inside a home, playing with building blocks. When her drawing was finished, Aarze commented how much she loves spending time with her dad, and building with him. Aarze's words were captured and added to the book she was writing to her dad; .

The Rosellas have engaged in sensory forms of play including playing with water, sand, and different types of play dough. In general, sensory play can be defined as any type of activity that engages a child's senses, e.g. touch, smell, and see. In the Rosellas classroom we consider this type of play very beneficial to children because it shapes their choices, impacts their behaviour and helps them make sense of the world around them. While engaged in sensory forms of play, the children have used their verbal language to communicate their thoughts, and experiences. They have developed their gross and fine motor skills, which are large and small muscle movements, extremely important to develop hand strength and pencil control for future writing. Lastly, but very importantly, the Rosellas practiced their social skills this week through activities such as negotiating space and resources to be able to play and using their words to communicate rather than through physical actions.

Following up on the fantastic book presentations observed in Book Week, during group time the children were encouraged to 'read' (re-tell) their favourite book to their peers. We believe the books have stimulated our children's imagination so much that wonderful forms of dramatic play have been observed, such as Luan being placed in 'jail' by our own Reddam Police Force!

It has been great to observe not only the Rosellas group showing respect for the person who is reading, e.g. listening, asking relevant questions or making comments about the book in question, but also the child, who volunteer to 'read' their special book.

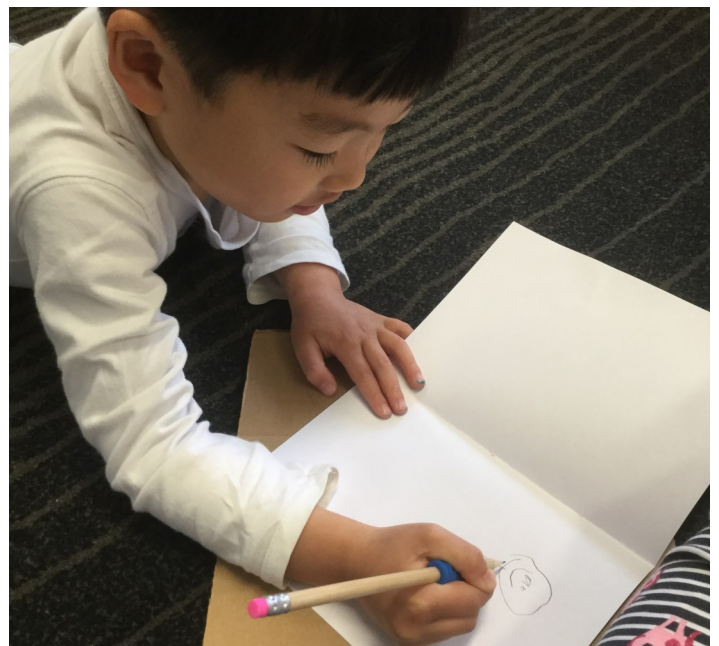
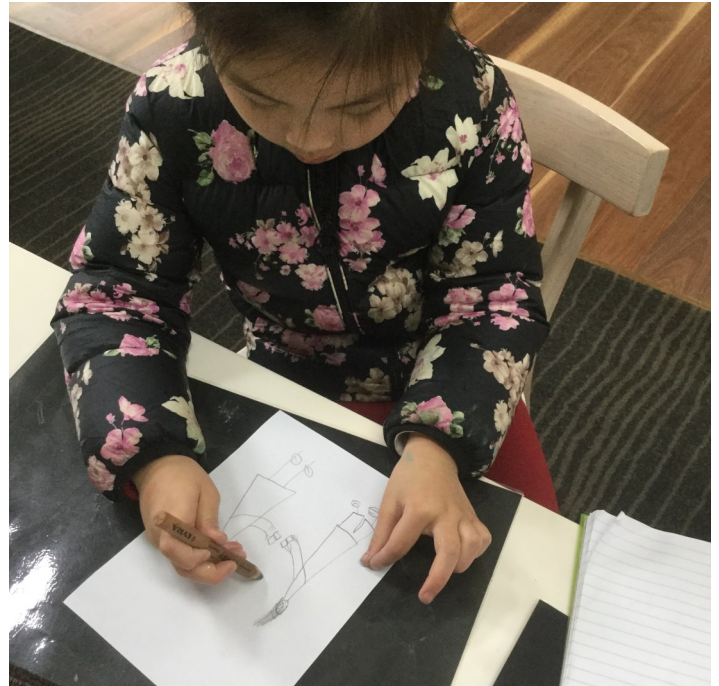
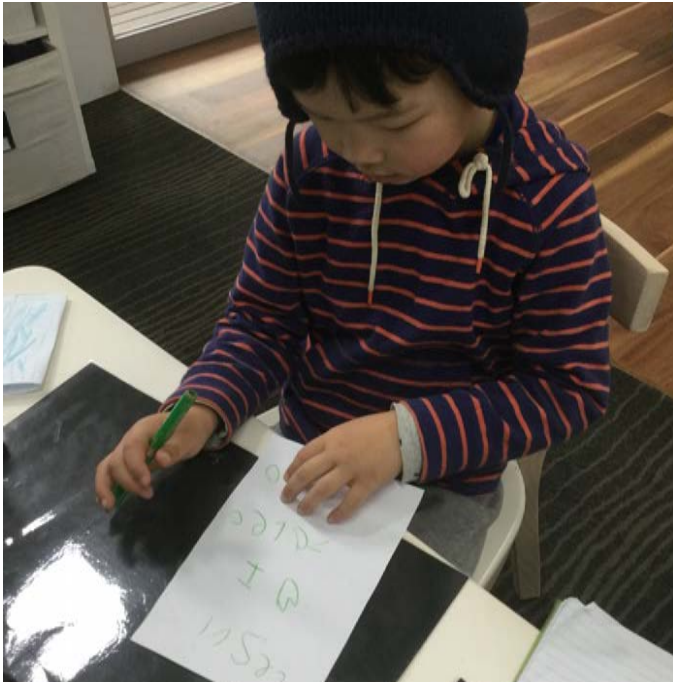
The benefits of these amazing experiences are that the children who are in the audience build effective communication and listening skills that are essential for their learning, while the presenters of the book strengthen their language and communication skills, as well as their social skills, e.g. confidence to share their interest and knowledge in front of a group of people.



Stage 4 - Dramatic Play - Luan is in Jail!



Stage 4 - Creating Our Father's Day Gifts



Stage 4 – Sensory Play



Stage 4 - Language Development



Music & Movement...Makes Us Happy!



Winter is coming to the end! So, this week was about preparing for Spring Yoga. I explained to the children that we are going through a shift of seasons so now is the time to get ready for Spring. We started the warm up with series of sun salutations and I am excited to see the children are getting more familiar with the poses and are improving their movements and showing progress weekly.

I introduced a card game where the children began to understand the idea of taking turns. Each child was called up to flip a card, the other children were pleased to support that child getting their turn at flipping the card, promoting the sense of sharing and community. The game involved flipping cards that related to Yoga poses. Examples of the pictures were the lotus flower, tree, and even animals like the lady bug which relates to the child's pose (Balasana).

When we were flipping the cards, I introduced the idea of personal affirmations. For example, when the picture of a mountain was flipped I asked the children "What is a mountain like?", and they would respond a mountain is "strong and still!" and then I would get them to repeat this phrase. "I am strong and still like the mountain." This is the beginning of teaching affirmations that help the children to understand the power of positive thoughts.

We did a breathing exercise where we pretended we had dandelion flowers and I taught the children to breathe in and out to blow the dandelions away. Dandelions are a spring flower and are yet to spring so we used feathers in the place of the flower. This is the beginning of the children learning to understand that breathing can be a conscious act as well as "unconscious." This is laying the foundations for the future of the children's understanding of what breathing can do to help in their own lives on a daily basis.

Savasana or Corpse pose is a posture usually done at the end of a yoga practice in which practitioners lie flat on the backs. To prepare the children for this relaxation technique I had them to lie down on their backs with arms open wide and eyes closed. I told them to prepare for the spring bird that would come to tickle their face with the feathered wings as they rested. The children were excited by this and rested with the knowledge that a bird might tickle their face.

Hope you have a flowery weekend!



Playball

By Miss Lauren Guttman

We started our lesson today with the "forwards/backwards" game. When Lauren blows her whistle once, we walk forwards; when Lauren blows her whistle twice, we walk backwards, but.....Lauren went faster and faster and faster until we were all just dancing up and down. We were laughing and laughing!

Guess what Lauren brought to Playball today.....yes, a T-ball T and T-ball bats. Yay, a **T-Ball day!!!** Lauren set out 4 bases (mats) in a diamond shape on the court. We all had the opportunity to run to 1st base; 2nd base, 3rd base and then HOME BASE, making sure we touched each base with our foot.

We actually had a mini game of T-ball. We all had a turn to place a ball on the T-ball T, grip the t-ball bat correctly (Lauren taught us how), determine the distance between ourselves and the T-ball T, put our bat on our shoulder, swing the bat and hit the ball off the T, swinging from one shoulder to another. We drop our bat and run from base to base while the other team are the fielders and do their best to get the T-ball "batters" out. Each team wore different coloured bibs and we felt like such cool sports. We even got into a "team huddle" and decided on a name for our team. You should hear some of our crazy names : The Watermelons, The Crazy Kangaroos, The Super Duper Heroes and the list goes on.....

We practiced our rolling skills always remembering to use our feet as the starting point.

Lauren positioned us in partners and we stood opposite our Playball partner with our legs apart and played such a fun game where we had to try and roll the ball through our friend's legs while our partner tried to stop the ball from going through using "cage hands" (two hands joined together and spread open so as to minimise entry through our legs).

Lauren placed mats in a row across the court and we had the opportunity to step on the mats, always remembering to stretch from one mat to the next, in order to reach the other side. We watched our fellow Playball friends and cheered them on!

Another fun-filled, busy lesson.



Last week, we had a culture lesson about Chinese dragons. We shared the ideas about Chinese dragons, for example, do you believe Chinese dragon is real? What colour do you think Chinese dragons should be? The children happily shared their ideas with others. Afterwards, I explained short history of Chinese dragon and what particular parts of other animals were borrowed to create the unique Chinese royal animal, followed by telling the story, named "Yegong Hao Long".

This week, we will continue to learn the topic of animals. We have learnt how to say fish, dog, chicken and cat in Chinese. This week, we will read new book, named "Dear Zoo". It is an English picture book which I'll translate into Chinese for them. After we read the story, we will review and learn the animals mentioned in the book. Furthermore, we will choose four animals to play hide and seek.

As for the music, we will continue to learn how to sing "Two Tigers" and "Where is my Friend?" (Stage 4).



The Great Outdoors Adventure

Discussed what items we might take on a camping trip, looking at what Laura (the explorer) had packed in her backpack (Stage 1 and 2)

Worked as a team to do a whole class improvisation, setting up camp and going on an adventure (walking through the forest, crossing a bridge, fishing, putting up the tent etc. etc.)

The ribbons acted as a great tool for a fishing rod. Whilst fishing they had to use facial expressions and gestures to show what they had caught (big fish, heavy fish or an old boot)

Discussed what bugs, animals you might see when camping

The children helped tell an interactive story using, emotions and suspense to add to the ambience of the story (Stage 2)

As the sun went down the children gathered sticks for the campfire, toasting marshmallows whilst singing a couple of songs.

The teacher wanted the children to use their senses (just like animals do) so she incorporated a number of interactive smell, taste and touch activities

The children wrapped up the improvisation by going to sleep in their tents whilst the teacher told an interactive story using puppets.



Zoom Zoom Aeroplanes

A week ago I was in New Zealand for work. The children enjoyed hearing about the trip and singing about aeroplanes, sheep, sheep and more sheep.

Charlie the puppet has become a regular feature and he loves music but is very cheeky.

The children are getting the idea of rhythm and we're continuing to work on that every week.

We've also started new listening exercises where they have to freeze when the music stops and start dancing when the music starts again. Lots of fun.

Steve Morrison

