



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

26TH OCTOBER 2018

Petra's Message

Dear Parents,

'Children learn about themselves and construct their own identity within the context of their families and communities' - (DEEWR, 2009, p. 20).

Nature, respect, enhancing cognitive abilities and social skills are only a few rich and meaningful inquiries the children have been learning through our gardening projects. After listening to the children's and teachers' voices, I contacted Bunnings in Gordon and asked if they could help us with a few projects the children wanted to investigate. Bunnings was only too happy to help with our projects and have kindly donated a worm farm and a fruit and vegetable garden. We are so grateful to Bunnings in Gordon for allowing the children to further their inquiries and knowledge.

While the saying 'it takes a village to raise a child' may have become a cliché, the idea behind it - that children grow up as a part of a community - remains an important one. Children do grow up in the context of a community. How we acknowledge this and engage with our own local communities will have a significant impact on children and families, as well as on our own ways of working. For children, a sense of community plays an important role in the development of their feelings of belonging and security. Children thrive in an environment of mutually supportive and caring relationships.

Strong links with the local community also provide educators with invaluable information and resources. By drawing on community knowledge and expertise, educators are better able to understand the children and families with whom they work, and better able to provide children with learning experiences that are meaningful and relevant to their lives. For all of these reasons the EYLF and the National Quality Standard (NQS) both emphasise the importance of community engagement.

Thank you to all our parents who have given up time to come into the ELS and share a story, their cultures or talk about their occupations with the children. We welcome parents to contribute in any way possible. Please can you post pictures on Tapestry and let us know what's been happening in your community?

We look forward to seeing our children dressed up this coming week in their Halloween costumes. I know the teachers are very excited and have great activities planned.

Have a beautiful weekend with your precious children.

By Mrs. Petra Wright, Principal

Stage 1: The Nest & Fledglings

By Ms Araya Beattie

This week we focussed on transportation.

Following the children's lead we have been exploring cars, bus, trucks and trains and learned about different vehicles.

We started the week with car painting, using wheels as a painting tool. The cars and trucks made colourful tracks on the piece of cardboard. Some of the children decided to paint using their fingers. This activity encouraged controls of muscles in their hands and arms as well as coordination of eyes and hands.

When the weather warmed up Tuesday, it was a great opportunity to incorporate water play into our learning. We added bubbles to the water to create the car wash. Our Stage 1 children had demonstrated their knowledge and skills about car washing perhaps from seeing their parents washing cars or cleaning at home. Much enjoyment was had by all.

Sensory play such as finger painting and water play, in addition to being fun and interesting for young children, it also encourages the brain development of sensory information processing, fine motor skills and language skills.

We are looking forward to seeing where the children's interests will take us next week.

This week we welcomed Hudson, into our Stage 1 family and we wish Sophia a happy second birthday!

See you next week.

Araya, Grace, Manoela and Heather



Stage 1: Welcome to Stage 1, Hudson!



Stage 1: Happy Birthday, Sophia!



Stage 1: Exploring Spinning Wheels in Water



Stage 1: Creating Patterns with Wheels



Stage 2: Chicks

By Ms Nimo Gill

Our children started off this weeks journey by exploring anything and everything magnetic. Science is our understanding of how the world works, playing with magnets is one of the first elements of science most children discover. That's because magnets are easy to use, safe, and fun. They're also quite surprising, as the children first discover how two magnets snap together and stick like glue.

The children were invited to explore a magnetic sensory tub containing colourful rice and magnetic objects hidden within.. This prompted them to explore what is magnetic and what isn't. The children described the experience as "fishing", as they dipped the wand in and caught colourful fish! The experience encouraged their literacy and numeracy skills as they fished out some numbers and alphabets they recognised. To extend their experience the children observed metal filings dance in a plastic container as they dragged the magnet over it, creating different swirl patterns.

In our atelier, we invited the children to explore painting with magnets, allowing them to explore science and art wrapped up in a colourful package. As they added a splash of paint to the paper plates and manipulated it, the force of the magnets through the plate created different movements and patterns. The children were mesmerised by the circular shapes they made by turning the magnet round and round, creating beautiful pieces of art.

Magnatiles in our construction area were a hit as children explored making different small world plays like a jurassic world, a train station and constructing cars and buildings, using their fine motor skills to balance their structures as they constructed tile by tile. Our play expanded to exploring different habitats of magnetic animals and encouraging the children to sort the magnets in the book to where the different animals lived. The children enjoyed naming the different animals and talking about how the crocodile "snaps" and the turtles "swim".

Next week our provocation will be leading into the season of Spring and also Halloween. We will be asking our children "What is Halloween?" This will be a good chance for the children to dress up and engage in dramatic play, explore pumpkins and learn about all things Halloween!



Stage 2: Storytelling with Magnets



Stage 2: Exploring Construction Using Magnetic Tiles



Stage 2: Can You Find the Magnets?



Stage 2: Painting with Magnetic Force



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

A cooler climate captivated the children's imaginations this week with the Sparrows and Finches investigating Antarctica. The coldest temperature ever recorded on Earth was minus 89.2 degrees Celsius registered in 1983 in Antarctica. One of the coldest places on Earth, it is also very dry with low humidity and is very windy and holds the largest single mass of ice on Earth. The majority of Antarctica is covered by ice and during winter it is mostly dark.

Intrigued by ice and snow we began to explore the topic of ice through hands on experimentation. We filled small ice cube containers and larger block containers with water and placed them into the freezer overnight. The next day we discovered that they had frozen, creating ice. We placed some of our ice outdoors watching it melt over the course of the day and found that the larger the block of ice, the longer it took to melt.

Continuing our preoccupation with ice we experimented on some of our smaller coloured ice cubes. By adding bicarbonate soda to the surface of the coloured ice and adding vinegar with pipettes, we created brightly coloured fizzy ice. We discovered that the more vinegar we added, the more intensely the ice fizzed.

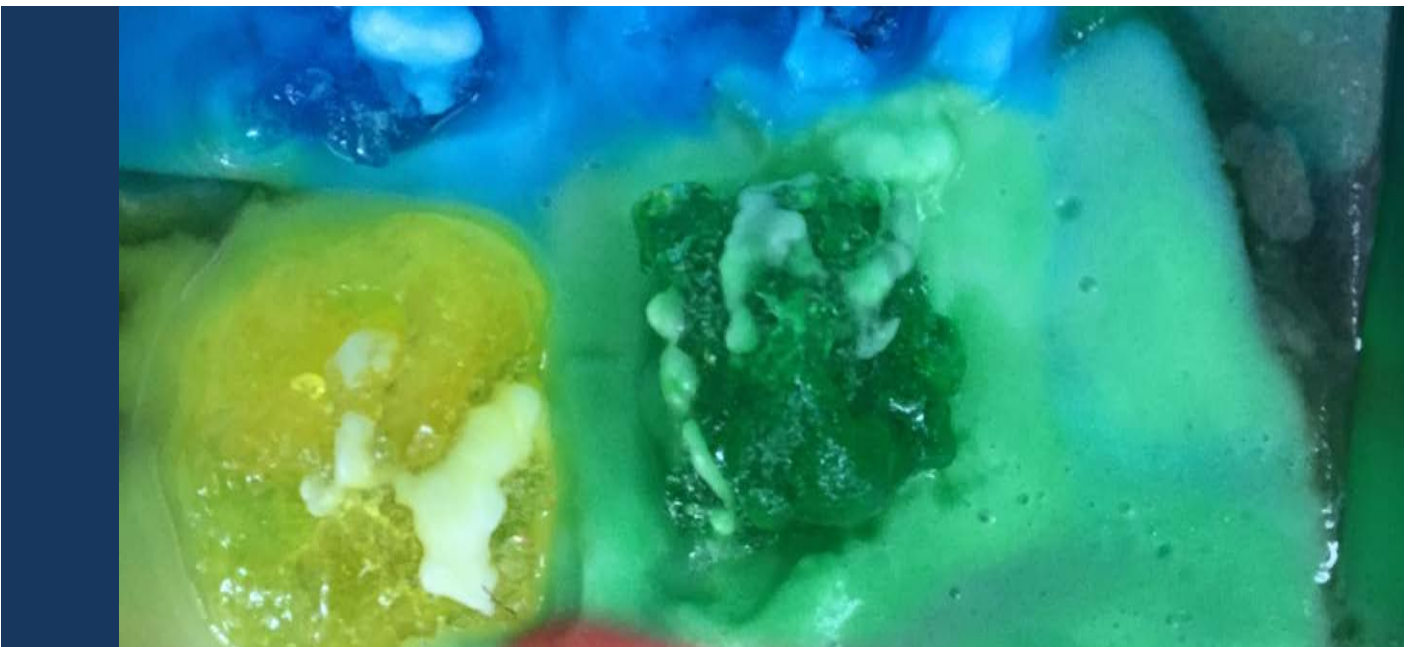
Our larger blocks of ice made for wonderful canvases. The children enthusiastically painted onto their blocks of cool ice quickly noticing that as the paint colours melted onto the ice surface, they merged into one another creating more colours. In order to capture the painted image, we pressed paper onto the ice block canvas and took a print of the paintings. The children's prints were spectacular. Offering children the opportunity to create using non-traditional methods encourages children to see beyond standard convention. Trying something new might require some problem solving and use of trial and error.

During our group time discussions some of the children made a connection of ice with ice blocks. Following this lead, we chose to make ice blocks using fresh oranges. With small knives at the ready we cut portions from the oranges to taste before manually squeezing them. After this the children helped to fill the ice block containers with the juice and pulp.

We proceeded with our investigation of Antarctica with a look at the variety of wildlife that populates the continent. The Emperor penguin was only one of the seven species of penguin inhabiting Antarctica. We also discovered the albatross, orcas, seals and whales. Small world play and sensory experiences sporting penguins, seals and whales invited the children to explore imagine and create. What an amazing week of exploration!

Have a wonderful weekend.

Joselyn, Natalie and Dinali



Stage 2/3: Sensory Experience



Stage 2/3: Sensory and Small World Experience



Stage 2/3: Fizzy Ice Experiment



Stage 2/3: Painting on to Ice



Stage 2/3: Making Orange Ice Blocks



Stage 3: Kookaburras

By Ms Lauren Hall

The Kookaburras continued to explore their interest in occupations including builders, inventors and construction workers through dramatic play. The children were introduced to nuts and bolts, and manipulated a spanner and screw driver to enhance their fine-motor skills. We discussed what a handyman or an inventor does, including drafting designs, sawing wood, screwing together materials and using a variety of tools. The children shared stories about their trips to Bunnings with their parents, and what materials they've bought. Our story of the week was *What Friends Do Best*, about a cat called Winston who liked to invent things for his friends. This prompted a lot of discussion about what kind of machines the children could imagine such as, a banana machine that makes banana splits, toy-making machines, Transformer machines, and machines that can crush rocks. It was wonderful to see the children express their ideas and use their imaginations as they engaged in the construction area. There were so many rich conversations between the children, and we have some future engineers in the making.

The hairdresser salon was very popular with both the girls and boys assuming the roles of hairdressers and make up artists. The children exchanged dialogue and shared their ideas about how a hairdresser cuts, colours, blow dries and styles a person's hair. The children had great fun exploring the make-up and hair accessories, including using a spray bottle to wet each other's hair with water before combing it through. An appointment chart was also provided to promote pre-literacy and numeracy skills as the children attempted to write each other's names down for each booking time. The salon was booked out every day, with many returning clients.

Dramatic play enhances the children's development in many areas including:

Social/emotional – where the children can negotiate roles, resources and the play space, and cooperate to bring their ideas together.

Physical – the children develop both gross and fine-motor skills. For example, this week the children have used screwdrivers to twist nuts and bolts, squeezed spray bottles, used their whole bodies while constructing tall block buildings, and practised their eye-hand coordination.

Cognitive – the children refer to pictures they have created in their minds to recreate past experiences, which is a form of abstract thinking. Adding resources such as magazines, road signs, paper, pencils, posters and fact books, helps the children develop literacy and numeracy skills.

Language – the children learn to use language to explain what they are doing. They learn to ask and answer questions and expand their vocabulary as they begin to use new words appropriately.

Dramatic play engages children in both life and learning. It increases their understanding of the world they live in, while they develop personal skills that will help them succeed throughout their lives.

This week our literacy and numeracy experiences involved the children printing with sponge letters to recognise and identify the letters in their names. We also explored the concept of measurement using Lego blocks to determine how long or short various lengths of tape were. In the atelier the children were invited to print with leaves, experimented with sticky string art, they used hole punchers to create paper collages, and manipulated squeegees and giant rollers to blend colours together.

Next week the children will be exploring doctors, dentists, nurses and veterinarians, and learning about the human body.

Stage 3: Experimenting with Colour Mixing



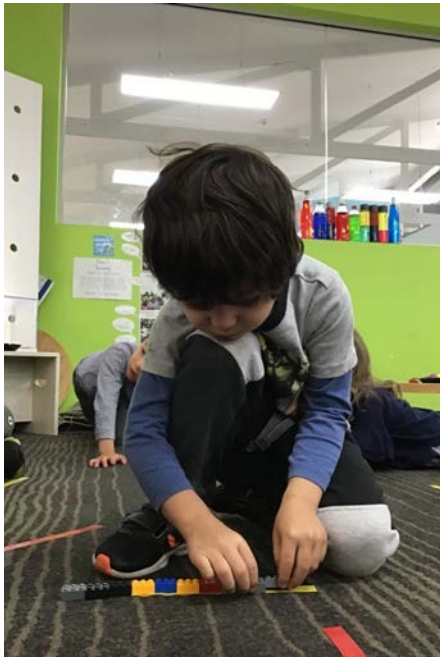
Stage 3: Leaf Printing



Stage 3: Literacy: Using Letter Sponges



Stage 3: Numeracy: Measuring Lego Blocks



Stage 3: Painting with Rollers and Squeegees



Stage 3: Tinkering with Nuts and Bolts



Stage 3: Dramatic Play in the Hair Salon



Stage 3: String Art



Stage 4: Rosellas

By Ms Carmen Jarratt

The transition to "Big School" is a work in process, a lovely road the Rosellas are walking at a happy and secure pace.

In order to have a positive start to school the Rosellas are learning, practising and consolidating some necessary skills such as:

Emotional skills

Practising to communicate with peers and adults effectively. During group times, conversations about using "gentle hands" and "kind heart". These two important concepts promote solving conflicts with peers and using verbal forms of communication.

Social skills

The children are practising important skills:

- Being respectful to themselves, each other and the learning environment, for example pack away after themselves and leave the area ready for other children to use.
- Be independent, for example dress and undress by themselves, pack their own bags and make sure they bring all the necessary things to school, that includes: hat, water bottle and spare clothes.

Cognitive skills

Based on the children's enquiries into weather change we watched a clip on National Geographic about the weather. The children witnessed a rainbow forming after rainfall and we discussed what happens when three primary colours are mixed.

Pre-reading and writing

- The Rosellas are learning the initial sound of the letters of the alphabet. We use the same system found in primary schools called Jolly Phonics.
- The Rosellas are learning about geometrical shapes, to recognise the basic geometrical shapes, how to draw them, how to use them in our everyday life, for example in drawings.
- Numbers, numerals and one-to-one correspondence

Fine motor skills

The Rosellas are practising to:

- Control a paintbrush using dominant hand
- Achieve a mature pincer grip
- Write own name, and copy letters
- Cut simple geometrical shapes.

Friendly reminders

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

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

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: Self-Help Skills



Stage 4: Pre-Maths: Counting



Stage 4: Geometric Shapes



Stage 4: Pre-Science



"Namaste"

"The light and love in me acknowledges and honours the light and love in you."

Another lovely week with my tiny yogis and I am excited to share our latest yoga news.

This week we began each class talking about feelings and how our faces and bodies reflect our various feelings. We practised facial expressions and body movements associated with a range of emotions, including happiness, sadness and excitement. These activities are a useful tool in supporting children as they are beginning to develop their social and emotional skills. This is one of the key ways in which yoga benefits young children: it reinforces all of the other activities in their lives that are helping them to build positive relationships with people and the world around them. It also promotes their mental and physical health and wellbeing, now and in the future.

As I explained to the children, the word NAMASTE - meaning "mutual respect" - is an important concept in yoga, as it is in life. I taught the classes a new song centred around the idea of Namaste and we are going to be practising this song in the coming weeks.

We combined the 'Namaste song' into the jungle adventure themed yoga that we have been doing for the past week.

To follow up with children's interest in animals and to reinforce their learning we repeated the **Jungle Explorer** game. Each child was requested to be the explorer leader and spot an animal. Once an animal was chosen, the rest of the group was directed to perform a yoga pose which included, Lion breath pose, Giraffe - Warrior I, Crocodile - Bow Pose.

As a ritual for Savasana children lay down on their sleeping animal pose and were delighted with a feathery face tickle.

Wishing you a happy weekend!

Tati



Playball

By Miss Lauren Guttman

Hi champs!

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

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

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

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

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

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

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

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

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

See you next week champs!



Last week, we started to learn how to say body parts in Chinese with two games. This week we will continue to learn the names of body parts and learn how to say 'nose' and 'mouth' in Chinese, I would like to introduce a new game "pasting nose" to the children. I will prepare a big picture of a cat without its nose. In a similar fashion to 'Pin the Tail on the Donkey', the children will close their eyes and attempt to paste the nose on the cat in the correct place. After they paste the nose and review where they placed it on the cat, the child will be encouraged to say "Here is the cat's nose!" in Chinese. The other children will then say "yes" or "no" in Chinese, to encourage a short dialogues.

Followed by learning the new words, we will start to learn the "Body Part" song. Children can point to their body parts along with the music. We will follow this up with the book "Whose Nose?" and learned the title phrase.

As for the routine questions, the children have started to learn how to say "What is your daddy's name?" and answer it. Most of the children know their father's names. However, some of them did not know last week, so I gave them homework to find out their father's name so we can practice again this week.

Last week, students from Chinese background read a book, named "My Mum:.. Afterwards, we did a survey about how much did you know about your mum, such as your mum's favorite colour, food and their birthday. Most of them could answer most of questions confidently. However, not one knows their mum's birthday! Therefore, I gave them homework to ask their mums so when I ask them again on this week, I hope that they can answer the question! Furthermore, we will draw a picture of mum and do a short presentation about "My Mum", in Chinese.



Drama and Music

