



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

2ND NOVEMBER 2018

## Petra's Message

Dear Parents,

It's been a "scream" of a week in the ELS as we celebrated Halloween. Magic potions, love potions, monster making, counting eyeballs in magic soup and investigating creepy crawlies were just a few of the provocations that took place in the classrooms.

Children always enjoy dressing up. They process their fears through play, which helps them make sense of the world, and overcome their feelings of helplessness. By allowing children to act out their fears through dress-up and role playing, we are helping their emotional development.

Emotional development is a complex task that begins in infancy and continues into adulthood. The first emotions that can be recognised in babies include joy, anger, sadness and fear. Later, as children begin to develop a sense of self, more complex emotions like shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy emerge. Primary school children are still learning to identify emotions, to understand why they happen and how to manage them appropriately. As children develop, the things that provoke their emotional responses change, as do the strategies they use to manage them.

Many things influence the ways that children express emotions, both through words and behaviour. These influences include:

- Values and beliefs about appropriate and inappropriate ways of expressing emotions that children learn from parents, carers and educators
- How effectively children's emotional needs are usually met
- Children's temperaments
- Emotional behaviours that children have learned through observation or experience
- The extent to which families and children are under various kinds of stress

As parents and educators we need to tune into children's feelings and emotions. Some emotions are easily identified, while others are less obvious. Tuning into children's emotions involves looking at their body language, listening to what they are saying and how they are saying it, and observing their behaviour. This allows you to respond more effectively to children's needs and to offer more specific guidance to help children manage their emotions.

In order to make a difference in our children's lives, we need to be present 100% during quality interactions even if it is only one hour a day. <http://www.psychologytoday.com/blog/the-power-prime/201303/is-technology-creating-family-divide>.

Enjoy quality time this weekend with your precious children.

By Mrs. Petra Wright, Principal

# Stage 1: The Nest & Fledglings

By Ms Araya Beattie

We'd like to welcome our new friend, Jessie, to Stage 1! We're excited to have you join us and we look forward to getting to know you.

Although Halloween has not traditionally been celebrated in Australia in great numbers, each year more and more Australians are participating in this fun event.

Whether you celebrate this festival or not, you would certainly notice the decorations all around our neighbourhood. It seems the children are curious about this thing called "Halloween" that is happening around them.

We decorated the classroom and took the opportunity to introduce "Halloween" to the children in positive way. We used this fun event to facilitate the children's learning about the world around them. The children participated in a range of activities related to this special holiday, including sensory play, such as orange pumpkin play dough, making bubbly witch potion and love potions using rose petals and seashells.

To promote literacy development, we introduced a new book with a Halloween theme, called 'Room on the Broom,' by Julia Donaldson. We also explored the more popular Halloween props such as pumpkins, witches and wizards, spiderwebs, ghouls and ghosts and many more. We then cleverly sang some of our favourite songs, inserting the Halloween theme, such as 'Twinkle, Twinkle, Little Star', became 'Twinkle, Twinkle, Little Pumpkin'. Some of the children came dressed up in their favourite costumes which was a joy to see. We had a wonderful time celebrating Halloween and all the activities related to it, which allowed imagination and fantasy to come alive!

We also continued to explore our Provocation of 'Things on Earth that Spin' through creating collages of vehicles and their wheels; practising spinning balls during Playball; spinning the chalk around on the blackboard table to see what pattern it creates, spinning pumpkins around with water inside to see what would happen and also using the parachute during Drama to spin our bodies around in a circle!

See you next week.

Araya, Grace, Manoela and Heather





# Stage 1: Halloween Fun!



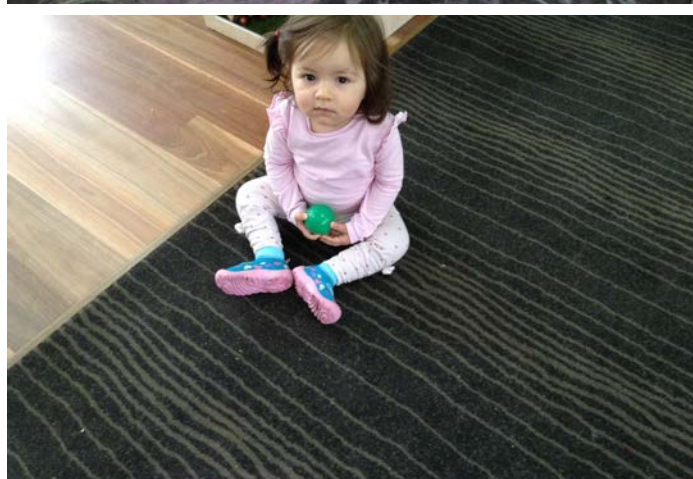


# Stage 1: Halloween Fun!





# Stage 1: Discovering Things That Turn and Spin





## Stage 2: Chicks

By Ms Nimo Gill

As the week of Halloween rolled in, we invited the children to dress up in exciting costumes everyday and we introduced different experiences to link to their learning and exploration of Halloween. Starting with the pumpkin, the children scraped the guts out of the pumpkin, developing their fine motor skills. Once the contents were scooped out of the pumpkin, the children mixed it with their hands, feeling the different textures. A few children were hesitant to touch it at first and used a fork but they slowly progressed to explore the contents of the pumpkin. In an open-ended experience, the children manipulated the different textures of the slimy pumpkin and the hard seeds, discussing the variety of textures.

Making our very own monsters was a really fun experience, extending from our magnetic monster face books. Throughout the previous week, the children showed great interest in making different monster faces in our magnetic books, so to follow up on this experience, we invited them to make their own monsters. Starting off with different colours of paint the children mixed the colours together, creating their monster's body. Then using some collage materials like googly eyes and different shapes of cardboard, they created multi layered monsters. Throughout this experience, we talked about the different features on our own face and on our monsters' faces.

An investigation into ooey gooey creepy crawlies oobleck was exciting as the children used their fine motor skills to get the water beads and creepy crawlies out, engaging in science and integrating their sensory development. There were "Oooohs" and "Ahhhs" heard as the oobleck slipped off their fingers smoothly and dripped down slowly enough for them to observe the movement of it. To further extend their experience we added some scoops and cups for them to explore with.

The light table was an invitation for the children to use their imagination to tell their own stories with the Halloween story stones, where the children engaged their imagination and creativity to tell stories with different props.

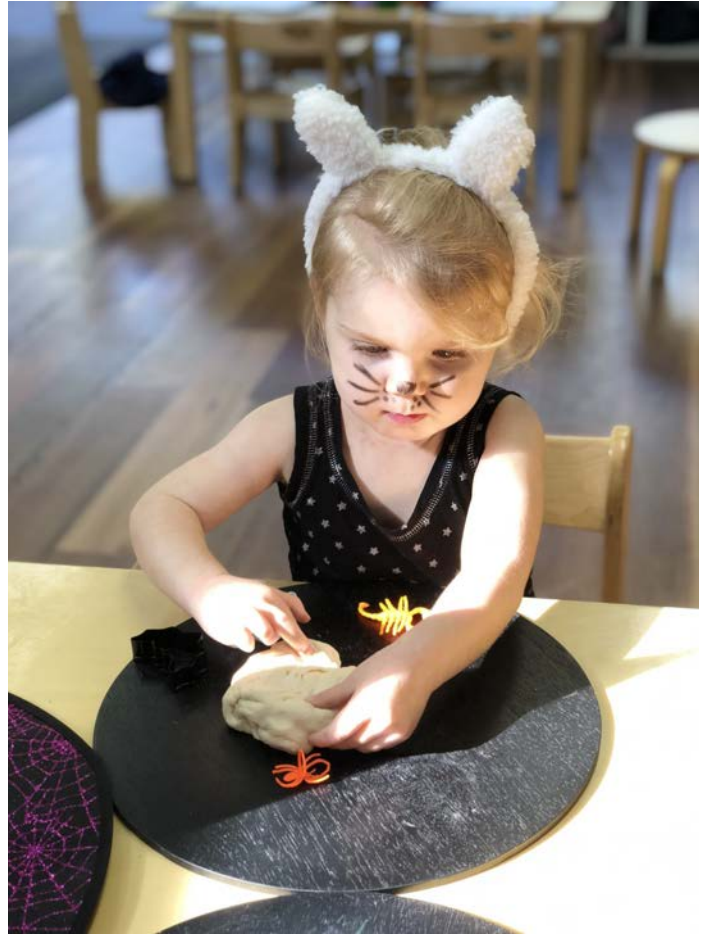
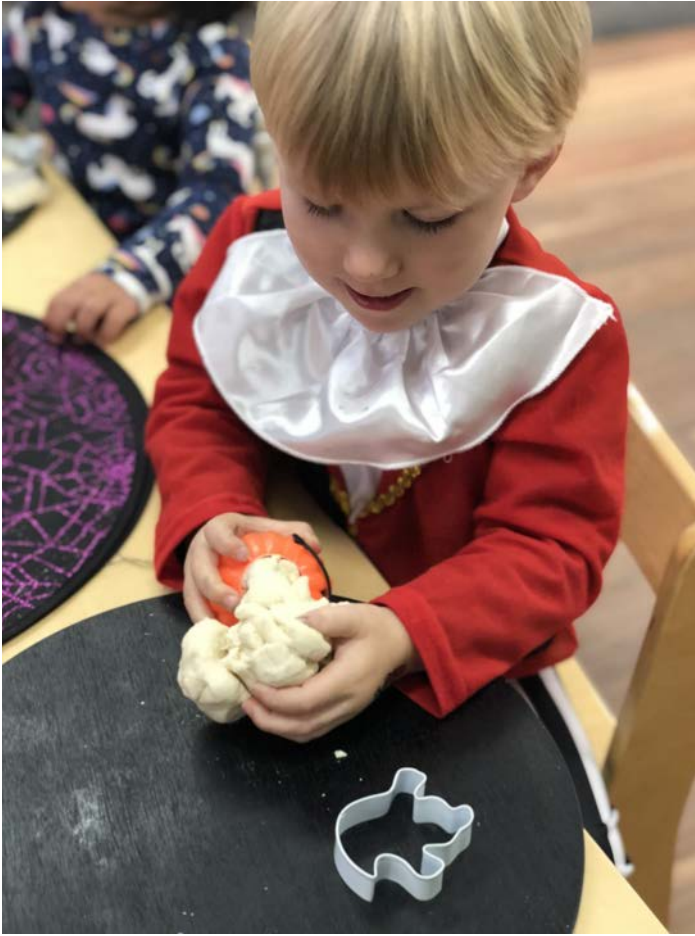
In our outdoor play, the children were introduced to murky black water. The children suggested we make a "spider soup" and we added many different ingredients like rats, snakes and any kinds of creepy crawlies the children could find in the buckets. The children asked many questions like "Why is the centipede purple?" and "Can witches eat rocks?". We added some rocks and dirt for crunchy textures. We also further explored monsters through squeezing some bags that contained shaving cream and squealed with excitement as their teacher added small cuts to the bag, squeezed it tight and watched as the shaving cream squirted in every different direction! The children were then offered a turn and giggled in delight as they tried so hard to squeeze the shaving cream out of the small holes in the bags. They persevered and succeeded! Of course we then had shaving cream messy play afterwards as we had worked so hard to get it out!

Hope you had a very happy Halloween - our children had a fabulous week!





## Stage 2: Witch's Hat Playdough





## Stage 2: Shaving Foam Monsters





## Stage 2: Getting Messy with our Monster Pumpkin





## Stage 2: Our Halloween Costumes





## Stage 2: Monster, How Many Eyes Do You Have?





## Stage 2: What Can We Put in Our Spider Soup?





## Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

This week we travelled through the Southern and Pacific Oceans from Antarctica to Australia, led by our focus on marine life last week in Antarctica. The children have been so keenly discussing different types of whales, identified in the Pacific Ocean including grey whale, blue whale, killer whale and the humpback whale.

During circle time we broadened our investigation, focusing on squid, octopus, seals, turtles and dolphins, all of which are found in the oceans surrounding Australia. With such a diversity of unique and precious marine life we then asked the Sparrows and Finches, "What can we do to care for the ocean environment?" Some of the suggestions involved bringing rubbish home or putting rubbish in bins, helping marine life if they are hurt, not wasting and re-using our resources. We often hear about oil spills causing devastation to marine life, whales beaching themselves and marine life ingesting rubbish. Initiated by this we set up a Marine Rescue Station where the Sparrows and Finches helped to care for dolphins, whales, seashells, turtles and other marine life. Through hands on experiences, children explore and learn about their local context and environmental issues. It empowers children and allows them to develop an appreciation of the environment and its relationship to their world. It was fabulous to see the children being so careful with some of the more delicate marine life.

Extending on this we looked at the different zones within the ocean, the sunlight zone being the uppermost zone, the twilight zone, midnight, abyss and the trenches being the lowest points. Dolphins and turtles inhabit the sunlight zone, sharks and squid live in the twilight zone, viper fish and octopus are in the midnight zone, black swallower and angler fish reside in the abyss with liparid fish and tube worms in the trenches. We filled bottles with blue water correlating to the different zones and added sea creatures with respect to the zones they inhabit. What a great way to discover the different zones of the ocean.

The outdoor environment offered the children the opportunity to explore marine life in water play experiences. The children explored dolphins, whales, seals, squid, turtles and octopus within blue glitter filled sparkly water.

Drawing our focus inland, we investigated some of the more famous native animals, marsupials and mammals that Australia is famous for including the dingo, koalas, platypus and lizards. Armed with magnifying glasses and a range of drawing tools the children set out sketching their interpretations of the animals. Some of the children focused on the animal's unique shapes and colours.

Towards the end of the week we injected Aboriginal culture into our studies with Aboriginal stories including 'How Birds got their Colour' by Mary Albert and 'When Snakes Bite the Sun' by David Mowaljarlai. The children created their own stories using story stones and by drawing story symbols in sand.

Happy Halloween to all of our wonderful families.

Joselyn, Natalie and Dinali





# Stage 2/3: Halloween Experiences





## Stage 2/3: Halloween Sensory Experiences





## Stage 2/3: Halloween Experiments





## Stage 2/3: Drawing Australian Animals



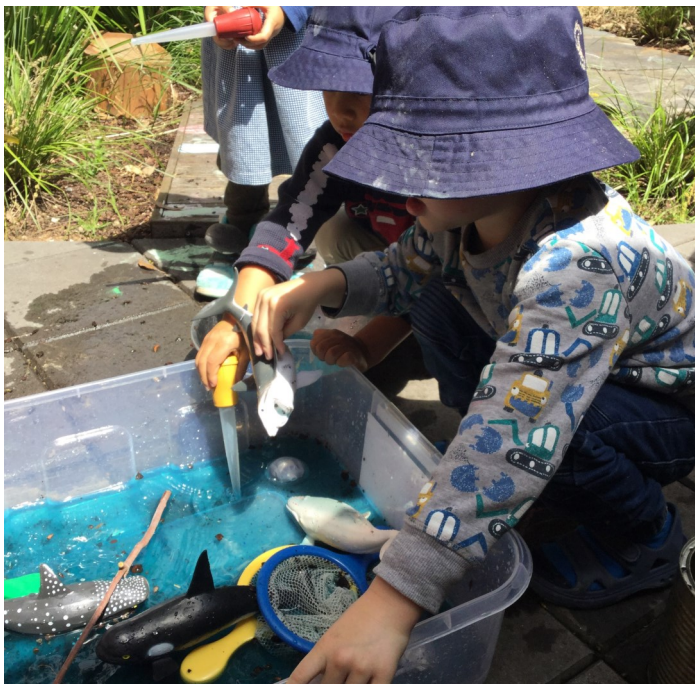


## Stage 2/3: Aboriginal Story Stones





## Stage 2/3: Ocean Themed Water Play





## Stage 2/3: Marine Animals Rescue Station





## Stage 2/3: Discovering Ocean Zones





## Stage 3: Kookaburras

By Ms Lauren Hall

What a fun and exciting week we've had exploring the children's interest in Halloween. The children have enjoyed comparing their costumes and engaging in dramatic play as they assume the roles of witches, zombies, ghosts, dragons, and wizards. Thank you to all of our parents for allowing your children to dress up and participate in the festivities.

Our story *Monsters Love Underpants* inspired the children's imaginations as they confidently cut out coloured paper shapes to construct their own monster designs. Each monster was unique and had its own personality. The children were then invited to name their monsters and share information about where they lived, what they did for fun and if they were a scary or friendly monster. As a group, the children decided that their monsters live in a "lollipop forest" and "leave lollipops under the children's beds if they have been good." The children are so proud of their creations and will happily show you their monster gallery outside the classroom. The art continued this week with magical potion paintings inspired by the book *Room on the Broom*. The children explored bubble painting and blowing watercolours across their paper with straws. Invisible ghost painting was also popular as the children used candle sticks to draw all over their paper and revealed their drawings by washing paint over them.

Potions were incorporated into our STEM experience of the week where the children used the process of trial and error to mix coloured vinegar and bicarb soda together. With a sprinkling of rainbow glitter and a few creepy crawlies thrown in, the children created erupting, bubbling concoctions while they made up spells. "Bubble, bubble, toil and trouble!" The children demonstrated their enthusiasm for our Halloween cooking experience where they mixed together ingredients to make pumpkin and cinnamon scones. We discussed wet and dry ingredients and how to create the perfect scone dough. The children continued to practise identifying numbers 1-20, counting by rote, and basic addition as they manipulated pom poms and counted insects to stick onto numbered spiderwebs. Our name cards came in handy again as the children used wooden letters to match to each letter in their name, and pressed the letters into play dough to explore their shape. The children have also shown an interest in rhyming words after reading so many Julia Donaldson books. We will incorporate this interest into our literacy experiences next week. Outside the children enhanced their gross-motor skills as they navigated the obstacle course equipment to hop and jump over hurdles, throw and catch bean bags and used cardboard tubes as race horses.

Our provocation about occupations resumes next week as we explore doctors, nurses, veterinarians and the human body. The children's interest in skeletons from this week will tie in nicely as we will investigate how our bodies function and are made up of bones, muscles and organs.





## Stage 3: Salt and Watercolour Painting





## Stage 3: Literacy - Matching Letters in Our Name



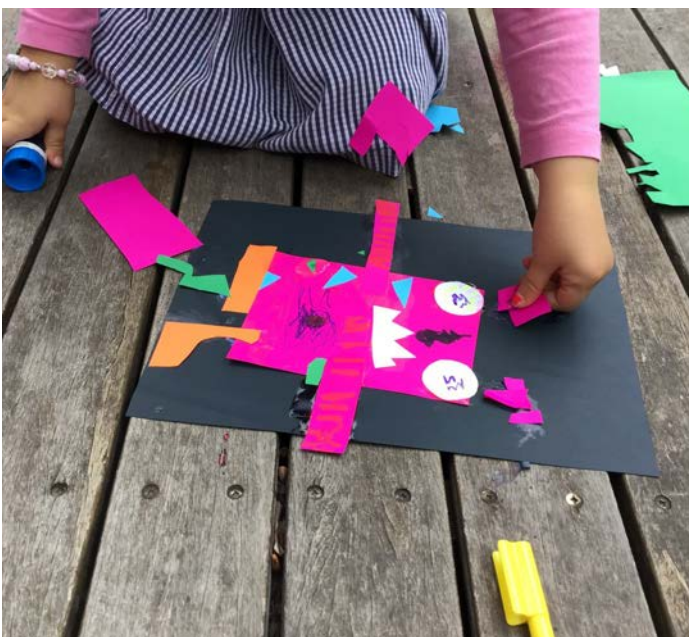
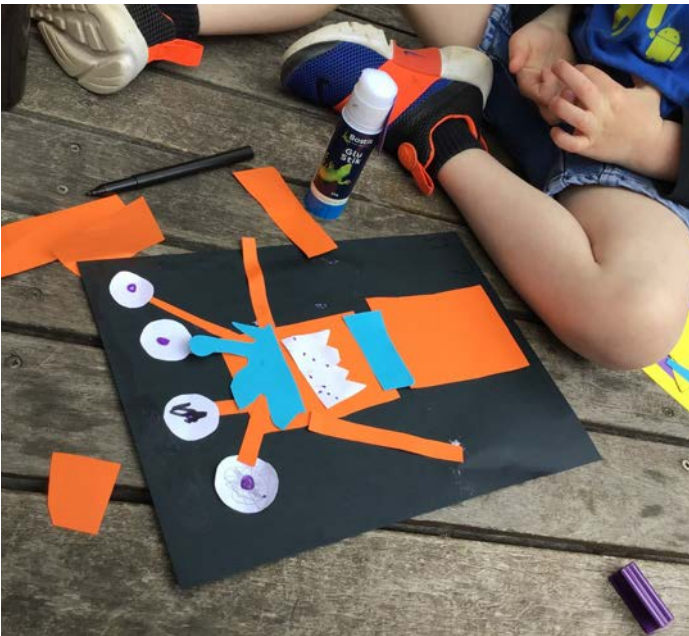


## Stage 3: Gross Motor Skills - Hopping & Jumping





## Stage 3: Constructing Monsters for Halloween





## Stage 3: STEM - Making Fizzy Potions





## Stage 3: Making Invisible Ghost Drawings





## Stage 3: Numeracy: Rote Counting & Addition





## Stage 3: Exploring Magic Potion Bubbles & Art





## Stage 3: Making Pumpkin Scones for Halloween





## Happy Halloween

The Rosellas had a fun-filled week, dressing up, face painting and many more planned activities through intentional teaching learning experiences.

### 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, using verbal forms of communication and avoiding physical or verbal confrontations.

### Social skills

The children are practising important skills: be considerate and take turns

- Be considerate: during meal times, help-themselves only with the food they are going to eat.
- Think about the amount of food offered; for example, divide the amount of bread in the table equally, so that there is one piece of bread for everybody.
- Take turns and wait to have a turn, for example to talk during group times, or to play with a toy.

### Pre-Mathematics

- Learning to do informal measurements learning for example: large/small, long/short, higher/lower; and compare amounts: "more", "less" and "the same" numbers.
- Consolidating numerals and one-to-one correspondence concepts.

### Pre-science

- Investigating light and heavy

### Pre-reading and writing

- The Rosellas are learning the initial sound of the letters of the alphabet. To do so the same system used in primary schools, called "Jolly Phonics", is used.
- Numbers, numerals and one-to-one correspondence

### Fine motor skills

The Rosellas are practising to:

- Write own name, and copy letters
- Use thick lines and thin lines
- Reproduce straight, curve and zigzag lines

### 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 3:00pm. Late arrivals are detrimental for your child and disruptive for the group. Please arrive on time.



# Stage 4: Halloween Face Painting





## Stage 4: Pre-Maths - Informal Measurement





## Stage 4: Art - Small & Large Self-Portraits





## Halloween Yoga

*"There is magic in the night when pumpkins glow by moonlight"*

Booooooooooh. It's time for Halloween celebrations and it was so lovely to see my little yogis dressed up in their spooktacular outfits that turned to be just perfect to our themed yoga this week.

An exciting Halloween adventure must to be mysterious, energetic and frightfully fun.

We began the class with the exercise "Breathing like a Ghost" where children had to stand with legs wide, then take a breath in through the nose, raising arms up, then breath out through the mouth saying: - Booooooooooh!

Next, we went on an imaginary frightening walk through a haunted house to discover some scary beasts. Marching on their mats and singing along the "haunted house" song, children had turns to pick a "mysterious" item (which were pictured cards) from inside a basket. After revealing to the group what was in its card, everyone was invited to perform a yoga pose associated with the image. Some of the poses included: - Bat – Happy Baby pose/Ananda Balasana; Pumpkin – Child's pose/Balasana; Night Owl – Seated Spinal Twist; Ghost – Triangle/Trikonasana; etc.

Children demonstrated excitement during the activities and great social skills through understanding turn takings and group participation, they also exposed their knowledges about Halloween by engaging into discussions between themselves and by answering to my questions.

We ended the class dancing like zombies. It was so much fun!

Have a Happy Halloween xx

Peace  
Tati Fernandes





# Playball

By Miss Lauren Guttman

Hi everyone,

We started our lesson today with the "helicopter game" where we all run around the court with outstretched arms (spinners). When Lauren shouts "helicopter" we stop and balance on one foot – hover just like a helicopter. We then try and alternate our feet – tricky, but our balancing skills are definitely improving.

Lauren placed beanbags all over the court and we ran around. When Lauren shouted "beanbag", we all ran to a beanbag, stood on the beanbag and did our best to balance on the beanbag without falling off. Lauren went faster and faster and faster.

We all held our own beanbag and ran after poor Lauren trying to catch her by sticking our beanbags to her legs and arms. Our poor coach!

Lauren placed a hoop in front of us and we practiced throwing a beanbag THROUGH the hoop – Lauren kept moving further and further away from us.

"Foot flicks" – ask your children. We flick the beanbag off our shoe up to the sky and try to catch it. Tricky – there are so many things to remember!

We put the beanbags on our head and walked slowly trying not to let the beanbag fall to the floor.

"The Pirates and the Treasure" game – Lauren placed a hoop in front of all of us – a treasure chest! We stood opposite our own hoop ("treasure chest") and tried to throw our "treasure" (beanbag) into the hoop. We always remember that if we are standing close to the hoop, we throw gently; if we are standing far away from the hoop, we throw a little harder.

Lauren





Last week, we continued to study about body parts. Children enjoyed the hide and seek game. Meanwhile, they remembered how to say 'eyes' and 'ears' in Chinese. Because they were so happy to play the games, I did not finish my last lesson plan. Therefore, we will start to learn other body parts in this week.

First of all, we will learn how to say 'nose' and 'mouth' this week. We will share some pictures of different animals' noses and mouths. Children can discuss the difference of those animals' body parts. Also we will explore why those animals' nose and mouths have different characteristics. Then we will read the guessing books and play "paste nose" game.

Secondly, we will continue to learn the song about body parts. Last time, when I played the music, lots of children could catch the words which we have learnt. This week, I think they can catch more words.

As for routine questions, Stage 3 children could answer their names with my help. With more practice, I think they can answer the questions fluently. For children in stage 4, they grasp the question structures now, so it is no problem for them to answer family members' name. Based on that, we will start to learn how to say numbers 11 to 99 in Chinese, followed by learning how to answer family members' ages.

As for children from Chinese background, this week, we will share stories and play games related to Halloween.





# Music

## Stage 1 & Stage 2

The children used pom poms to sing and dance along to the wheels on the bus. The children learned a new rhythm song with tapping sticks. The Children learned about dynamics, using bells to play loud and soft. Instrument discovery: The children learned about the Maraca and how it works, then they had a turn playing it.

## Stages 3 & 4

Copy Cat Rhythm game: students chose their own instrument to play and memorised and copied rhythms played by the teacher. Students will listen to different instruments and learn to identify them by sound. They will then play a game where different instruments are placed in different corners of the room, and the students listen and identify the instrument they hear by running to the correct corner. Instrument discovery: The children learned about the Maraca and how it works, then they had a turn playing it.





# Musical Theatre

