



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

7TH SEPTEMBER 2018

Petra's Message

By Mrs. Petra Wright, Principal

Dear Parents,

"The Essence of Creativity is figuring out how to use what you already know in order to go beyond what you already think." Jerome Bruner

Often you will hear me refer to "project led inquiries" in our classrooms. Project led inquiry is the vehicle for trans-disciplinary learning through the children's many expressive and symbolic languages. Children are encouraged to visit, revisit and make connections between theories and concepts. It is in depth over, time based and works in a collaborative manner within small groups. Observational drawing, painting, clay work, construction, tinkering, wirework, shadow play, mathematical problem solving and digital explorations are all examples of the expressive and symbolic languages children experience with us.

Rather than presenting children with facts and answers, the teachers working with the children develop an interactive form of learning that is fuelled by questioning, the exploration of children's own theories and by offering physical invitations to be explored. The teachers support and scaffold children's own theory building. Projects of inquiry are negotiated with the children and guided and developed by the teachers and educators.

A few Reminders

On Sunday the 9th September our neighbours, the North Shore Synagogue will be celebrating Rosh Hashanah (Jewish New Year) As this is one of the biggest celebrations of the year the Synagogue will have a high number in their congregation and security has been organised for the following days:

Monday 10th September

Tuesday 11th September

Tuesday 18th September

Wednesday 19th September

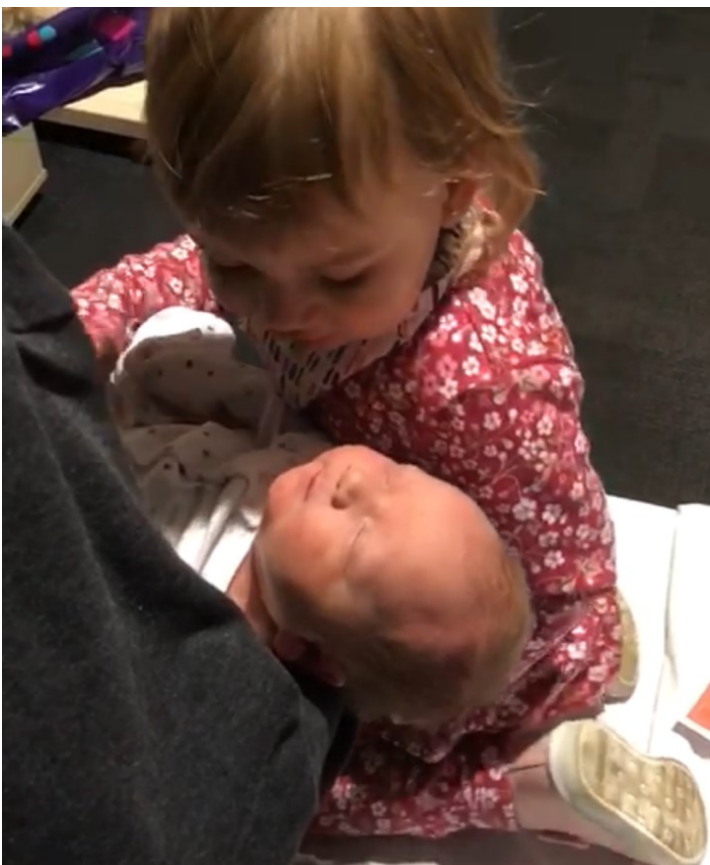
Friday 21st September 2018

We will be sending out Reddam ELS badges today, please can you display them on your sun visor to help security to identify Reddam families. Thank you in advance for your cooperation. If you require further assistance or should you have any queries, please contact Petra or Lisa on 9415 8099.

Have a wonderful weekend with your precious children

Welcome to the World, Felix!

Please join us in welcoming baby Felix - the newest member of our extended Reddam ELS Lindfield family. A big congratulations to Carolina, Michal and proud big sister, Mila Rose!



Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

Welcome to Week 7. This week we welcomed our new friend Henry to Stage 1. He had a fantastic first week exploring his new environment. We learnt this week that Henry likes to move to music. He was moving to the music in group time having lots of fun. We look forward to learning other things about you Henry in the following weeks.

This week saw Stage 1 explore the cause and effect of rolling wheels down ramps. The children loved watching the wheels roll down, promoting visual tracking. They were focused and curious to see how far their wheels would roll.

During morning circle time, "Timmy the Turtle" came to visit. This is a favourite song in Stage 1 we are seeing more and more actions being performed by the children with all our songs we sing. "Sleeping Bunnies", also a favourite, saw children this week that have been observing the other children for months now participate with the actions too which is lovely to see their development emerging.

In literacy, pop up books and peek a boo books have got the children excited this week. Shrieks and laughs can be heard as the children anticipate who is hiding behind the page. If you have any pop up books at home that you would like to share with the class, please bring them in.

While outside this week, natural resources including big leaves have been popular with some children who were using them to push and pull them around the yard. The teachers in Stage 2 have added them to our weaving teepee for shelter which the children have been interested in.

Thanks to all our specialty teachers who do a wonderful job with our Stage 1 class. The children get really excited to see what they will be doing each week.

A friendly reminder:

- Please remember to label all your children's belonging so things don't go missing. It's easier for teachers to place things away in their appropriate bags if things are labeled.
- Also some children do not have hats please make sure your children have hats as they need them for outdoor play. Reddam ELS support the Cancer Council's 'no hat, no play' policy and we don't want any children missing out on outdoor play as a result.

Thanks for a great week everyone.

Take care.

Leonie, Rujuta, Ella and Grace

Stage 1 – Using Leaves in Our Play



Stage 1 – Making Ice Creams in Home Corner



Stage 1 – Tiny Tim the Turtle



Stage 1 – Cause and Effect: Wheels in Motion



Stage 1 – Sensory Play Using Feathers



Stage 1 – Welcome to our New Friend, Henry!



Stage 2: Chicks

By Ms Nimo Gill

This week we embark on a journey in exploring an essential part of nature - leaves, in every shape and form. The children embraced this experience by using leaves in their indoor and outdoor play, from weaving them into our natural tee pee to using them as umbrellas, vacuums, and dancing with the leaves to "Baby Shark" was the highlight of their experience.

Diving into their sensory learning experience, the children were invited to explore mixing some dried herbs with playdough, creating a unique scent as they mixed the different herbs together. As they were encouraged to smell the different herbs before mixing them, the children were introduced to the different plants and leaves these herbs came from. The children were the most taken by the fresh Rosemary and we talked about how these herbs can be used in cooking to bring beautiful flavour and aroma to food.

An invitation to plant some leafy greens was set out for the children, as they have been excited about gardening. Planting some of our very own plants gives them a sense of belonging by being able to nurture the plants. We planted some Sunflowers and Alyssum. We learnt about how much we should water them and how we can care for them. The children have shown beautiful turn taking in sharing their job of watering the plants.

Stage 2 were invited to explore leaves through their different senses as they observed the different kinds of leaves. They extended their learning by using pastels to explore the art of shading. Through this activity, the children were introduced to the different prints leaves have.

In the Atelier, using the resources that we found outside we set up an invitation with natural paint brushes that we made using leaves and sticks. This experience allowed the children to explore their creativity and imagination freely. Exploring the patterns that nature's paintbrushes transferred onto the paper, mixing different colours of paint together and creating marks and prints with no restrictions or expectations. Each paint brush had a different type of leaf from a plant attached to them which created different patterns and textures on the paper.

This week in linking with our provocation, we explored the books "We're Going on a Leaf Hunt" and "Leaf Man". The children really enjoyed learning about the different names of the different plants, some of our children even attempted to say the different leaf names. The children were inspired by the "Leaf Man" and even explored making their own Leaf Man to take home.



Stage 2 - Weaving and Dancing with Leaves



Stage 2 - Creating Our Own Garden



Stage 2 - Leaf Man Flies Away!



Stage 2 - Infusing Playdough with Herbs



Stage 2 - Art with Leaves



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

It is always so exciting when children bring in their precious books from home to share with the class. This helps to foster a sense of belonging and connectedness with the home environment to school. When parents are informed about what their children are learning parents and teachers are better able to support children's learning experiences. Building positive relationships with families and supporting collaborative partnerships encourages families to share their home life with their teachers and peers, bringing 'home' into the classroom helping to build a richer school environment.

This term, week by week we have been exploring a range of books and telling stories through our Provocation, 'Tell Me a Story: Storytelling and Books.' The children have been invited to bring in their books from home to share with the class. This week we were very lucky to have Emmeline share her special book titled Stick Man by famous English author Julia Donaldson. Julia Donaldson is well known for books including The Gruffalo, Room on the Broom and The Snail and The Whale.

During circle time we read Stick Man, following stick man's journey away from his loving family. We discovered that it is dangerous being a stick man with dogs wanting to fetch him and a swan trying to build a nest with him. Stick man finally makes it back to his family tree reuniting with his children and wife.

To help guide our program we posed a question to the children, "what can we do with sticks?" The children's answers lead our program with a range of experiences involving sticks. Painting onto large logs using glitter paint and small fine brushes, the Sparrows and Finches collaborated, cooperated and negotiated with one another whilst also expressing their creativity. Harper suggested that we paint with sticks, so the children dipped a range of small thin sticks into paint pots and then made marks onto their pages. Experimenting with the sticks and paint, the children soon discovered that different sticks left different marks.

Continuing our stick theme, we set out small beads and sticks for the children to thread onto, creating the most beautiful delicate beaded tree structures. Quiet independent experiences assist in increasing focus, attention and concentration in a relaxed environment. Weaving and winding using yarn and sticks also engaged a more relaxed setting supporting children's wellbeing. The Sparrows and Finches eagerly wound and weaved coloured yarn around and through sticks.

From, Joselyn and Natalie



Stage 2/3 - Sculptures with Sticks



Stage 2/3 - Painting with Sticks



Stage 2/3 - Bead Trees



Stage 2/3 – Yarn Sticks



Stage 3: Kookaburras

By Ms Lauren Hall

As the end of term is nearly insight I want to stop and reflect on all of the rich and meaningful learning experiences the children and I have had so far. As their teacher I believe it's crucial to let the children lead and direct our interest-based program that result in authentic experiences that are important to them. When the children are interested they are truly engaged, and it's beautiful to observe. How wonderful it is to learn alongside your children every day, and watch them grow into confident and capable learners in this short amount of time we've had together.

Spring is finally here and the children have been preparing our garden space by planting a variety of flowers to attract bees, butterflies and ladybugs. Our "yellow flower project" is coming along nicely as this week we noticed all of our flowers starting to grow out of the soil. The children are most excited about our daffodil and gladiola bulbs starting to sprout and often refer to our daffodil storybook to explain the changes they have observed. This week the Kookaburras also planted a herb garden which included parsley, chives and basil. We discussed how herbs are good for us and can be incorporated into our meals to give them extra flavour. The children have also used their sense of smell to explore the range of herbs on our provocation table and all agree that the rosemary smells the yummiest. Later in the week we used these herbs to make some delicious cheesy herb bread for our afternoon tea. It was delicious! Great work, Kookaburras chefs!

Extending on the children's interest in bees, we've also investigated the life-cycle of butterflies and frogs. We read *The Very Hungry Caterpillar*, *Cleopatra Silverwing* and *Growing Frogs* to help us understand how these creatures grow from tiny eggs and go through various changes to become beautiful butterflies and croaking frogs. Our tadpole and frog station was very popular, as the children enjoyed using their sense of touch to manipulate jelly beads and role-played with the tadpole and frog figurines. They demonstrated their knowledge and understanding by transferring what they had learned into their imaginative play. The children's imagination was also supported as they took turns wearing butterfly wings and role-played in our playground spaces. During music time we sang *Five green and speckled frogs*, but thought it would be funny to swap the word *frogs* to *tadpoles* instead. We also used popsicle stick props to sing about all the different coloured butterflies we might see in our gardens, and gracefully danced around in the classroom. "Fly, fly, fly butterfly up high!"

In the atelier the children have been exploring some of Vincent van Gogh's most famous paintings. This week the children's artworks were inspired by *Starry Night* and *Wheat field with Cypresses*. We explored Van Gogh's artworks more in depth as we read a storybook called *For the love of Vincent*, about "Vincent von Bear" who travelled all over Europe looking for interesting landscapes and subjects to paint. We compared the illustrations to Van Gogh's famous paintings and the children shared which ones they liked the best. *Starry Night* appeared to be most popular because the children said they loved the "waves in the sky."

Next week we will continue with our spring gardening projects and notice and respond to the changes in our plants. We will also explore how insects and garden creatures inhabit our environments and investigate ladybugs and grasshoppers. Let's cross our fingers that the weather starts to warm up and reflects the spring season.

Stage 3 - Inspired by Vincent Van Gogh



Stage 3 – What Happens When Spring Returns?



Stage 3 - Exploring Butterflies



Stage 3 - Making Grass Caterpillars



Stage 3 - Sensory Play with Tadpole Eggs & Frogs



Stage 3 - Planting our Herb Garden



Stage 3 - Making Herb Bread



Stage 4: Rosellas

By Ms Carmen Jarratt

Now that the end of the year is approaching fast, and the Rosellas are transitioning to big school very soon, we are placing special emphasis on offering a learning environment that creates:

- a. Dispositions for learning that include imagination, being open to new ideas, and exploration;
- b. Reflective skills, e.g. self-awareness, self-control and self-monitoring (regulate one's own thinking);
- c. Critical thinking skills, that include seeking facts, reason and evidence;
- d. Emotional dispositions, e.g. experiencing interest, confidence and enthusiasm for learning; and
- e. Goal-directed behaviours that include engagement, persistence, patience and independence-inspired different forms of play based learning experiences.

It is important to consider that all these skills need to be practiced not only at school, but at home, with our family and friends; in general, at all times.

This week, the focus was Dinosaurs. The Dinosaurs provided learning experiences such as, sensory play, pre-mathematic skills, problem-solving skills, social skills and spatial awareness.

Sensory: pushing dinosaur shapes into play dough to form a mould, during which the children observed, commented on and compared their findings.

Pre-mathematic skills: the Rosellas used blocks and dinosaurs to construct a variety of experiences, which promoted **problem-solving skills**. Torres and Oisin found that the blocks they wanted to move from one side of the room to the other one were too heavy to carry more than one at the time; they solved the problem by carrying the blocks together, as a team. While playing with blocks and dinosaurs, the Rosellas developed awareness of **spatial terminology** and perception of space. Matthew and Oscar used appropriate words such as *under, over, on, on top of, beside, and in*.

Social skills: when the children built the Dinosaur's zoo, they talked about what they were doing, and acted out dinosaur movements; they helped one another building the structure and participated in great conversations where terms such as making walls, fences, and platforms were used consistently.

The Rosellas' learning environment, this week, offered a variety of sensory experiences specifically designed to develop creative abilities, use imagination and awareness of natural materials that encourage exploration and formation of concepts.

Using tools such as spoons, scoops and various containers of different shapes and sizes, the Rosellas have manipulated different textures such as soapy water, water mixed with corn flour and rice to fill and empty.

According to Ingrid Crowther, in '*Creating Effective Learning Environments*' the use of sensory materials such as water and rice encourage children to use a variety of skills, such as performing simple experiments, using many different techniques to measure size, weight or quantity and develop problem-solving skills, new vocabulary and demonstrating new concepts.

Stage 4 - Sensory Play with Rice



Stage 4 - Producing Amazing Artwork



Stage 4 - Pre Mathematics



Music & Movement



Spring Yoga

"A flower does not think of competing with the flower next to it. It just blooms"

Hello, it's Spring time and this week we began our yoga class by opening the window to see all the spring beauties that nature can provide. From a sitting position, children stood up and stretched their arms up above head to open their own windows. What do you see? Then children were engaged in a discussion of what changes may happen in nature during Spring season.

To provide children with a more meaningful experience we repeated the yoga class theme. So we started the warm up with our usual Sun Dance and I am so pleased to see the children developing great skills on their yoga movements, enhancing confidence and social engagement during the class. I introduced a breathing exercise where children were invited to smell the fragrance of a flower. I added few drops of orange essential oil on it and the children were encouraged to identify the smell. The purpose of this activity is to maintain children on the ongoing learning of developing breath awareness and to stimulate them on the recognition of the importance of the sense of smell.

We played a card game which 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). This game benefited children with the understanding of taking turns and supporting the group by demonstrating their knowledge with their familiar poses.

To conclude children were invited to lie down on their backs with eyes closed and wait for the blue bird to come and tickle their faces. While I was passing around with my blue feather I spontaneously spoke words of mutual respect, positive attitude, good behaviour and love. It was such lovely and relaxing yoga experience.

May your weekend be filled with fun and happy moments!

Tati Fernandes



Playball

By Miss Lauren Guttman

We warmed up with the "Playball crane" game where we sat upright with our hands behind our back and a ball between our feet. Every time Lauren blew her whistle, we lifted the ball up to the sky – our tummy muscles got such a workout!

Guess what Lauren brought to Playball today.....AFL balls – can you believe it!!

We held our "spaceships" (AFL balls) and pretended we were flying through space. When Lauren shouted "find a friend", we looked for a friend and stuck the "noses" of our "spaceships" together. Every time Lauren asked us to find a friend, we were encouraged to find a **NEW** friend because we know that **we are all friends together at Playball**.

We bounced the balls noticing that they bounce all over the place.

We threw the balls gently to the sky and tried our best to catch the ball.

We placed the balls above our heads and learnt how to do "overhead" passes.

We placed the ball on a ball holder and gave the ball a big kick. These AFL balls are certainly very different to the usual balls we play with at Playball.

We did "throw-ins" and drop kicks and then Lauren positioned us in a circle and she stood in the middle of the circle. She threw the AFL ball to each of us so we had to stay focussed and concentrate at all times. We then stayed in our circle and passed the ball from one friend to another – going faster and faster and faster.

We placed our AFL ball on a "flip and catch" and stepped on it....the ball "boofed" right up to the sky. We had such a good laugh! Some of the balls flew all over the place.

Such cool AFL players!

You're the best!!



Last Sunday was Father's day, so I asked the children some questions related to their fathers. For example, "What is your father's name?", "What is your father's favourite colour?" "What food does your father like to eat?" Also, "Do you give a hug to your father each day?"

For Stage 4 students, they could answer most questions in Chinese except for food. As for Stage 3, they could answer those questions in combined Chinese and English. All children showed their love to their parents and had high passion to answer those questions.

Two weeks ago, some children could sing birthday song to their teacher in Chinese. When a teacher told me that, she was so happy. As a result, I will be teaching all children how to sing "happy birthday" in Chinese. If they can do that, they can give their birthday wishes to their friends. Based on that, we will start to learn the song from this week.

Throughout the last three weeks, we have read the book "Dad, I want the moon". This week, I will start to read a similar book, name "Dear Zoo". Through reading the book, children can review the structure "I want something". Meanwhile, they can learn how to say "snake, monkey, dog, and cat" in Chinese.



This week the children improvised pantomimes for stories and poems whilst they are being read or told. The children retold a rhyme using appropriate voice and movement. The children demonstrated appropriate audience behaviour: watch and listen, applaud, and respond when appropriate.

To begin with the teacher read the poem "The Three Bears" (different version) Singing it to the tune of "Pop Goes the Weasel". The teacher asked the children to identify (what are they doing) and act out (as a group or use volunteers) the actions in the poem. Discussed how they might use voice and facial expression as well as body movement to better portray the characters and understand the story.

Read the "Cat" and "Two Little Kittens" poems. Slowly, discussed and modelled the movements that a cat would make.

In "Cat", the children explored real, cat-like movement. In "Two Little Kittens", movement depicts imaginary characters. Some of the children acted out each of the poems whilst the rest of the class modelled good audience behaviour: watch, listen and respond appropriately. The children were asked to identify and compare the similarities and differences between the real movement of a cat and the imaginary kitten characters who can talk and move like humans.

The teacher asked the following questions:

"What is the difference between a real and an imaginary character?"

"Was it easier to move like an animal or a real person? Why?"

"What was challenging about hearing the words and acting out the story at the same time?"

"Was the story more interesting when it was acted out?" "Why?"

"Why are words important to a story?"

"Why is movement and sound important to a story?"

"What is it that characters do to make a story or rhyme believable?"

To finish the children performed a picture postcard of each rhyme.



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

