

A photograph of three young children of East Asian descent smiling at the camera. The child in the center is wearing a blue bucket hat and a blue and white patterned shirt. The child on the left is wearing a pink shirt. The child on the right is wearing a dark shirt.

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
— ELS —

19TH OCTOBER 2018

Petra's Message

Dear Parents,

The children have settled back into their school programme smoothly and our specialist teachers have been welcomed back with open arms. We welcome our new families who have joined the Reddam Community and know that they will love it here!

When I took new parents around on a tour a few weeks ago, one parent turned to me and stated, "It feels like a home". I resonate with these words that made me smile, because that is exactly what Reddam ELS feels like; a place children love coming to where they feel safe, loved and respected. A place where they feel they belong.

Over the next few weeks the children will be meeting their new teachers for 2019. This will help with an easier transition as they move up next year. The significance of moving from one room to another for a child can often be overlooked as they are still in the same school. Moving from a room where they know the flow of the day and who to expect in it into a new environment with, perhaps, different educators with different ways of doing things can be overwhelming for the child.

Although daily transitions for children can be considered as minor changes, they still have the potential to cause a significant level of stress. Children's individual needs must be considered during any transition and particularly when assisting with regular activity transitions. Transitions require careful planning from educators to ensure all the children's needs are appropriately met.

We will be holding an information evening in early December where you will meet your child's new teachers for 2019 and I am sure that they will be happy to answer any questions that you may have.

On the week commencing the 29th October, we invite the children to dress up for Halloween. Please can you refrain from letting your child/ren bring in plastic weapons or dangerous objects as part of their dress up for the day?

Have a beautiful weekend with your precious children.

By Mrs. Petra Wright, Principal

Stage 1: The Nest & Fledglings

By Mrs Leonie Pride

Welcome to Term 4. What a fantastic holiday program we had. The STEM activities created so much interest and curiosity with the Stage 1s.

This Term's Provocation is "Things on Earth that Spin". Our children love cause and effect activities and objects such as wheels. They can often be observed looking at how the wheels on cars turn and spin. So with this in mind, we thought we would expand on wheels with the above Provocation, exploring different object that spin.

Over the last two weeks, we have explored how the world spins with the globe. The children were able to spin the globe touching a place of interest then listening to a fun fact on either the place or animal they touched. Mostly the children would spin the globe and touch an animal they saw on the globe which brought a lot of excitement.

We have been spinning our big silver balls and as they are mirrored, the children can watch their reflection spin around while also using fine motor skills to turn the balls into a spin.

Thanks to a love of the "Waggles" (aka The Wiggles!) we have been listening to the "Do the Propeller" song, using hoops to spin when the words in the song say "around and around and around". Next week the children will explore more wheels that spin, exploring and creating craft with recycled bike wheels.

This term we welcome Henry, Arthur, Ryunosuke and Jack. It's great to welcome new friends to the class and we look forward to learning more about you over the coming weeks. You might notice some teary faces as they are settling in, but this is completely normal and rest assured, they settle very quickly after drop off.

This term we also welcome the beautiful Teacher Aarya. She is so excited to get to know all your beautiful children. Sadly this is my last newsletter as I will be leaving this week. Thank you to all the beautiful children, it has been such a privilege and honour to watch them grow and learn. They have made it such a special place to come to work each day and over the course of the year we have made Stage 1 such a special safe and nurturing place which will still continue. Thanks to the mums and dads for your kind words—you will all be missed but I will come back and visit.

We also wish the beautiful Ella all the love and support for the next few weeks as she recovers from her medical procedure.



Stage 1: Welcome to Our New Friends!

Welcome to Ryunosuke and Arthur!
We're so pleased you've joined us and we can't wait to get to know you better.



Stage 1: What Can We Find That Spins?



Stage 1: Dancing to the Propeller Song



Stage 2: Chicks

By Ms Nimo Gill

Welcoming all our children back to the last term we have decided to explore something the children ask us daily, "What is that?" With their curious nature they are always eager to learn and explore new things and also with the vacation care the children were very take by all the science experiments we have decide to start with an element of science exploring light. As we go along we will explore our provocation through the daily question the children ask us and expand their interests

Staring of our provocation, an invitation to explore colourful lights on the light projector through its shadows and patterns they saw reflecting on the walls. Then switching the projector to different light patterns for the children to enjoy they observed when it was moving slow and fast, the children describe the light to be swishing, being round like a ball, going round and round. The children were quite excited about catching the moving lights dancing to its movement. An Invitation to explore a lamp with a rice bin and torch lights with different colours the children will be able to see how light reflects and moves, they curiously explored the experience by pouring the rice over the lamp to see how the rice fell through the light.

Light can be used in many forms and when drawing with reflective light, seeing their drawing light up the children were fascinated. Using a light tablet to explore drawing, the children used markers to draw as they drew they observed their drawing reflect through the different colours of light and shine bright.

Investigation:

Putting on our very own light show, with torch light covered in different colours of cellophane plastic the children with get a chance to mix the light with different colours

How can shadows be transformed?

Children will explore constructing their own structures to transform their very own shadows

Light Table:

Look closely what do you see?

Children will explore using the light and putting their fine motor skills to work with a transparent mat in the light table with glass stones.

Look closely what do you see?

Children will explore using the light and putting their fine motor skills to work by exploring lining colour shapes along different designs, comparing and contrasting it with the light.

Exploring light with a projector and music. Children will enjoy singing rhymes to the music with finger play to the movement of the light. Wit our children drawn to the Sing "Baby shark " we had Disco with the light projector and Disco ball as the rainy weather kept us indoors.

Exploring technology using music, drawing and light, using these elements children will explore a different means of using technology. Exploring technology using how the current flows through the plasma filaments to create colorful tendrils of light. How the colours depend upon the gases used inside the plasma ball.



Stage 2: Sensory Light Experience



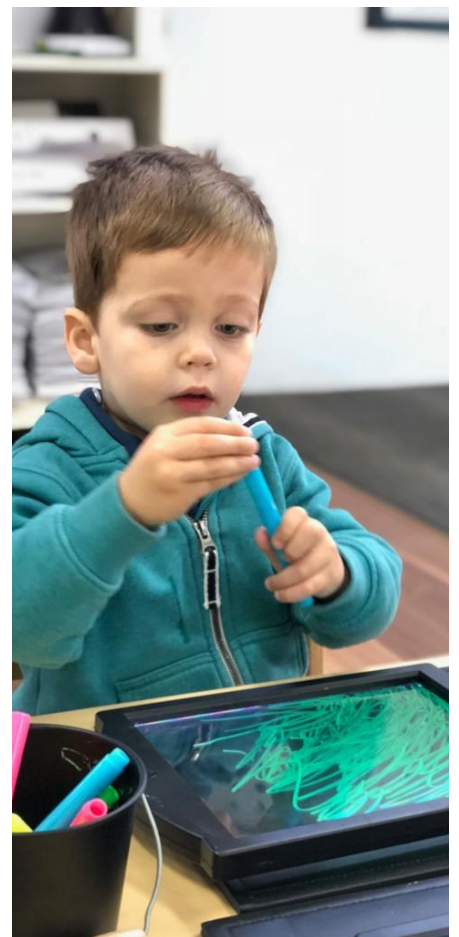
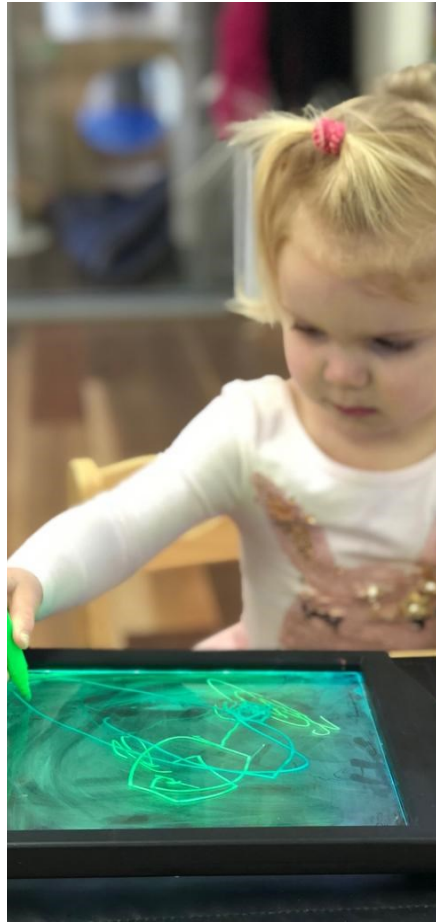
Stage 2: Light Reflects Through Art



Stage 2: Light in Different Forms and Patterns



Stage 2: Our Drawings Light Up!



Stage 2: Using Technology With Light



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

Welcome to Term 4, our Provocation this term will investigate 'Our World.' Our world is full of exciting learning opportunities, we will be exploring different countries, famous landmarks, languages, cultures, traditions and customs.

We commenced our provocation this week with a focus on China, specifically the historic landmark, The Great Wall of China. The Sparrows and Finches discovered that the Great Wall of China stretches across North China from the east to west for over 6,000 kilometres. From the Shanhai pass as the seaside in the Hebei province in the east to the Jiayu pass in Gansu province in the west. It is the longest man-made structure in the world and was constructed originally to keep out raiding parties of nomadic tribes.

The children were inspired to engineer their interpretation of the Great Wall of China using a range of resources including sugar cubes, wooden blocks. They extended on this by creating wall like structures outdoors in the sandpit. It was wonderful to see the children exploring cause and effect and using trial and error to execute their creations.

The Chinese culture even influenced our home corner area which was conveniently converted into a Chinese restaurant called The Golden Dragon. It was so exciting to watch the children negotiate roles, turn taking with resources and extending on their language development. Chinese noodles were certainly the favourite.

We soon discovered that traditionally gold and red are very lucky colours in the Chinese culture, and our classroom experience reflected this. The children created art collages using red and gold and manipulated red and gold dough expressing their creativity.

The Sparrows and Finches were very lucky to have Berry, Olivia's mother come to class to teach us about the Chinese culture. Using calligraphy paper, black ink and fine brushes, Berry demonstrated how to paint traditional characters. We learned that some characters in traditional Chinese writing have more than one meaning and that certain characters are pronounced differently with respect to their context. Traditional Chinese characters are very beautiful and complex when compared to the English language.

We extended on this by offering the children the opportunity to paint inspired by elegant Chinese characters. The art created by the children as they painted using black ink on paper was truly inspiring. The children continued to be inspired by Chinese characters, drawing using brushes in red sand. Thank you so much Berry for taking the time to share your culture with the class, it was very special for us.

Parent involvement in the classroom assists to support children's learning, development and wellbeing. Children feel valued and a stronger sense of importance when their parents take an active involvement in their learning. Children thrive when families and teachers work in partnership. Providing authentic opportunities for families to contribute to children's learning helps to create a sense of partnership and feelings of belonging.

We wish to extend a very warm welcome to our new stage 3 teacher Dinali. Dinali has worked in preschool for five years and is passionate about play based learning and looks forward to making a positive contribution to enhance children's learning. In the past few days it has been lovely watching the children eager to bond with Dinali.

Have a wonderful weekend.

Joselyn, Natalie and Dinali

Stage 2/3: Welcome, Miss Dinali!



Stage 2/3: Chinese Restaurant



Stage 2/3: Building Our Own Great Wall of China



Stage 2/3: Creating Gold and Red Collages



Stage 2/3: Paintings Inspired by Chinese Characters



Stage 2/3: A Visit From Berry



Stage 3: Kookaburras

By Ms Lauren Hall

Welcome to Term 4! Our provocation for this term is **"Becoming: Confident and involved learners."** *Dispositions such as curiosity and flexibility, and processes of learning such as problem-solving, are essential to learning, particularly in a complex and rapidly changing world* (Kress, 2000; Reid, 2004). The Kookaburras will also be exploring various occupations, and the skills and processes required to perform each job. This interest came from our storybook *When I Grow Up*, where school children imagined their dream jobs including inventors, writers, hairdressers and secret agents. The children communicated what they would like to be when they grow up through their drawings and role-play. In our construction area the children have explored emergency services, discussed how firemen rescue people, and that we must dial 000 in an emergency. There's also been a keen interest in construction sites and learning how diggers, excavators and cranes help construct or demolish buildings. Our stories *When Mum Goes to Work* and *The Best Bit of Daddy's Day* encouraged the children to share what their parents do for work too.

We invite all of our parents to visit the classroom and share their occupations with the children. Please speak to Miss Lauren about arranging a time that suits you.

The children have been engaging in literacy and numeracy games in small groups. Using flashcards and letter tiles, the children are learning to identify each letter of the alphabet and associate a variety of words that start with each letter and sound. Our favourite game so far has been "swat the sound," where the children manipulate fly swatters to swat the correct letter sound that matches each flashcard picture. The children are also starting to identify numbers from 0-20, practising their rote counting, one-to-one correspondence, and learning basic addition and subtraction concepts. Using LEGO blocks and counters also allows the children to associate quantities and the value of each number.

There have been so many smiles and surprised expressions during our art experiences as the children explore how to make prints using the back of muffin pans to make circles, and painting on foil to achieve a similar effect to lino printing. The printing continued with our rainbow shaving foam experience where the children pressed their paper down and scraped away the foam to reveal a psychedelic pattern. Our most popular art experience by far was using rubber bands to achieve a Jackson Pollock paint spatter effect. The children always show so much enthusiasm for learning new artistic processes and new ways of applying paint to their canvases.

I look forward to seeing the children's confidence continue to grow across all learning areas this term.

Friendly reminders:

Hat: Please bring your child's clearly marked school hat everyday.

Water bottles: Please clearly mark your child's water bottle, take it home and bring it back everyday.

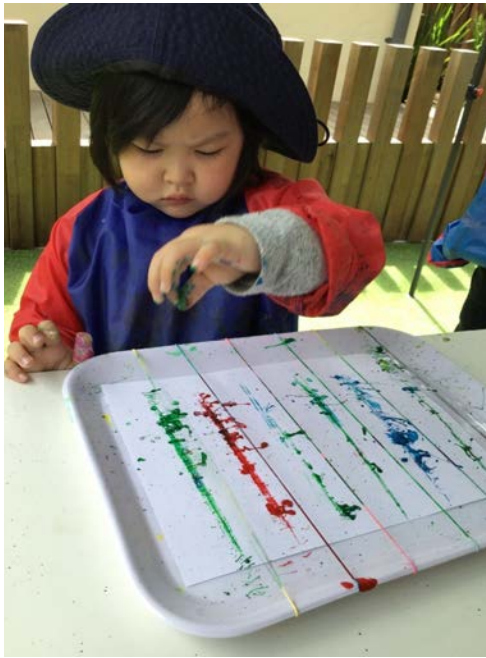
Toys: Please do not allow your child to bring their toys from home as they distract them from their learning during the day. Educational books are still encouraged if the children would like to share a special story or information of interest with the class.

Group times: The school programme starts at 9:00am and finishes at 4:00pm. Late arrivals are detrimental for your child and disruptive for the group. Please arrive on time.

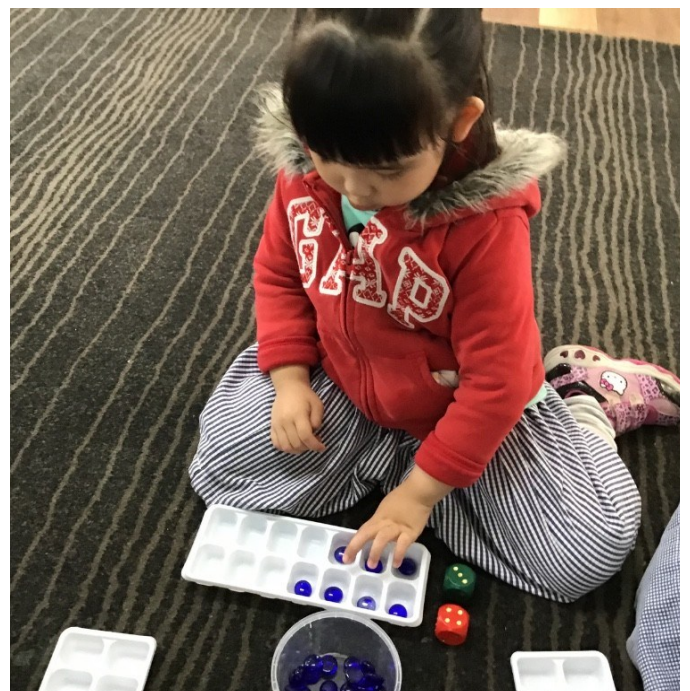
Stage 3: Printing with Muffin Pans and Foil



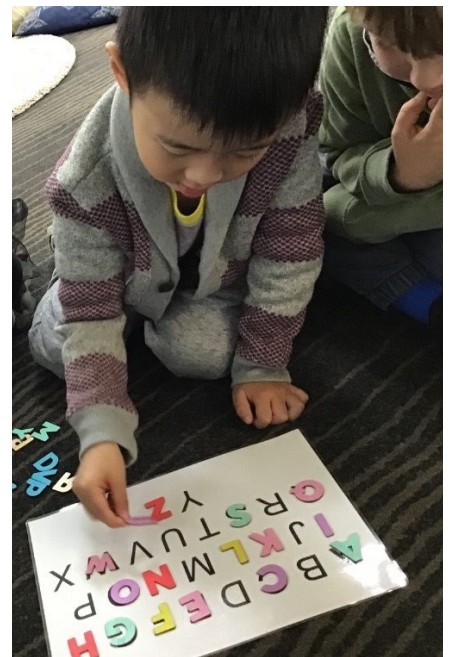
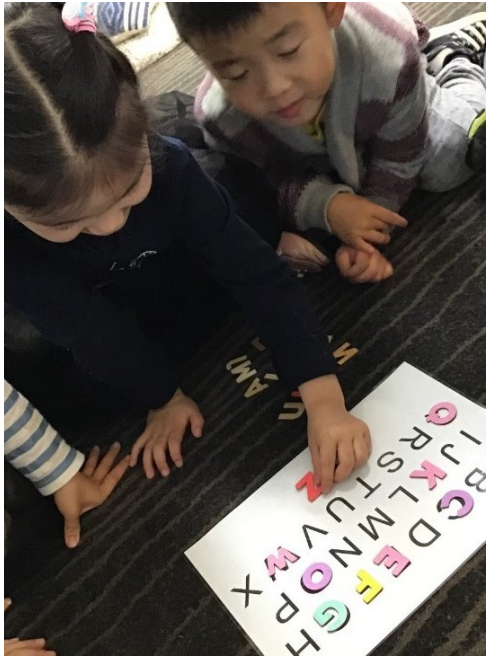
Stage 3: Paintings Using Rubber Bands and Foam



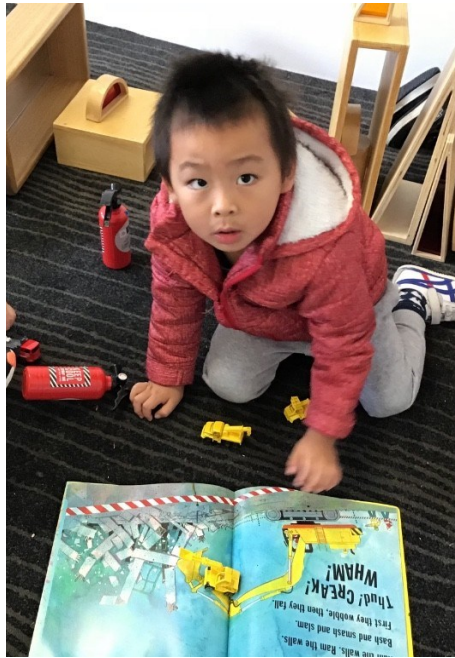
Stage 3: Numeracy - Counting Using Blocks



Stage 3: Identifying Letters and Sounds



Stage 3: Emergency Services and Construction



Stage 4: Rosellas

By Ms Carmen Jarratt

Welcome to the last term! This is going to be an amazing time for the children full of learning experiences specifically designed to help them succeed in their transition to "Big School". In order to have a positive start to school the Rosellas need to be ready socially, emotionally and have a positive disposition for learning.

Social and emotional skills

It is our main goal that the children feel safe, secure and supported within the learning environment, and display social and emotional resilience when attending "Big school".

We are preparing the children to:

- Communicate with peers and adults effectively
- Solve conflict and display social and emotional resilience
- Listen effectively so that they can comprehend and follow instructions
- Participate in group times where they can tell of an experience or shared their own book
- Pack away after themselves
- Be independent for example look after own belongings, and dress by themselves

Positive disposition for learning

The children are learning how to apply sensory observations to learn, just like the scientists do! Which consists on: notice something that creates curiosity (asking yourself questions), make hypothesis about the observation, and analyse them; form a conclusion and communicate the results

Pre-reading, writing and numeracy

The Rosellas are learning the initial sound of the letters of the alphabet, participating in shared book reading episodes and learning how to differentiate between drawings and writing.

They are learning how to write numerals 1-5 and use the one-to-one correspondence concept 1-10.

Fine motor skills

The Rosellas are practising to:

- Draw a person with 8 parts, and copy simple shapes
- Control a paintbrush using dominant hand
- Achieve a mature pincer grip
- Write own name, and copy letters
- Cut simple shapes

Friendly reminders

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Water bottles: Please clearly mark your child's water bottle, take it home and bring it back everyday.

Toys: Please do not allow your child to bring their toys from home as they distract them from their learning during the day. Educational books are still encouraged if the children would like to share a special story or information of interest with the class.

Group times: The school programme starts at 9:00am and finishes at 4:00pm. Late arrivals are detrimental for your child and disruptive for the group. Please arrive on time.

Have a lovely weekend,
Carmen

Stage 4: Building



Stage 4: Number Sense: Estimating



Stage 4: Recognising Letters of the Alphabet



Stage 4: Writing My Own Name



Stage 4: Pre-Maths Experience



Music & Movement



"Be brave little one, the world is yours" – Said the Giraffe.

It's such a pleasure to be back teaching my little yogis. This week it's time to go on a jungle adventure where children will have a great time exploring the jungle while getting fit, flexible and focused.

As with any yoga class, it is always good to start settling in by focusing on the breath and being mindful of how our body feels. To do this, we began the class with **Elephant Breath**. By standing with feet wide apart and clasp hands in front to make an elephant trunk. Next children were guided to bend at the waist and inhale through the nose as raising arms up over your head then exhaling out through the mouth and swing arms down through legs.

After getting the breath and bodies warmed up, it is time to begin with some Jungle Yoga Poses. Children explored this yoga experience through the **Jungle Explorer** game. Each child was requested to be the explorer leader and spot an animal through their binoculars. After choosing an animal the rest of the group was directed to perform a yoga pose relating to the particular animal. Children enjoy being requested to take main roles during games and they demonstrated positive responses of turn taking and participation.

Below there is a list of some Jungle Yoga Poses for you to play with your child at home. Find some jungle tunes on Spotify and have fun.

Lion: Be a lion in the jungle by getting on all fours. Take a deep breath in and arch your back in Cat Pose. Then let your spine relax as you look up in Cow Pose. Let out a deep "Roar" on each exhale.

Cobra: Lie on your belly, place your hands under your shoulders, and hug your elbows into the sides of your body. Press through your feet and gently lift your head and chest off the floor. Can you hiss like a snake? Sssssssss Sssssssssss.

Giraffe: Move into Tree Pose by bringing your foot to your calf and placing your hands at heart center. As you become more steady, bring your foot to your thigh and move your hands overhead for tree branches. A tip for holding tree pose is to focus on a spot on the ground that is not moving.

Elephant Pose: Become an elephant as you move into a one-armed Down Dog Pose. Swing your "trunk" from side to side.

After all of that exploring, it is time for the jungle animals to rest in **Savasana** (resting yoga pose) and lie as still and quiet as a little mouse.

Have a wonderful and 'wild' weekend.



Playball

By Miss Lauren Guttman

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 "lilypads" (beanbags) and cheered so nicely for our fellow teammates.

Such a fun lesson champs!

Lauren



It is so amazing and surprising to see children use Chinese writing brush script and special paper to write numbers. The children were so interested to explore what would happen with the brush. So they wrote, draw and played with it. When we finished the activity, lots of children did not want to leave. Some of them asked me to bring them back in the future. The feedback has encouraged me to arrange an ink painting lesson in the future.

This week, we will start to learn new words and a new song. We will learn how to say body parts in Chinese, include eye, nose, ear, mouth, hand and foot. We will repeat the body parts by pointing to particular body parts. Afterwards, I will read a guessing book for them. The book is called "Whose Ear?". Throughout the book, we read and guess whose ear we are looking at.

Then we will play a game, named "Who is Lost?". I will prepare a big blanket in advance. When we play the game, the children need to say "close eyes" in Chinese and close their eyes. Then I will cover all the children with the blanket. Meanwhile, I will let a child hide behind a wall followed by under the blanket. The other children then need to find out who was "lost". Through playing the game, the children will learn how to say the phrases, "closing eyes" and "opening eyes".

As for routine questions, Stage 4 children will learn how to say "What colour do you like/I like red" in Chinese. As for stage 3 children, they will start to learn how to ask and answer their names. As for students from a Chinese background, we will start to learn how to write the characters "人, 大, 小".



Drama and Music

